



KENT STATE
UNIVERSITY
Educational Policies Council
2017-2018 Membership

VOTING MEMBERS

Ex-Officio Members (yellow and orange name cards)

Todd A. Diacon, <i>Co-Chair</i>	Executive Vice President for Academic Affairs and Provost
Deborah C. Smith <i>Co-Chair</i>	Chair of the Faculty Senate (term 2016-2017)

Ex-Officio Members: Deans or Dean Designees

Undergraduate EPC (yellow name cards)

Sonia A. Alemagno, Dean, Public Health
James L. Blank, Dean, Arts and Sciences
Barbara A. Broome, Dean, Nursing
Kenneth J. Burhanna, Dean (Interim), University Libraries
John R. Crawford-Spinelli, Dean, The Arts
James C. Hannon, Dean, Education, Health and Human Services
Mark S. Mistur, Dean, Architecture and Environmental Design
Eboni J. Pringle, Dean, University College
Amy L. Reynolds, Dean, Communication and Information
Nathan Ritchey, Dean (Interim), Regional College
Robert G. Sines, Jr., Dean (Interim), Aeronautics and Engineering
Alison J. Smith, Dean, Honors
Deborah F. Spake, Dean, Business Administration

Graduate EPC (orange name cards)

Sonia A. Alemagno, Dean, Public Health
Danielle S. Coombs, Associate Dean (Interim), Communication and Information
Vincent J. Hetherington, Senior Associate Dean, Podiatric Medicine
Robert D. Hisrich, Associate Dean, Business Administration
Stephen A. Mitchell, Associate Dean, Education, Health and Human Services
I. Richmond Nettey, Associate Dean, Aeronautics and Engineering
Kara L. Robinson, Assistant Dean (Interim), University Libraries
Cynthia R. Stillings, Associate Dean, The Arts
Melody J. Tankersley, Dean, Graduate Studies
Wendy A. Umberger, Associate Dean, Nursing
Manfred H. Van Dulmen, Associate Dean, Arts and Sciences
William T. Willoughby, Associate Dean, Architecture and Environmental Design

Faculty Senate-Appointed Representatives

Undergraduate EPC (yellow name cards)

Jennifer M. Cunningham, Assistant Professor, English, Arts and Sciences (2017-2019)
Edward Dauterich, Professor, English, Arts and Sciences (2017-2019)
Vanessa J. Earp, Associate Professor, University Libraries (2017-2019)
Darci L. Kracht, Professor, Mathematical Science, Arts and Sciences (2017-2019)
Donald L. White, Professor, Mathematical Science, Arts and Sciences (2013-2017)
Linda L. Williams, Associate Professor, Philosophy, Arts and Sciences (2017-2018)

Graduate EPC (orange name cards)

Vinay K. Cheruvu, Assistant Professor, Biostatistics, Environmental Health Sciences and Epidemiology, Public Health (term 2016-2018)
Christopher J. Fenk, Professor, Chemistry, Arts and Sciences (2017-2019)
Albert L. Ingram, Associate Professor, Lifespan, Development and Educational Sciences, Education, Health and Human Services (2017-2018)
Susan Roxburgh, Professor, Sociology, Arts and Sciences (2016-2018)
Robert J. Twieg, Professor, Chemistry and Biochemistry, Arts and Sciences (2015-2018)

VOTING MEMBERS *continued***College Curriculum Committee Representatives****Undergraduate EPC (yellow name cards)**

Lindsay C. Baran, Assistant Professor, Finance, Business Administration
Jillian S. Coorey, Associate Professor, Visual Communication Design, Communication and Information
Pamela K. Evans, Associate Professor, Architecture and Environmental Design
Insook Kim, Assistant Professor, Teaching, Learning and Curriculum Studies, Education, Health and Human Services
Denise M. McEnroe-Petitte, Associate Professor, Nursing Technology, Regional
Debra S. Shelestak, Assistant Professor, Nursing
Shin-Min (Simon) Song, Professor, Aeronautics and Engineering
Robert D. Sturr, Associate Professor, English, Arts and Sciences
Jonathan F. Swoboda, Associate Professor, Theatre, The Arts
Melissa D. Zullo, Associate Professor, Environmental Health Sciences and Epidemiology, Public Health

Graduate EPC (orange name cards)

Michael W. Chunn, Professor, Music, The Arts
Jonathan P. Fleming, Assistant Professor, Architecture and Environmental Design-and Information
James D. (Derek) Kingsley, Assistant Professor, Health Sciences, Education, Health and Human Services
Jan C. Leach, Associate Professor, Journalism and Mass Communication, Communication
Richard L. Mangrum, Associate Professor, Aeronautics and Engineering
Said Shiyab, Professor, Modern & Classical Languages, Arts and Sciences
Mary A. Mooney, Assistant Professor, Podiatric Medicine
Jayaram (Jay) Muthuswamy, Associate Professor, Finance, Business Administration
Amy B. Petrinc, Assistant Professor, Nursing
Jonathan B. VanGeest, Professor, Health Policy and Management, Public Health

NON-VOTING OBSERVERS AND CONSULTANTS**Observers****Undergraduate EPC (green name cards)**

Samantha Scozzaro, Senator, Undergraduate Student Government
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Graduate EPC (green name cards)

Kathryn Klonowski, Vice Executive Chair, Graduate Student Senate
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Consultants for the Educational Policies Council (green name cards)

Susan M. Augustine, Academic Program Coordinator, Education, Health and Human Services	Hollie B. Simpson, Outreach Program Coordinator, Accreditation, Assessment and Learning
Alicia R. Crowe, Associate Dean, Education, Health and Human Services	Elizabeth A. Sinclair, Assistant Dean, Business Administration
Aimee J. Bell, Academic Program Coordinator, Curriculum Services	Linnea C. Stafford, Senior Institutional Research Information Officer, Institutional Research
Julie A. Gabella, Director, Graduate Studies Academic Services	Therese E. Tillett, Executive Director, Curriculum Services
Mary Ann Haley, Associate Dean, Arts and Sciences	Lana K. Whitehead, Assistant Dean, Graduate Studies
Jennifer S. Kellogg, Academic Program Coordinator, Curriculum Services	Catherine M. Zingrone, Academic Program Director, Communication and Information



OFFICE OF THE PROVOST

TO: Educational Policies Council (EPC)
FROM: Therese E. Tillett, Executive Director of Curriculum Services
SUBJECT: EPC Meeting Schedule and Deadlines for Academic Year 2017–2018
DATE: 9 May 2017

Typically, meetings are held on the third **Monday** of each the month (exception is January, and no meeting in December) **in the Governance Chambers** on the 2nd floor of the Kent Student Center on the Kent Campus. The meeting **begins at 3:20 p.m.**

Members of the Undergraduate EPC and Graduate EPC will meet jointly each month with an alternating agenda. The Office of Curriculum Services will notify members of a meeting cancellation seven calendar days before the meeting.

EPC Meeting Dates	Submission Deadlines of Agenda Items for the Meeting
21 August 2017	31 July 2017
18 September 2017	28 August 2017
16 October 2017	25 September 2017
20 November 2017	30 October 2017
22 January 2018	3 January 2018 January is the final meeting for approving course and program proposals for fall 2018 implementation. Program proposals include new and inactivated programs,* any revisions to a program’s course or grade requirements and any other revision that changes the criteria for students to progress in or graduate with a degree, minor or certificate. <u>Deadlines for admission revisions on next page.</u>
19 February 2018	29 January 2018
19 March 2018	26 February 2018
16 April 2018	26 March 2018 April is the final meeting for university and college policy proposals for fall 2018 implementation. April is the final meeting for proposals for new courses for spring 2019 implementation.
21 May 2018	30 April 2018

*Exceptions to this deadline are proposals to establish or inactivate a degree or major, or to offer a major fully online, in an accelerated delivery or at another campus or location, all of which require additional (external) steps for approvals. Please work with the Office of Curriculum Services to determine a timeline for implementation for this types of proposals.

Implementation of Revisions to Program Admission Criteria

Because the admission window for a semester opens so far in advance of the start of that semester, the implementation date for revisions to a program’s admission criteria cannot follow the same deadlines as other program revisions.

Therefore,

- A revision to a program’s admission criteria will be implemented for the next admission window unless a later term is requested.
- Revisions will be implemented only after approval by the Educational Policies Council (EPC).
- Revised admission criteria will be noted in the next-published University Catalog after current admission criteria (e.g., *Effective for spring 2019, admission criteria will be the following...*).

Reference:

Admissions Opens Admitted Semester

July 2017Fall 2018
 April 2018.....Spring 2019

EPC Approval of Admission Revision	College May Request Effective Term	First Noted in Catalog
August 2017	Spring 2019 or Fall 2019	Fall 2018
September 2017	Spring 2019 or Fall 2019	Fall 2018
October 2017	Spring 2019 or Fall 2019	Fall 2018
November 2017	Spring 2019 or Fall 2019	Fall 2018
January 2018	Spring 2019 or Fall 2019	Fall 2018
February 2018	Spring 2019 or Fall 2019	Fall 2018
March 2018	Spring 2019 or Fall 2019	Fall 2018
April 2018	Fall 2019 or Spring 2020	Fall 2018
May 2018	Fall 2019 or Spring 2020	Fall 2019



TO: Educational Policies Council
FROM: Senior Vice President and Provost Todd A. Diacon
SUBJECT: Agenda for Monday, 16 October 2017
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center
DATE: 9 October 2017

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of Curriculum Services before the meeting. If you wish to elevate an information or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by 13 October 2017, to ensure that the materials are available at the meeting for members.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

1. Minutes of meeting on 15 May 2017
[Attachment 1](#)

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

College of Aeronautics and Engineering

1. Inactivation of Technology [TECH] major within the Bachelor of Science [BS] degree. Admission to the degree program was suspended for spring 2018 (November 2016 EPC). Effective Fall 2018 | [Attachment 2](#)

Regional College

2. Establishment of an Insurance Studies [INS] minor to be offered online only, administered through the Salem Campus. Minimum total credit hours to program completion are 18. Effective Fall 2018 | [Attachment 3](#)

INFORMATION ITEMS

Office of the Provost

1. Revision of Dismissal, Appeal and Reinstatement policy. Revision is housekeeping, to revise formatting and language that more effectively clarifies intent of the revisions approved by EPC (October 2016) and Faculty Senate (November 2016). Effective Fall 2017 | [Attachment 4](#)

UNDERGRADUATE EPC *continued***INFORMATION ITEMS *continued*****Office of Global Education**

2. Establishment of new instructional delivery location and extension of the Associate of Arts [AA] and Associate of Science [AS] degrees to be offered at the Pontifical Catholic University of Paraná (PUCPR) in Curitiba, Brazil. Coursework required for the following 17 bachelor's degree majors will be offered at PUCPR as part of the associate degree, which will enable students to transfer to the Kent Campus after earning the associate to complete a bachelor's degree in two years: English [ENG], History [HIST], Sociology [SOC], Economics [ECON], Geography [GEOG], Psychology [PSYC], Philosophy [PHIL], Anthropology [ANTH], General Business [GBUS], Political Science [POL], Paralegal Studies [PLST], Pan-African Studies [PAS], Communication Studies [COMM], International Relations [INTL], Applied Conflict Management [ACM], Criminology and Justice Studies [CRJU] and Teaching English as a Second Language [TESL].
Effective Fall 2018 | [Attachment 5](#)

College of Arts and Sciences***Department of Biological Sciences / Department of Psychological Sciences***

3. Initial inquiry to establish a Neuroscience major within the Bachelor of Science degree. The major will be jointly administered by the Department of Biological Sciences and the Department of Psychological Sciences. [Original initial inquiry appeared on August 2015 EPC agenda and expired after one year.]
Attachment 5 | [Attachment 6](#)

College of Public Health

4. Temporary suspension of admission for the Environmental Health Sciences [EHS] minor due to faculty changes and low enrollment. Admission will be suspended for two years, at which time the program will be reevaluated and a decision made to either reopen admission or to inactivate the program.
Effective Fall 2018 | [Attachment 7](#)
5. Temporary suspension of admission for the Environmental Health Sciences [EHS] concentration in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree due to faculty changes and low enrollment. Admission will be suspended for two years, at which time the program will be reevaluated and a decision made to either reopen admission or to inactivate the program.
Effective Fall 2018 | [Attachment 8](#)

Regional College

6. Revision of instructional delivery for the Accounting Technology [ACTT] major within the Associate of Applied Business [AAB] degree. The program will be offered fully online in addition to hybrid online/on-ground. The program is offered at the Ashtabula, East Liverpool, Geauga, Salem, Trumbull and Tuscarawas campuses. The Trumbull Campus will be the admitting campus for first-time applicants declaring the fully online program. Admission, course and graduation requirements are unchanged.
Effective Fall 2018 | [Attachment 9](#)

UNDERGRADUATE EPC *continued***INFORMATION ITEMS *continued*****Regional College *continued***

7. Revision of instructional delivery for the Enology [ENOL] major within the Associate of Applied Science [AAS] degree. The program will be offered more than 50 percent online, with required on-campus meetings and fieldwork at a winery or vineyard. The program is offered at the Ashtabula Campus. Admission, course and graduation requirements are unchanged.
Effective Fall 2018 | [Attachment 10](#)
8. Revision of instructional delivery for the Viticulture [VITI] major within the Associate of Applied Science [AAS] degree. The program will be offered more than 50 percent online, with required on-campus meetings and fieldwork at a winery or vineyard. The program is offered at the Ashtabula Campus. Admission, course and graduation requirements are unchanged.
Effective Fall 2018 | [Attachment 11](#)

University College

9. Revision of University Readiness Standards and Placement Assessment policy. These revisions are in response to a mandate from the Ohio Department of Higher Education in regards to what exam areas and SAT scores can be used to determine college readiness.
Effective Fall 2017 (Fall 2018 University Catalog) | [Attachment 12](#)

LESSER ACTION ITEMS**College of Arts and Sciences*****Department of Modern and Classical Language Studies***

1. Establishment of an Arabic [ARAB] concentration in the Translation [TRNS] major within the Bachelor of Science [BS] degree. Four new ARAB courses are established for the concentration. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

Department of Physics

2. Establishment of an Entrepreneurship [ENTR] concentration in the Physics [PHY] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

College of Communication and Information***School of Journalism and Mass Communication***

3. Revision of course requirements for the Advertising [ADV] major within the Bachelor of Science [BS] degree. Revision includes replacing required electives with general electives, and increasing general elective credit hours, from 9 to 33. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
4. Revision of course requirements for the Advertising [ADV] minor. Revision includes removing JMC 41005 as required. Minimum total credit hours to program completion decrease, from 22 to 19.
Effective Fall 2018

UNDERGRADUATE EPC *continued***LESSER ACTION ITEMS *continued*****College of Public Health**

5. Revision of course requirements for the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Revision includes removing COMM 26501, PH 30012, and PH 30014 as required courses and adding a 9-credit hour elective list. Revision to the Community-Based Public Health [CBPH] concentration includes removing PH 32005 as required and adding PH 44092 either/or with PH 45092. Revision to the Health Promotion and Education [HPED] concentration includes removing HED 21050 and PH 31005 and adding PH 30014 and PH 35005 as electives. Minimum total credit hours to program completion are unchanged at 120-122, depending on concentration.
Effective Fall 2018

Regional College

6. Inactivation of concentrations and revision of course requirements for the Insurance Studies [INS] major within the Bachelor of Science [BS] degree. All three concentrations are inactivated—Life and Health Insurance [INLH], Property and Casualty Insurance [INPC] and Chartered Property Casualty Underwriter Holders [CPCU]. Revision includes moving courses from the concentrations to the major and inactivating concentration-specific INS courses. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

College of the Arts

School of Fashion Design and Merchandising

1. Revision of major and degree names and course requirements for the Fashion [FASH] major within the Master of Fashion [MFASH] degree. Name changes to Fashion Industry Studies [FIS] major within the Master of Fashion Industry Studies [MFIS] degree. Revision includes establishing six FDM courses; revising 16 FDM courses; adding two FDM courses as required; moving courses from required to electives; and reducing credit hours, from 6 to 3, in the cognate areas. Minimum total credit hours to program completion are unchanged at 30.
Effective Fall 2018 | [Attachment 13](#)

College of Public Health

2. Establishment of a Clinical Epidemiology [CEPI] major within the Master of Science [MS] degree. The program will be offered fully online and hybrid online/on-ground at the Kent Campus. One BST and seven EPI courses are being established for the degree program. Minimum total credit hours to program completion are 36.
Effective Fall 2018 | Attachment 14: [Proposal](#), [Catalog Copy](#), [Support Letters](#) and [Surveys](#)

INFORMATION ITEMS

College of Arts and Sciences

Department of Modern and Classical Language Studies

1. Temporary suspension of admission for the Literature and Culture [LIT] concentration in the Spanish [SPAN] major within the Master of Arts [MA] degree. Admission will be suspended for one year, at which time the program will be reevaluated and a decision made to either reopen admission or to inactivate the program.
Effective Fall 2018 | [Attachment 15](#)

College of Communication and Information

School of Journalism and Mass Communication

2. Revision of instructional delivery for the Public Relations [PR] concentration in the Journalism and Mass Communication [JMC] major within the Master of Arts [MA] degree. The concentration will no longer be offered fully online; however, it will continue to be offered on ground at the Kent Campus
Effective Fall 2018 | [Attachment 16](#)

GRADUATE EPC *continued***LESSER ACTION ITEMS****College of Public Health**

1. Revision of course requirements for the Public Health [PH] major within the Master of Public Health [MPH] degree. Revision to the major includes replacing SBS 50020 and HPM 52015 with SBS 54634 and HPM 53010. Revision to Epidemiology [EPI] concentration includes replacing EPI 63017 with BST 63012. Revision to Environmental Health Sciences [EHS] concentration includes moving all required courses (except EHS 60192) to a 15-credit hour elective list and adding EHS 60109 and EHS 53014 to the list. Revision to Social and Behavior Sciences [SBS] concentration includes replacing SBS 54634 with SBS 50020. Minimum total credit hours to program completion are unchanged at 46.
Effective Fall 2018
2. Revision of course requirements for the Public Health [PH] major within the Doctor of Philosophy [PhD] degree. Revision includes adding SBS 73020 as either/or with BST 83014, replacing HPM 72030 with EPI 73027; and replacing SBS 50020 with SBS 74634. Revision to Prevention Science [PRSC] and Health Policy and Management [HPM] concentrations includes replacing EPI 73029 with HPM 72030. Revision to Epidemiology [EPI] concentration includes replacing EPI 80191 and EPI 83017 with EPI 83013 and EPI 83016 and merging two electives lists into one. Minimum total credit hours to program completion are unchanged at 91.
Effective Fall 2018

UNIVERSITY REQUIREMENTS COURSE REVISIONS

Course Approved for Experiential Learning Requirement for Fall 2018

PHIL 31060 Philosophy of Art and Beauty..... Revise

Kent Core Course Revisions Effective Fall 2017

ANTH 18420 Introduction to Archaeology (3) to:
 Archaeology: Ancient Lives and Cultures..... Revise

Prerequisites for the following courses were revised to comply with the state-wide remediation-free standards:

CHEM10060 General Chemistry I (4)..... Revise

ECON 22060 Principles of Microeconomics (3)..... Revise

MATH 10041 Introductory Statistics (4)..... Revise

MATH 10051 Quantitative Reasoning (4)..... Revise

MATH 10771 Basic Mathematical Concepts I Plus (5)..... Revise

MATH 10772 Modeling Algebra Plus (5)..... Revise

MATH 10773 Algebra for Calculus Stretch I (3)..... Revise

PHIL 21002 Introduction to Formal Logic (3)..... Revise

Diversity Requirement Course Revisions for Fall 2018

ANTH 18420 Introduction to Archaeology (3) to:
 Archaeology: Ancient Lives and Cultures..... Revise

ANTH 38240 Culture and Personality (3) to:
 48245 Psychological Anthropology..... Revise

GEOG37066 Geography of Europe (3)..... Revise

PH 44000 Health Disparities (3) to:
 Health Equity and Social Justice..... *withdrawn* Revise

COURSE REVISIONS

Course Revisions Effective Fall 2018

AMRT 10010 FAA Regulations and Documentation (2)..... Reactive

AMRT 10020 Aircraft Tools and Techniques (2)..... Reactive

AMRT 10030 Airframe I (3)..... Reactive

AMRT 10040 Aviation Power Plant I (4)..... Reactive

AMRT 20010 Airframe II (3)..... Reactive

AMRT 20020 Airframe III (2)..... Reactive

AMRT 20030 Aviation Electronics (3)..... Reactive

AMRT 20040 Principles of Flight (3)..... Reactive

AMRT 20050 Practicum in Advanced Aviation (2)..... Reactive

AMRT 20060 Aviation Power Plant II (2)..... Reactive

Course Revisions Effective Fall 2018 *continued*

ANTH 48280	Being Human: Signs and Symbols (3).....	New
ANTH 58245	Psychological Anthropology (3)	New
ARAB 37231	Translation Practice: Arabic (1)	New
ARAB 37240	Conversation for Business and Special Purposes: Arabic (3).....	New
ARAB 47230	Advanced Translation Practice: Arabic (3)	New
ARAB 47240	Business and Special Texts: Arabic (3)	New
BSCI 26004	Plant Identification and Selection II (3)	Revise
BSCI 60184	Responsible Conduct in Research and Teaching-Biological Sciences (2)	Revise
BST 62020	Data Management and Logic Using SAS® Software (3).....	New
BST 82020	Data Management and Logic Using SAS® Software (3).....	New
COMM45684	Communication and Transnational Trend Analysis (3) to: Communicating Trends, Risks and Warnings	Revise
EHS 53014	Built Environment and Public Health (3).....	New
EPI 63014	Epidemiology of Chronic Diseases (3).....	Revise
EPI 63015	Epidemiology of Infectious Diseases (3)	Revise
EPI 63016	Principles of Epidemiologic Research (3).....	Revise
EPI 63018	Observational Designs for Clinical Research (3)	New
EPI 63019	Experimental Designs for Clinical Research (3)	New
EPI 63020	Advanced Epidemiology and Clinical Research Methods (3)	New
EPI 63021	Ethical Issues in Public Health and Clinical Research (3)	New
EPI 63192	Research Practicum in Clinical Epidemiology (1-6)	New
EPI 63199	Thesis I (2-6)	New
EPI 63299	Thesis II (2)	New
EPI 83014	Epidemiology of Chronic Diseases (3).....	New
EPI 83015	Epidemiology of Infectious Diseases (3)	New
EPI 83016	Principles of Epidemiologic Research (3).....	New
EPI 83018	Observational Designs for Clinical Research (3)	New
EPI 83019	Experimental Designs for Clinical Research (3)	New
EPI 83020	Advanced Epidemiology and Clinical Research Methods (3)	New
EPI 83021	Ethical Issues in Public Health and Clinical Research (3)	New
FDM 50050	TechStyleLab: Digital Design and New Media in Fashion (3) to:	
60050	TechStyleLab: Digital Design and New Media in Fashion Industry.....	Revise
FDM 50092	Fashion Industry Practicum (1-6) to:	
60092	.....	Revise
FDM 50093	Workshops in Fashion (1-3) to:	
60093	Workshops on Current Topics in the Fashion Industry	Revise

Course Revisions Effective Fall 2018 *continued*

FDM	50161	Advanced Fashion Design Studio (3)	Inactive
FDM	50300	Advanced Fashion Industry Practice (3) to:	
	60100	.....	Revise
FDM	53010	Fashion Exhibition Design and Curatorial Perspectives (3)	Inactive
FDM	55010	Concepts of Sustainable Fashion (3) to:	
	65010	Sustainable Concepts and Practices in the Fashion Industry	Revise
FDM	55035	Historic Textiles (3)	Revise
FDM	55095	Special Topics (1-3) to:	
	65095	Special Topics in Fashion Industry	Revise
FDM	55096	Individual Investigation (1-3) to:	
	65096	Individual Investigation in the Fashion Industry	Revise
FDM	60010	Theories in Fashion (3) to:	
		Theories as Applied to the Fashion Industry	Revise
FDM	60020	Fashion Design Management (3) to:	
		Fashion Industry Design Management	Revise
FDM	60030	Forms of Inquiry in Fashion (3) to:	
	60031	Forms of Inquiry in the Fashion Industry	Revise
FDM	60040	Fashion: A Unifying Lens (3) to:	
	60011	The Fashion Industry: A Unifying Lens.....	Revise
FDM	60098	Research Project in Fashion Design and Merchandising (3) to:	
		Research Project in the Fashion Industry	Revise
FDM	60162	Advanced Fashion Industry Design and Production (3)	New
FDM	60199	Master of Fashion Thesis I (1-6) to:	
		Thesis I.....	Revise
FDM	60299	Master of Fashion Thesis II (1-6) to:	
		Thesis II	Revise
FDM	63011	Visual Presentation in the Fashion Industry (3).....	New
FDM	65045	Fashion Industry Merchandise Management (3).....	New
FDM	65055	Entrepreneurial Leadership and Sustainability in the Fashion Industry (2).....	New
FDM	65065	Supply Chain Management in the Fashion Industry (3)	New
FDM	65075	Consumer Demands and Data Analytics in the Fashion Industry (3).....	New
GEOG	29160	Mapping Our World (3).....	Revise
GEOG	34070	Economic Geography (3).....	Revise
GEOG	37072	Geography of China (3).....	Revise
GEOG	41066	Climate Change and Its Impact (3) to:	
		Global Climate Change.....	Revise
GEOG	42052	Medical Geography (3)	Revise
GEOG	45085	Urban Transportation (3)	Revise

Course Revisions Effective Fall 2018 *continued*

GEOG46070	Urban and Regional Planning (3)	Revise
GEOG46081	Seminar in Urban Geography (3)	Revise
GEOG49075	Geographic Information Science: Urban and Economic Applications (3) to: Geographic Information Science Applications for Social Problems	Revise
GEOG49080	Advanced Geographic Information Science (3)	Revise
GEOG51066	Climate Change and Its Impact (3) to: Global Climate Change	Revise
GEOG52052	Medical Geography (3)	Revise
GEOG55085	Urban Transportation (3)	Revise
GEOG56070	Urban and Regional Planning (3)	Revise
GEOG56081	Seminar in Urban Geography (3)	Revise
GEOG59075	Geographic Information Science: Urban and Economic Applications (3) to: Geographic Information Science Applications for Social Problems	Revise
GEOG59080	Advanced Geographic Information Science (3)	Revise
GEOG71066	Climate Change and Its Impact (3) to: Global Climate Change	Revise
GEOG72052	Medical Geography (3)	Revise
GEOG75085	Urban Transportation (3)	Revise
GEOG76070	Urban and Regional Planning (3)	Revise
GEOG76081	Seminar in Urban Geography (3)	Revise
GEOG79075	Geographic Information Science: Urban and Economic Applications (3) to: Geographic Information Science Applications for Social Problems	Revise
GEOG79080	Advanced Geographic Information Science (3)	Revise
HI	60417 Public Health Informatics (3)	New
HI	80417 Public Health Informatics (3)	New
INS	49010 Life and Health Insurance Law, Finance and Risk Management (3)	Inactive
INS	49011 Property and Casualty Insurance Law, Finance and Risk Management (3)	Inactive
INS	49030 Life Insurance (3)	Inactive
INS	49031 Health Insurance (3)	Inactive
INS	49032 Advanced Topics in Life and Health Insurance (3)	Inactive
INS	49041 Personal Lines Property and Casualty Insurance (3)	Inactive
INS	49042 Commercial Lines Property and Casualty Insurance (3)	Inactive
INS	49043 Advanced Topics in Property and Casualty Insurance (3)	Inactive
ITAL	45212 Advanced Italian Conversation (3)	Revise
JMC	26005 Storytelling Across Platforms (3)	Revise
MIS	84108 Acquiring Human Resources (3)	Revise

Course Revisions Effective Fall 2018 *continued*

MIS	84263	Optimizing Human Resources (3)	Revise
NURS	20030	Fundamentals of Nursing Interventions (5)	Revise
NURS	20040	Fundamentals of Nursing (8).....	Revise
NURS	25020	Introduction to Professional Nursing and Interpersonal and Communication Skills: LPN Transition (3).....	Inactive
NURS	25030	LPN 20020 Preparation Course-Foundations of Nursing Practice and Communication (2).....	Inactive
NURS	25040	LPN 20030 Preparation Course-Foundations of Nursing Interventions (2).....	Inactive
NURS	30010	Parent and Newborn Nursing (4).....	Revise
NURS	30020	Health Care of Children (4).....	Revise
NURS	30035	Nursing of Adults Across the Lifespan (9).....	Revise
NURS	30050	Basic Nursing Informatics (2).....	Revise
NURS	30070	Health Care Policy (3).....	Revise
NURS	40010	Nursing of the Critically III (4).....	Revise
NURS	40020	Community Health Nursing (4).....	Revise
NURS	40030	Psychiatric Nursing and Mental Health Nursing Care (4).....	Revise
NURS	40045	Integration of Leadership and Management in Nursing (6).....	Revise
NURS	40872	Introduction to Evidence Based Practice (3).....	Revise
NURS	60440	Women's Health Care Nurse Practitioner IV (2).....	Revise
NURS	60540	Women's Health Care Nurse Practitioner V (2).....	Revise
NURS	65892	Women's Health Care Nurse Practitioner V Practicum (2).....	Revise
OIA	10095	Special Topics: Study Abroad (0-20) to:	
OGE		(0).....	Revise
PH	35001	Best Practices in Community-Based Public Health.....	Revise
PH	35005	Advocacy and Activism in Public Health (3).....	Revise
PH	43014	Incarceration: A Public Health Crisis (3)	withdrawn New
SBS	54634	Social Determinants of Health Behaviors (3).....	withdrawn Revise
SBS	60020	Program Evaluation II: Application in the Real World (3)	Revise
SBS	74634	Social Determinants of Health Behaviors (3).....	withdrawn New
UC	00003	Core Reading Strategies for College Success (3) to:	
RC		.....	Revise
UC	00006	Critical Reading Strategies for College Success (3) to:	
RC		.....	Revise
UC	00009	Swift Kick Study Skills (1) to:	
RC		.....	Revise

Hold Policy for Courses Not Taught

It is important that Kent State's *University Catalog* reflect actual curricula being taught. For that reason, the Office of Curriculum Services will place a hold on all courses that have not been taught for five or more consecutive years. These courses will not be inactivated; however, their status in the Banner course inventory will change from "active" to "hold." The Office of Curriculum Services will notify each dean and chair/director of courses placed on hold. Alternatively, academic units may request formal inactivation of the courses. All requests for inactivation will follow the usual curricular approval procedures.

The Hold Policy does not apply to courses designated as variable/special topics, internship, practicum, field experience, individual investigation and research. In addition, the Hold Policy does not apply to cross-listed or slashed courses where one or more of the courses are offered with enrollment.

While a course is on hold, it may be offered to students. Academic units will notify the Office of Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If the offering is successful (i.e., the course is taught), the course status remains active in Banner. If the course is not taught, it will be put back on hold.

Courses that are on hold for three years will be inactivated. The dean and chair/director will be notified in advance of such action.

Courses on Hold Effective for Fall 2018

ACCT 33000	Fundamental Tax Procedures (3)	Hold
ACCT 63032	Accounting Theory, History and Institutions (3)	Hold
ACCT 73032	Accounting Theory, History and Institutions (3)	Hold
ACTT 21001	Accounting IV-Financial (3)	Hold
ACTT 36120	Ethical Issues Relating to Fraud Examination (3)	Hold
ACTT 46170	Case Studies in Fraud Examination (3)	Hold
AERN 15743	Private Pilot Helicopter Flight Add-On (2)	Hold
AERN 35001	Aircraft Fabrication (3)	Hold
AERN 35101	Helicopter Flight Theory (3)	Hold
AERN 35648	Instrument Helicopter Flight Add-On (1)	Hold
AERN 35748	Commercial Pilot Helicopter Flight Add-On (2)	Hold
AERN 45340	Aircraft Maintenance (3)	Hold
AERN 45349	Systems Maintenance and Reliability (5)	Hold
AERN 45650	Certified Flight Instructor Helicopter Flight (2)	Hold
AERN 45652	Certified Flight Instructor Instrument Helicopter Flight (1)	Hold
AERN 45654	Certified Flight Instructor Helicopter Flight Add-On (1)	Hold
AERN 45656	Certified Flight Instructor Instrument Helicopter Flight Add On (1)	Hold
AERN 65300	Airline Transportation Operations (3)	Hold
ANTH 48220	Cultural Ecology (3)	Hold
ANTH 48225	Archaeology of Death (3)	Hold

Courses on Hold Effective for Fall 2018 *continued*

ANTH 48230	Socio-Cultural Change (3)	Hold
ANTH 58220	Cultural Ecology (3)	Hold
ANTH 58225	Archaeology of Death (3)	Hold
ANTH 58230	Socio-Cultural Change (3)	Hold
ARAB 41302	Business Arabic (3)	Hold
ARCH 10101	First Year Design Studio I (3)	Hold
ARCS 10121	Representation of Design I (3)	Hold
ARCS 10122	Representation of Design II (3)	Hold
ARTH 42078	History of the Decorative and Applied Arts (3)	Hold
ARTH 52078	History of Decorative and Applied Arts (3)	Hold
ARTH 62071	History of Prints (3)	Hold
AS 43001	Legal Information Sources and Services (3)	Hold
AS 53001	Legal Information Sources and Services (3)	Hold
AS 61001	Liberal Studies Research Paper (1)	Hold
AS 73001	Legal Information Sources and Services (3)	Hold
ATTR 35025	Essentials of Athletic Injury Management (1)	Hold
ATTR 73094	College Teaching in Health Sciences (3)	Hold
BMRT 36410	Security for Business Students (3)	Hold
BMRT 36420	Physical Security (3)	Hold
BMRT 36430	Security Management (3)	Hold
BMRT 36440	Security Investigation (3)	Hold
BMRT 46410	Crisis and Disaster Management Planning (3)	Hold
BMRT 46420	Legal Issues in Security (3)	Hold
BMS 60251	Theory and Practice of Cloning and Genetic Engineering (2)	Hold
BMS 60440	Cellular and Molecular Signaling (3)	Hold
BMS 60450	Medical Physiology II (3)	Hold
BMS 70251	Theory and Practice of Cloning and Genetic Engineering (2)	Hold
BMS 70440	Cellular and Molecular Signaling (3)	Hold
BMS 70450	Medical Physiology II (3)	Hold
BSCI 30271	General Plant Biology Laboratory (1)	Hold
BSCI 30519	Vertebrate Embryology and Developmental Anatomy (4)	Hold
BSCI 40275	Systematic Botany (4)	Hold
BSCI 40433	Mammalian Physiology I (3)	Hold

Courses on Hold Effective for Fall 2018 *continued*

BSCI	50275	Systematic Botany (4).....	Hold
BSCI	50433	Mammalian Physiology I (3)	Hold
BSCI	50451	Current Topics in Biological Clocks Research (1)	Hold
BSCI	60080	Experimental Methods in Biology (2)	Hold
BSCI	60440	Cellular and Molecular Signaling (3)	Hold
BSCI	70275	Systematic Botany (4).....	Hold
BSCI	70433	Mammalian Physiology I (3)	Hold
BSCI	70440	Cellular and Molecular Signaling (3)	Hold
BSCI	70451	Current Topics in Biological Clocks Research (1)	Hold
BST	63015	Categorical Data Analysis of Public Health Data (3)	Hold
BST	83015	Categorical Data Analysis of Public Health Data (3)	Hold
CA	20000	Performing Arts I (3)	Hold
CA	20001	Performing Arts II (3).....	Hold
CACM	42020	Qualitative Research in Conflict Management (3).....	Hold
CHEM	30050	Introduction to Materials Chemistry (2).....	Hold
CHEM	40053	Materials Chemistry Laboratory (2)	Hold
CI	67227	Assessment in Mathematics Education (2).....	Hold
CI	67228	Intervention in Mathematics Instruction (2)	Hold
CI	67240	Introduction to Environmental Education (3).....	Hold
CI	67314	Survey of Young Adult Literature (3).....	Hold
CI	67315	Survey of Children's Literature (3)	Hold
CI	77227	Assessment in Mathematics Education (2).....	Hold
CI	77228	Intervention in Mathematics Instruction (2)	Hold
CI	77240	Introduction to Environmental Education (3).....	Hold
CI	77314	Survey of Young Adult Literature (3).....	Hold
CI	77315	Survey of Children's Literature (3)	Hold
CLAS	21406	Sport and Ancient Daily Life (3)	Hold
COMM	25464	Argumentation (3)	Hold
COMM	65060	Communication Measurement and Analysis (3)	Hold
COMM	65673	Family Communication (3)	Hold
COMM	65677	Relational Communication (3).....	Hold
COMM	65679	Communication Across the Lifespan (3)	Hold
COMM	65685	Communication and Cognition (3).....	Hold

Courses on Hold Effective for Fall 2018 *continued*

COMM66501	Health Communication (3)	Hold
COMM66509	Public Communication Campaigns (3)	Hold
COMM75060	Communication Measurement and Analysis (3)	Hold
COMM85673	Family Communication (3)	Hold
COMM85677	Relational Communication (3)	Hold
COMM85679	Communication Across the Lifespan (3)	Hold
COMM85685	Communication and Cognition (3)	Hold
COMM86501	Health Communication (3)	Hold
COMM86509	Public Communication Campaigns (3)	Hold
COMT 21008	Computer Methods in Science and Engineering (3)	Hold
CS 10061	Introduction to Computer Programming (3)	Hold
CS 13401	User Level Computer Security (3)	Hold
CS 27101	Introduction to Web Interface Design (3)	Hold
CS 33006	Social and Ethical Issues in Computing (3)	Hold
CS 43006	Theory of Object-Oriented Programming (3)	Hold
CS 43111	Structure of Compilers (3)	Hold
CS 45203	Computer Network Security (3)	Hold
CS 45231	Internet Engineering (3)	Hold
CS 53006	Theory of Object-Oriented Programming (3)	Hold
CS 53111	Structure of Compilers (3)	Hold
CS 55201	Computer Communication Networks (3)	Hold
CS 55203	Computer Network Security (3)	Hold
CS 55231	Internet Engineering (3)	Hold
CS 60094	College Teaching of Computer Science (1)	Hold
CS 64301	Pattern Recognition Principles (3)	Hold
CS 70094	College Teaching of Computer Science (1)	Hold
CS 74301	Pattern Recognition Principles (3)	Hold
CTTE 46001	Organization of Career and Technical Education (3)	Hold
CTTE 46031	Student Teaching in Career Technical Education (9)	Hold
CTTE 49525	Inquiry Introduction to Professional Practice (3)	Hold
CTTE 56001	Organization of Career and Technical Education (3)	Hold
CTTE 56031	Student Teaching in Career Technical Education (9)	Hold
CTTE 59525	Inquiry Introduction to Professional Practice (3)	Hold

Courses on Hold Effective for Fall 2018 *continued*

CULT	39539	Introduction to the Philosophy of Education (3).....	Hold
ECED	60101	Constructivist Teaching in Traditional and Non-Traditional Early Childhood Settings (3).....	Hold
ECED	70101	Constructivist Teaching in Early Childhood Classrooms (3).....	Hold
ECED	70102	Developing a Balanced Literacy Program (3).....	Hold
ECON	42297	Variable Topic Colloquium in Economics (1-3).....	Hold
ECON	52297	Variable Topic Colloquium in Economics (1-3).....	Hold
ECON	62077	Economic Problems of Developing Areas (3).....	Hold
ECON	82024	Seminar in Applied Economic Analysis (3).....	Hold
EERT	22000	Electricity/Electronics With Applications (3).....	Hold
EERT	22005	Electronic Instrumentation (3).....	Hold
EERT	22007	Industrial Motor Control and Application (3).....	Hold
EERT	23000	Sensors (2).....	Hold
ENG	26001	Popular Forms of Literature (3).....	Hold
ENG	35101	Literature and Other Disciplines (3).....	Hold
ENG	37101	Critical Rhetorical Studies of Texts in Context (3).....	Hold
ENG	63037	The Pragmatics of Conversation (3).....	Hold
ENG	66002	British and Irish Literature from the Early Romantics Onward (3).....	Hold
ENG	66103	Ethnic Literature of the United States (3).....	Hold
ENG	76002	British and Irish Literature from the Early Romantics Onward (3).....	Hold
ENG	76103	Ethnic Literature of the United States (3).....	Hold
ENG	85025	Theories and Systems of Writing and Representation (3).....	Hold
ENG	85060	Directed Readings in Writing and Rhetoric (3).....	Hold
ENTR	47045	Entrepreneurial Leadership (3).....	Hold
EPI	73029	Public Health Surveillance Systems (3).....	Hold
EPI	73033	Environmental Epidemiology (3).....	Hold
EVAL	80090	Doctoral Residency Seminar (3).....	Hold
EVHS	21010	Industrial Hygiene II (4).....	Hold
EXPH	63052	Advanced Research Design and Statistics in Exercise Physiology (3).....	Hold
EXPH	73052	Advanced Research Design and Statistics in Exercise Physiology (3).....	Hold
FDM	35121	Fashion Model Drawing (3).....	Hold
FDM	35122	Advanced Fashion Illustration Techniques (3).....	Hold
FIN	66075	Legal Aspects of Financial Engineering (3).....	Hold

Courses on Hold Effective for Fall 2018 *continued*

FIN	66080	Derivatives I (3)	Hold
FIN	66081	Derivatives II (3).....	Hold
FIN	66084	Financial Engineering (3).....	Hold
FIN	66085	Fixed Income Markets (3)	Hold
FIN	76081	Derivatives II (3).....	Hold
FIN	76084	Financial Engineering (3).....	Hold
FIN	76085	Fixed Income Markets (3)	Hold
FR	63201	Reading French for Graduate Students (4).....	Hold
GEOG	35065	Geography of Transportation and Spatial Interaction (3)	Hold
GEOG	44070	Spatial Analysis and Location Theory (3).....	Hold
GEOG	49162	Cartography and Geovisualization (3).....	Hold
GEOG	49163	Cartography and Geovisualization Laboratory (1)	Hold
GEOG	54070	Spatial Analysis and Location Theory (3).....	Hold
GEOG	59162	Cartography and Geovisualization (3).....	Hold
GEOG	59163	Cartography and Geovisualization Laboratory (1)	Hold
GEOG	74070	Spatial Analysis and Location Theory (3).....	Hold
GEOG	79162	Cartography and Geovisualization (3).....	Hold
GEOG	79163	Cartography and Geovisualization Laboratory (1)	Hold
GEOL	41082	Advanced Structural Geology (3).....	Hold
GEOL	43044	Environmental Isotopes (3)	Hold
GEOL	51082	Advanced Structural Geology (3).....	Hold
GEOL	53044	Environmental Isotopes (3)	Hold
GEOL	62011	Hydrology (3)	Hold
GEOL	62068	Advanced Hydrogeology (3)	Hold
GEOL	72011	Hydrology (3)	Hold
GEOL	72068	Advanced Hydrogeology (3)	Hold
GEOL	73044	Environmental Isotopes (3)	Hold
GER	41332	German Literature by Women (3).....	Hold
GER	41338	German Poetry (3).....	Hold
GER	51332	German Literature by Women (3).....	Hold
GER	61001	Graduate Research and Writing in German (3)	Hold
GER	61350	Seminar On the Lyric (3).....	Hold
HED	32575	Consumer Health (3).....	Hold

Courses on Hold Effective for Fall 2018 *continued*

HED	36048	Emergency Medical Training (5)	Hold
HED	46070	Health Related Aspects of Aging (3)	Hold
HED	56070	Health Related Aspects of Aging (3)	Hold
HED	64070	Worksite Health Promotion (3).....	Hold
HED	64094	College Teaching of Health Education and Promotion (2)	Hold
HED	84070	Worksite Health Promotion (3).....	Hold
HED	84094	College Teaching of Health Education and Promotion (2)	Hold
HIED	66664	Service Learning in Higher Education (3).....	Hold
HIED	66740	Theories and Methods of Organizational Development (3)	Hold
HIED	76664	Service Learning in Higher Education (3).....	Hold
HIED	76740	Theories and Methods of Organizational Development (3)	Hold
HIED	86521	Advanced Education Law (3)	Hold
HIED	86559	Advanced Student and Adult Development (3).....	Hold
HIST	31027	History of England to 1688 (3).....	Hold
HIST	31030	NATO: The Enduring Alliance (3).....	Hold
HIST	31050	History and Society of Modern Greece (3).....	Hold
HIST	40197	American Cultural Heritage: The Arts and Society (3)	Hold
HIST	41024	Modern European History, 1914-1945 (3)	Hold
HIST	41032	Consumption and Mass Culture in Modern Europe (3).....	Hold
HIST	41033	Women and Gender in Modern Europe (3).....	Hold
HIST	41051	Politics, Culture and Society of 20th-Century Europe (3).....	Hold
HIST	41097	Colloquium: Saints, Monks, and the Medieval Community (3).....	Hold
HIST	48697	Colloquium: U.S. Middle Period, 1820-1900 (3).....	Hold
HIST	48897	Colloquium in African American History Since 1877 (3).....	Hold
HIST	51024	Modern European History, 1914-1945 (3)	Hold
HIST	51097	Colloquium: Saints, Monks and the Medieval Community (3)	Hold
HIST	58697	Colloquium: U.S. Middle Period 1820-1900 (3).....	Hold
HIST	58897	Colloquium in African-American History Since 1877 (3)	Hold
HIST	71024	Modern European History, 1914-1945 (3)	Hold
HIST	71097	Colloquium: Saints, Monks and the Medieval Community (3)	Hold
HIST	78697	Colloquium: U.S. Middle Period 1820-1900 (3).....	Hold
HIST	78897	Colloquium in African-American History Since 1877 (3)	Hold
HIST	81001	Methods of Historical Research (3)	Hold

Courses on Hold Effective for Fall 2018 *continued*

HONR20297	Sophomore Colloquium (1-4).....	Hold
HRTG 10102	Elementary II (Variable Language) (4)	Hold
ID 14501	Studio Problems in Interior Design I (4)	Hold
ID 14512	Interior Design Graphics I (3)	Hold
ID 24502	Studio Problems in Interior Design II (4).....	Hold
ID 34515	Computer Aided Design for Interior Designers (3)	Hold
ID 34522	Methods and Materials for Interior Design (3)	Hold
ITEC 57402	Organization and Administration of Educational Media Programs and Centers (3).....	Hold
JMC 22000	Photography Basics (1)	Hold
JMC 40007	Reviewing the Arts (2)	Hold
JMC 40012	Online Journalism (3).....	Hold
JMC 40020	Audio and Still Photo Production (3).....	Hold
JMC 40030	Collaborative Online Producing (3).....	Hold
JMC 41002	Advanced Advertising Copywriting (3).....	Hold
JMC 45000	Television Sports Graphics Production (3)	Hold
JMC 45005	Historical Documentary Production (3).....	Hold
JMC 46007	Investigative Reporting (3)	Hold
JMC 46056	Cybermedia Production (3)	Hold
JMC 50007	Reviewing the Arts (2)	Hold
JMC 50012	Online Journalism (3).....	Hold
JMC 50020	Audio and Still Photo Production (3).....	Hold
JMC 50030	Collaborative Online Producing (3).....	Hold
JMC 53042	Studio Television (3)	Hold
JMC 55005	Historical Documentary Production (3).....	Hold
JMC 56007	Investigative Reporting (3)	Hold
JMC 56056	Cybermedia Production (3)	Hold
JMC 60021	Literary Journalism (3)	Hold
JMC 66010	Specialized Reporting (3).....	Hold
LIB 10010	Information Fluency for College Success (3)	Hold
LIS 10010	Information Fluency (3).....	Hold
LIS 60622	Science and Technology Information Sources and Services (3)	Hold
LIS 60623	Business and Finance Information Sources and Services (3).....	Hold

Courses on Hold Effective for Fall 2018 *continued*

LIS	60640	Library Automation (3).....	Hold
LIS	80622	Science and Technology Information Sources and Services (3).....	Hold
LIS	80623	Business and Finance Information Sources and Services (3).....	Hold
LIS	80640	Library Automation (3).....	Hold
MATH	66051	Introduction to Topology I (4).....	Hold
MATH	66052	Introduction to Topology II (3).....	Hold
MATH	72002	Functional Analysis II (3).....	Hold
MATH	76051	Introduction to Topology I (4).....	Hold
MATH	76052	Introduction to Topology II (3).....	Hold
MCLS	60020	Semeiotics (3).....	Hold
MCLS	60094	College Teaching of Foreign Languages (1).....	Hold
MCLS	60621	The Pragmatics of Conversation (3).....	Hold
MERT	43001	Dynamics for Engineering Technology (3).....	Hold
MFGT	12010	Safety in the Workplace (2).....	Hold
MFGT	13001	Computer Numerical Control Programming (3).....	Hold
MFGT	21001	Standard Design Practice for Manufacturing Technology (3).....	Hold
MFGT	22014	Advanced Industrial Electronics (3).....	Hold
MFGT	23001	Computer-Aided Manufacturing (3).....	Hold
MIS	34032	Data and File Technology (3).....	Hold
MIS	34045	Small Systems Technology (3).....	Hold
MIS	34080	Computer Programming for Business I (3).....	Hold
MIS	44044	Systems Analysis II (3).....	Hold
MIS	64011	Systems Simulation (3).....	Hold
MIS	64013	Nonparametric and Robust Statistics (3).....	Hold
MIS	64019	Research Seminar in Supply Chain Management (3).....	Hold
MIS	64020	Advanced Statistical Models (3).....	Hold
MIS	64023	Linear Statistical Models and Applications (3).....	Hold
MIS	64047	Manufacturing Technology and Strategy (3).....	Hold
MIS	64263	Employee Selection and Appraisal (3).....	Hold
MIS	74013	Nonparametric and Robust Statistics (3).....	Hold
MIS	74019	Research Seminar in Supply Chain Management (3).....	Hold
MIS	74020	Advanced Statistical Models (3).....	Hold
MIS	74023	Linear Statistical Models and Applications (3).....	Hold

Courses on Hold Effective for Fall 2018 *continued*

MIS	74042	Globalization and Technology Strategy (3)	Hold
MIS	74047	Manufacturing Technology and Strategy (3).....	Hold
MIS	74263	Employee Selection and Appraisal (3).....	Hold
MIS	84082	Database Management Systems (3).....	Hold
MIS	84261	Strategic Decision-Making and Human Resource Management (3)	Hold
MIS	84275	Theoretical and Empirical Global Strategy (3)	Hold
MKTG	85054	International Marketing (3)	Hold
MUS	45111	University Choir (1).....	Hold
MUS	45281	Flute Ensemble (1)	Hold
MUS	46912	Applied Music-Guitar (2)	Hold
MUS	55281	Flute Ensemble (1)	Hold
MUS	62413	Advanced Field and Lab Methods in Ethnomusicology (3)	Hold
MUS	62451	Introduction to Musicology (3)	Hold
MUS	72413	Advanced Field and Lab Methods in Ethnomusicology (3)	Hold
MUS	72451	Introduction to Musicology (3)	Hold
MUS	73381	Advanced Research in Music Education (3).....	Hold
NURS	70749	Advanced Methods for Nursing Research: Grant Development and Funding (3).....	Hold
PADM	60378	Municipal Management and Administration (3)	Hold
PAS	15200	Introduction to West African Cultures (3).....	Hold
PAS	20101	Kiswahili III (3).....	Hold
PAS	20102	Kiswahili IV (3).....	Hold
PAS	22101	African American Visual Artists (3)	Hold
PAS	25200	East African-Kiswahili Cultures (3)	Hold
PAS	30010	African and African-American Philosophies (3).....	Hold
PAS	33130	Gender and Sexuality in Africa and the African Diaspora (3)	Hold
PAS	34100	Islamic West Africa (3)	Hold
PEB	10325	Soccer (1)	Hold
PEB	10504	Sand Volleyball (1).....	Hold
PEB	10515	Wallyball (1).....	Hold
PEB	10704	Intermediate Golf (1)	Hold
PEB	11605	Intermediate Karate (1).....	Hold
PEB	12004	Basic Figure Skating (1)	Hold

Courses on Hold Effective for Fall 2018 *continued*

PH	20010	Introduction to Public Health Informatics (3)	Hold
PH	30040	Public Health Laboratory Safety, Security and Emergency Preparedness (3) ...	Hold
PH	40020	Disaster Preparedness (3)	Hold
PH	40040	Forensic Epidemiology (3)	Hold
PH	40050	Public Health and First Responder Linkages (3)	Hold
PHIL	31070	African and African-American Philosophies (3).....	Hold
PHIL	41010	Problems in the Philosophy of Religion (3).....	Hold
PHIL	41050	Analytic Philosophy (3).....	Hold
PHIL	51010	Problems in the Philosophy of Religion (3).....	Hold
PHIL	51050	Analytic Philosophy (3).....	Hold
PHIL	61055	Semeiotics (3)	Hold
PHY	40060	Physical Literature (1-3).....	Hold
PHY	60094	College Teaching of Physics (1-3).....	Hold
PHY	66302	Modern Nuclear Physics (3).....	Hold
PHY	70094	College Teaching of Physics (1-3).....	Hold
POL	10001	Introduction to Political Science (3)	Hold
POL	30310	Public Policy Analysis (3)	Hold
POL	30511	Problems of International Organization (3)	Hold
POL	40410	Regulatory Policy (3)	Hold
POL	60105	Federalism and State Policymaking (3).....	Hold
POL	70105	Federalism and State Policymaking (3).....	Hold
PSYC	60326	Clinical Aspects of Health Psychology (3)	Hold
PSYC	70326	Clinical Aspects of Health Psychology (3)	Hold
PSYC	71307	Psychobiological Aspects of Health Psychology (3).....	Hold
PSYC	71507	Psychosocial Aspects of Health Psychology (3).....	Hold
PSYC	72445	Multivariate Statistics (3).....	Hold
RERT	11000	Real Estate Principles and Practices (3).....	Hold
RERT	11001	Real Estate Law (3).....	Hold
RERT	11003	Real Estate Financing (2).....	Hold
RERT	21000	Real Estate Appraisal (2)	Hold
RERT	21003	Special Topics in Real Estate (2)	Hold
SOC	42224	Interpreting Social Data (3).....	Hold
SOC	62542	Sociology of Work (3).....	Hold

Courses on Hold Effective for Fall 2018 *continued*

SOC	72542	Sociology of Work (3).....	Hold
SPAD	15015	Orientation to Professional Golf Management (1).....	Hold
SPAD	45015	Golf Management II (2)	Hold
SPAN	28206	Spanish Reading for Comprehension (3)	Hold
SPED	63533	Gifted Subpopulations (3).....	Hold
SPED	73533	Gifted Subpopulations (3).....	Hold
SPED	80040	Research Grant Development for Disability Programs (3).....	Hold
SPED	80090	Doctoral Residency Seminar (3).....	Hold
SPSY	60094	College Teaching (3).....	Hold
SPSY	70094	College Teaching (3).....	Hold
SRM	65040	Sport Economics (3)	Hold
SVCD	45011	Summer Design Studio (1-4).....	Hold
SVCD	55011	Summer Design Studio (1-4).....	Hold
SVCD	65011	Summer Design Studio (1-4).....	Hold
TECH	20004	Fundamentals of Electronic Circuits (4)	Hold
TECH	31067	Machining Technology I (3).....	Hold
TECH	33220	Electronic Devices (4).....	Hold
TECH	42103	Construction Specifications and Services (3).....	Hold
TECH	42200	Radiation Processing of Materials (3)	Hold
TECH	43221	Digital Control Systems and Instrumentation (4).....	Hold
TECH	51001	Methods in Technology Education (3).....	Hold
TECH	51051	Foundations and Contemporary Theories of Technology Education (3).....	Hold
TECH	53221	Digital Control Systems and Instrumentation (4).....	Hold
TECH	55551	Introduction to Nanotechnology (3)	Hold
TECH	56321	Web Database Integration (3).....	Hold
TECH	61000	Industrial Technology Education (3).....	Hold
TECH	63070	Computer Hardware Design and Integration (3).....	Hold
TECH	63100	Computer-Aided Design (3).....	Hold
TECH	64010	Connectivity and Interoperability in Industry (3)	Hold
TECH	65330	Advanced Visual Basic Programming in Engineering Technology (3).....	Hold
THEA	21201	Introduction to American Musical Theatre (3)	Hold
THEA	61201	Software Applications (3)	Hold
UD	60701	Urban Design Studio I (3-6)	Hold

Courses on Hold Effective for Fall 2018 *continued*

VCD	14002	Communicating With Color (3).....	Hold
VCD	23000	Intermediate Studio Skills: Graphic Design and Illustration (3).....	Hold
VCD	42000	Advanced Illustration: Media (3).....	Hold
VCD	46000	Web Design and Programming I (3).....	Hold
VCD	46001	Web Design and Programming II (3).....	Hold
VCD	50000	Basic Computer Graphic Design/Illustration (2).....	Hold
VCD	50003	Intermediate Computer Design-Graphic Design and Illustration Various Software (3).....	Hold
VCD	52000	Advanced Illustration/Media (3).....	Hold
VCD	56000	Web Design and Programming I (3).....	Hold
VCD	56001	Web Design and Programming II (3).....	Hold
VCD	60120	User Experience Design Principles and Concepts (3).....	Hold

Hold Courses Inactivated Effective for Fall 2018

ANTH	48270	Native Peoples of North America (3).....	Inactive
ANTH	58270	Native Peoples of North America (3).....	Inactive
ANTH	68624	Primate Ethology (3).....	Inactive
ARTH	42057	American Art and Architecture: 1860-1940 (3).....	Inactive
ARTH	62057	American Art: 1860-1940 (3).....	Inactive
ARTS	35303	Textile Arts: Tapestry (3).....	Inactive
BAD	72077	Economic Problems of Developing Areas (3).....	Inactive
BMS	78630	Principles of Biological Anthropology (3).....	Inactive
BSCI	40277	Morphology of Lower Plants (4).....	Inactive
BSCI	40367	Limnological Techniques (2) (<i>writing intensive</i>).....	Inactive
BSCI	40435	Reproductive Physiology of Mammals (3).....	Inactive
BSCI	50277	Morphology of Lower Plants (4).....	Inactive
BSCI	50367	Limnological Techniques (2).....	Inactive
BSCI	50435	Reproductive Physiology of Mammals (3).....	Inactive
BSCI	70277	Morphology of Lower Plants (4).....	Inactive
BSCI	70367	Limnological Techniques (2).....	Inactive
BSCI	70435	Reproductive Physiology of Mammals (3).....	Inactive
CHEM	60050	Chemistry Research Proposal (3).....	Inactive
CHEM	60253	Biomacromolecular Structures (1).....	Inactive

Hold Courses Inactivated Effective for Fall 2018 *continued*

CHEM60471	Advanced Organic Chemistry-Mechanistic Aspects (3)	Inactive
CHEM70050	Chemistry Research Proposal (3)	Inactive
CHEM70253	Biomacromolecular Structures (1)	Inactive
CHEM70471	Advanced Organic Chemistry-Mechanistic Aspects (3)	Inactive
CI 67318	Teaching Drama in the Classroom (3)	Inactive
CI 77318	Teaching Drama in the Classroom (3)	Inactive
COMM25851	Communication for Teachers (3)	Inactive
COMM65690	Seminar in Communication Theory (3-4)	Inactive
COMM75690	Seminar in Communication Theory (3-4)	Inactive
CS 62202	Numerical Computing II (3)	Inactive
CS 72202	Numerical Computing II (3)	Inactive
ENG 66503	Poetry and/or Poetic Literature (3)	Inactive
ENG 66504	Women Writers (3)	Inactive
ENG 67102	Gender Theory and Criticism (3)	Inactive
ENG 76503	Poetry and/or Poetic Literature (3)	Inactive
ENG 76504	Women Writers (3)	Inactive
ENG 77102	Gender Theory and Criticism (3)	Inactive
GEOG37079	Geography of South Asia (3) (<i>domestic diversity</i>)	Inactive
GEOG41050	Polar and Alpine Environments (3)	Inactive
GEOG49165	Geomapping (3)	Inactive
GEOG51050	Polar and Alpine Environments (3)	Inactive
GEOG59165	Geomapping (3)	Inactive
GEOG71050	Polar and Alpine Environments (3)	Inactive
GEOG79165	Geomapping (3)	Inactive
GEOL 61050	Precambrian Geology (3)	Inactive
GEOL 62067	Geophysical Fluid Dynamics (3)	Inactive
GEOL 71050	Precambrian Geology (3)	Inactive
GEOL 72067	Geophysical Fluid Dynamics (3)	Inactive
GER 41335	German Drama (3)	Inactive
GER 61354	Seminar On German Drama (3)	Inactive
HIED 66668	The Administration of Distance and Continuing Education Programs in Higher Education (3)	Inactive
HIED 76668	The Administration of Distance and Continuing Education Programs in Higher Education (3)	Inactive

Hold Courses Inactivated Effective for Fall 2018 *continued*

HIED	80085	Legal Research in Education (3).....	Inactive
HIST	31081	African American History: Reconstruction to the Present (3).....	Inactive
HIST	31125	Zionism and Israel (3).....	Inactive
HIST	41070	American Social and Intellectual History 1790-1876 (3) (<i>domestic diversity</i>).....	Inactive
HIST	48797	Colloquium in African American History to 1877 (3).....	Inactive
HIST	51070	American Social and Intellectual History, 1790-1876 (3).....	Inactive
HIST	53800	Religion and Society in the Modern West (3).....	Inactive
HIST	58797	Colloquium in African-American History to 1877 (3).....	Inactive
HIST	71070	American Social and Intellectual History, 1790-1876 (3).....	Inactive
HIST	73800	Religion and Society in the Modern West (3).....	Inactive
HIST	78797	Colloquium in African-American History to 1877 (3).....	Inactive
ITAL	35331	Early Italian Literature (3) (<i>writing intensive</i>).....	Inactive
JMC	34038	Media Sales and Sales Management (3).....	Inactive
JMC	41081	Advertising Practices (3).....	Inactive
JMC	44045	Promotions for Electronic Media (3).....	Inactive
JMC	47004	Desktop Publishing for High School Journalism Teachers (1).....	Inactive
JMC	54045	Promotions for Electronic Media (3).....	Inactive
JMC	57004	Desktop Publishing for High School Journalism Teachers (1).....	Inactive
JUS	66764	Juvenile Justice (3).....	Inactive
JUS	66765	Criminal Violence (3).....	Inactive
JUS	66775	Research Methods in Justice Studies II (3).....	Inactive
JUS	66792	Internship in Justice Studies (4).....	Inactive
JUS	66798	Research (1-6).....	Inactive
MATH	62202	Numerical Computing II (3).....	Inactive
MATH	72202	Numerical Computing II (3).....	Inactive
MKTG	35055	Internet Marketing (3).....	Inactive
MUS	66614	Applied Music-Graduate Euphonium (2-4).....	Inactive
NURS	40062	Nurse Externship in Nursing Practice (4).....	Inactive
PAS	33102	African American History: Reconstruction to the Present (3).....	Inactive
PAS	33508	The Caribbean: Quest for Nationhood (3).....	Inactive
PAS	43300	Afro-Latin America (3).....	Inactive
PEB	10612	Lifeguard Training (2).....	Inactive
PHY	66402	Solid State Physics II (3).....	Inactive

Hold Courses Inactivated Effective for Fall 2018 *continued*

PHY	76402	Solid State Physics II (3).....	Inactive
PLCT	12000	Introduction to Plastics (4).....	Inactive
PLCT	12003	Reinforced Plastics (3)	Inactive
PLST	58002	Contract Law (3).....	Inactive
POL	30440	State and Local Government (3).....	Inactive
POL	60302	Bureaucracy and the Policymaking Process (3).....	Inactive
POL	70302	Bureaucracy and the Policymaking Process (3).....	Inactive
PSYC	60373	Family Therapy (3)	Inactive
PSYC	70373	Family Therapy (3)	Inactive
PSYC	71004	Animal Memory Processes (3).....	Inactive
PSYC	71513	Psychology of Alcohol Abuse (3).....	Inactive
PSYC	72345	Ethnic Minority Issues in Clinical Psychology (3).....	Inactive
RUSS	32325	Russian Poetry and Folklore (3) (<i>writing intensive</i>).....	Inactive
SOC	62885	Internship in Applied Sociology (3-8).....	Inactive
SOC	72885	Internship in Applied Sociology (3-8).....	Inactive
SPAD	25015	Introduction to Golf Professional Training Program (2).....	Inactive
SPAD	35015	Golf Management I (2).....	Inactive
SPEL	53317	Family-Focused Approaches to Cochlear Implant Use (3).....	Inactive
TECH	21046	Graphic Communications Technology I (3).....	Inactive
TECH	23200	Electronic Circuit Fabrication Laboratory (1).....	Inactive
TECH	23224	Electrical Circuits II (3).....	Inactive
TECH	32102	Polymers II (3)	Inactive
TECH	43132	Manufacturing Engineering Project (2).....	Inactive
TECH	66384	Computer Forensics (3).....	Inactive
UD	55710	Design Methodology and Methods (1-3).....	Inactive
UD	55711	Case Studies in Urban Design (1-3).....	Inactive
VCD	60053	Graphic Design Studio Management-Glyphix (1-6)	Inactive



Educational Policies Council
Minutes of the Meeting
Monday, 15 May 2017

Ex-Officio Members present (or represented): Senior Vice President for Academic Affairs and Provost Todd A. Diacon; Faculty Senate Chair Deborah C. Smith; Deans Sonia A. Alemagno, James K. Bracken, Barbara A. Broome, John R. Crawford-Spinelli, Mark S. Mistur, Eboni J. Pringle, Melody J. Tankersley; Interim Deans Mark A. Kretovics, Nathan Ritchey, Robert G. Sines Jr.; Senior Associate Dean Vincent J. Hetherington; Associate Deans Janis H. Crowther (representing Dean James L. Blank), Stephen A. Mitchell, I. Richmond Nettey, Cynthia Stillings, Wendy A. Umberger; Interim Associate Dean Danielle S. Coombs; Assistant Deans Matthew M. Rollyson (representing Dean Amy L. Reynolds), Elizabeth Sinclair-Colando (representing Dean Deborah F. Spake); Interim Director Jeffrey W. Fruit; Assistant Director Susan R. Peti

Ex-officio Members not present (or represented): Interim Dean Donald F. Palmer; Associate Deans Robert D. Hisrich, William T. Willoughby; Assistant Dean Kenneth J. Burhanna

Faculty Senate-Appointed Representatives present (or represented): Professor Donald L. White; Assistant Professor Terrence L. Uber

Faculty Senate-Appointed Representatives not present (or represented): Professors Jay M. Jahangiri, Susan J. Roxburgh, Robin R. Selinger; Associate Professors Soumitra Basu, Farid S. Fouad, Zhiqiang M. Wang; Assistant Professors Vinay K. Cheruvu, James E. Seelye

Council Representatives present (or represented): Associate Professors Richard L. Mangrum, Robert D. Sturr, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Insook Kim, Mary A. Mooney, Debra S. Shelestak, David B. (Blake) Stringer

Council Representatives not present (or represented): Professors Michael W. Chunn, Richard Meindle, Jonathan B. VanGeest; Associate Professors Pamela K. Evans, Catherine E. Goodall, Jan C. Leach, Jayaram (Jay) Muthuswamy, Stacy R. Rose, Melissa D. Zullo; Assistant Professors Jonathan P. Fleming, James D. (Derek) Kingsley, Yafen Wang

Observers present: Graduate Student Senate Advocacy Chair Kathryn A. Klonowski (representing Graduate Student Senate Finance Chair Suparna M. Navale)

Observers not present: Undergraduate Student Government Director of Academic Affairs Natalia Roman

Consultants and Guests present: Susan M. Augustine, Keiran J. Dunne, Larry G. Froehlich, Julie A. Gabella, Brian K. Harvey, Jennifer S. Kellogg, Susan R. Perry, Jennifer L. Rogers, Kathleen J. Spicer, Therese E. Tillett, Aimee VanDomelen, Catherine M. Zingrone

Senior Vice President for Academic Affairs and Provost Todd A. Diacon called the meeting to order at 3:20 p.m., on Monday, 15 May 2017, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of 17 April 2017 meeting minutes.

Senior Associate Dean Vincent J. Hetherington moved for approval of the minutes, which was seconded by Interim Director Jeffrey W. Fruit. No changes, corrections or clarifications were requested, and the item passed unanimously.

Undergraduate EPC Action Item 1: Establishment of a Musical Theatre [MUT] major within the Bachelor of Fine Arts [BFA] degree. The program currently exists as a concentration within the Theatre Studies major. With the major's establishment, the Theatre Studies major within this degree will be inactivated; however the Theatre Studies major within the Bachelor of Arts degree will continue to be offered. Effective Fall 2018 pending final approval.

Undergraduate EPC Action Item 2: Establishment of a Theatre Design, Technology and Production [TDTP] major within the Bachelor of Fine Arts [BFA] degree. The program currently exists as the Design/Technology concentration within the Theatre Studies major. With the major's establishment, the Theatre Studies major within this degree will be inactivated; however, the Theatre Studies major within the Bachelor of Arts degree will continue to be offered. Effective Fall 2018 pending final approval.

Associate Professor Jonathan F. Swoboda moved for the combination and approval of items one and two, and the motion was seconded by Interim Dean Mark A. Kretovics.

Dean John R. Crawford-Spinelli explained that these programs have existed for many years as concentrations within the Theatre Studies major and, over the years, they have developed a lot, causing them to no longer be compliant with the Ohio Department of Higher Education's definition of a concentration. The establishment of separate degree programs will also assist perspective students who are looking for a degree in musical theatre or theatre designs they will not be under the umbrella of Theatre Studies.

Faculty Senate Chair Deborah C. Smith advised that these items will not be presented to the full Faculty Senate for approval until September, which will cause a delay in them going to the Board of Trustees until December. Associate Dean Cynthia R. Stillings wanted to confirm the timeline with Executive Director Therese Tillett, who confirmed that if Faculty Senate approves the items in September, they will go to the Board of Trustees for approval in December. After board approval, the items will be sent to the Ohio Department of Higher Education for approval; full approval should be received late spring 2018. Associate Dean Stillings stated that would be fine as long as the programs can appear in the University Catalog for fall 2018.

Members did not have any additional questions or discussion and passed the items unanimously.

Undergraduate EPC Action Item 2: Revision of name for the Photo Illustration [PHOI] major within the Bachelor of Fine Arts [BFA] degree. The name changes to Photography [PHOT]. Effective Fall 2018.

Dean Mark S. Mistur motion for approval of the item was seconded by Dean Crawford-Spinelli.

Academic Program Director Catherine M. Zingrone explained that the term "photo illustration" is an older term in the field and is now perceived as photo manipulation. The proposed name change to "photography" will be more current in the field and better reflect the program.

Executive Director Tillett mentioned that Faculty Senate approval on this item may be delayed until September as well. Faculty Senate Chair Smith responded that the Faculty Senate Executive Committee will be meeting in July, and more than likely be able to approve this, as name changes typically do not need to go to the full senate. She will notify Executive Director Tillett if the item is approved in July or if it will be held until September.

Members passed the item unanimously with no further questions or discussion.

Other Discussion

An EPC member posed a question about the Undergraduate Information Item concerning the initial inquiry to establish an Information Technology major in Regional College. The member asked if it was possible to have all units with computer-related programs involved in discussions about this program since there are so many information-related majors already offered at Kent State. Provost Diacon referred to Executive Director Tillett on what the process would be at this stage since it is just an initial inquiry. She replied that it is requested that the unit proposing a new program should meet with each program area that might offer something similar and to obtain letters of support/endorsement from those areas.

Dean Melody J. Tankersley acknowledged the member's concern that there are a lot of computer-/information-/digital-/security-type words that are important to many disciplines. She emphasized that the focus should not be on the words, but on what is happening within the disciplines, as that is where the expertise lies and what the program is preparing students to do. She added that there is currently a group of people working together to ensure things are clear to the students, and to the community, on what people can expect to achieve from a degree, and that information is well communicated in an easy to find and access way.

With no requests for additional discussion, Provost Diacon adjourned the meeting at 3:35 p.m.

Respectfully submitted,



Jennifer L. Rogers
Administrative Secretary, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Oct-17** Curriculum Bulletin _____
Effective Date **Fall 2018** Approved by EPC _____

Department _____
College **AR - Aeronautics and Engineering**
Degree **BS - Bachelor of Science**
Program Name **Technology** Program Banner Code **TECH**
Concentration(s) _____ Concentration(s) Banner Code(s) _____
Proposal **Inactivate program**

Description of proposal:

Proposed inactivation of the BS Technology major and its Technology Education Licensure concentration. Admission to the degree program was suspended spring 2018.

Does proposed revision change program's total credit hours? Yes No
Current total credit hours: **120** Proposed total credit hours _____

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

No impact - courses in the program are offered regularly and will continue to be offered for other degree programs in and out of the college.

Units consulted (other departments, programs or campuses affected by this proposal):
Inactivation of this major does not affect other units.

REQUIRED ENDORSEMENTS

Department Chair / School Director _____ / /

Campus Dean (for Regional Campuses proposals) _____ / /

Robert G. Series Jr.
College Dean (or designee) _____ 10 | 3 | 2017

Dean of Graduate Studies (for graduate proposals) _____ / /

Senior Vice President for Academic Affairs and Provost (or designee) _____ / /



Department of Higher Education

John R. Kasich, Governor
John Carey, Chancellor

PROGRAM INACTIVATION FORM

Date of submission: [to come]

Name of institution: Kent State University

Title of program to be inactivated: Technology major within the Bachelor of Science degree

Date that the inactivation received final approval from the appropriate institutional committee: [Board of Trustees date]

Primary institutional contact for the notification:

Name: Therese E. Tillett
Title: Executive Director, Curriculum Services, Office of the Provost
Phone: 330-672-8558
E-mail: tillet1@kent.edu

Educator Preparation Programs:

Program leads to licensure: No
 Program leads to endorsement: No

1. Provide the rationale for the inactivation of the program:

In the past several years, the BS degree in Technology has had a significant decline in enrollment due to reorganization and establishment of other, more robust and viable, technology-related programs at the university. In addition, the College of Aeronautics and Engineering, which administers the major, is developing a strategy to clearly define its mission and objectives that, in the future, will focus more on engineering and ABET-accredited programs at the undergraduate and graduate levels. While the Technology major has served an important purpose at Kent State for decades, the program no longer aligns with employer need, nor does it fit within the direction of the college.

The technology program has had a long history at Kent State University, beginning with the inception, in 1913, of a manual training department to produce industrial arts teachers and practitioners. A bachelor's degree in industrial arts was established in the 1930s. Through the years, the program's emphasis in industry and technology shifted with the changing times, moving from woods and metals to manufacturing, construction and energy/power among other areas in need of skilled technologists. In the 1980s, the name changed from industrial arts to technology, and the major began to offer concentrations that articulated (2+2) with technical associate degree programs at Kent State's regional campuses. The major later introduced a concentration in construction management. In 2010, nearly 760 students were enrolled in the major across all eight Kent State campuses.

As Kent State's organization structure changed and evolved, so did the program. In 2012, the Regional College was created, and programs serving primarily the regional campuses were moved under the new college, including the Technology major's 2+2 concentrations. Those concentrations became part of newly established bachelor's degree majors Engineering Technology and Technical and Applied Studies. The construction management concentration, which had seen tremendous growth, became a separate major and later moved to the College of Architecture and Environmental Design.

Those moves left the Technology major as a generalist program with an optional concentration for students who wanted to become technical educators at the high school level. Enrollment in the teacher education concentration dropped considerably over the years as teaching positions in the field became difficult to secure in the state. That concentration was suspended four years ago. While efforts were made over a two-year period to revive the program, no significant evidence or data regarding the future for technology education programs at the state and national level has confirmed the program should continue.

2. Indicate number of students currently enrolled in the program:

Admission to the Technology major was suspended for spring 2018. For fall 2017 (15th day census), there are eight students declared in the Technology major.

3. Describe how the inactivation of the program will affect students currently in the program and explain plans for notifying students and assisting them in the completion of their degrees.

Of the eight students in the major, five are finishing a concentration that is no longer in Technology, but now is in either the Engineering Technology major or Technical and Applied Studies major. As all the coursework for their program is offered regularly, these students will be able to complete the requirements for their program in a timely manner—they may change their program of study to a different major, but are not obligated to do so to earn their degree.

The remaining three students have declared their intention to pursue a different program at Kent State, and advisors have reached out to them to submit a change of program form. However, if they choose to continue in the Technology major, they will be able to complete the requirements to graduate, as all courses in the program are offered regularly, with the exception of one (see explanation below). No students are in the teacher education concentration.

4. Will there be a loss of faculty or staff positions because of the inactivation of the program? If so, indicate when the faculty or staff members were or will be informed.

There will be no loss of faculty or staff due to the inactivation of this degree program. All of the technology courses required for the major, with the exception of one, are offered regularly and will continue to be offered for other degree programs, including aeronautics, applied engineering, aerospace engineering, engineering technology, interior design and construction management. The one exception—TECH 31087 Design for Technology—has not been taught since fall 2013 (as faculty teaching the course have either retired or resigned). This course is not required for the majority of enrolled students in the major. Another course will be offered in its place for the students for which it is required.

The two technology courses dedicated to teacher education—TECH 41003 Methods and Organization in Technology Education and TECH 49525 Inquiry into Professional Practice—are no longer offered and will be inactivated in the future. They were last offered several years ago, taught by a faculty member now retired. They are not required for any students currently in the program.

5. Describe the plan for communicating the inactivation of the program, including changes to the college catalog and college website and communications with advisors, admissions officers and financial aid officers:

The Office of Undergraduate Admissions has been notified and is communicating the program's inactivation to prospective students. No students (either new, current or returning) were admitted to the program in spring 2018 or later. Notice of its suspension is in the University Catalog and on Kent State's Explore Programs and Degrees website. No mention of the program is on the college's website.

6. Indicate the final date that the program will be operational:

The program will be inactivated for fall 2018 and will no longer be listed in any Kent State materials for prospective students. Kent State University affirms that it will provide the necessary resources and means for enrolled students to complete the program.

Respectfully,

Todd A. Diacon, PhD
Senior Vice President for Academic Affairs and Provost
Kent State University

TECHNOLOGY - B.S.

College of Aeronautics and Engineering

Aeronautics and Technology Building

Kent Campus

330-672-2892

caest@kent.edu

www.kent.edu/caest

Description

The Bachelor of Science in Technology provides students with a breadth of knowledge and experience and gives students the option of using electives to develop depth in a chosen area. This program is best suited for students with general career goals or who want depth of knowledge in a specific technical area such as casting or quality. **Effective spring 2018, admissions is suspended.**

Technology Education Licensure is an optional concentration that provides students the opportunity to learn the application of technical skills in concert with educational expertise through targeted courses in the College of Education, Health, and Human Services. Students completing the technology education concentration are prepared to take the state licensing exam for teachers (K-12). **ADMISSIONS SUSPENDED**

Accreditation

Association of Technology, Management and Applied Engineering

Admission Requirements

The university affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who graduated from high school three or more years ago.

Freshman Students on the Kent Campus: The freshman admission policy on the Kent Campus is selective. Admission decisions are based upon the following: cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. The Admissions Office at the Kent Campus may defer the admission of students who do not meet admissions criteria but who demonstrate areas of promise for successful college study. Deferred applicants may begin their college coursework at one of seven Regional Campuses of Kent State University. For more information on admissions, including additional requirements for some academic programs, visit the admissions website for new freshmen.

Freshman Students on the Regional Campuses: Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, as well as the Regional Academic Center in Twinsburg, have open enrollment admission for students who hold a high school diploma, GED or equivalent.

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 525 TOEFL score (71 on the Internet-based version), minimum 75 MELAB score, minimum 6.0 IELTS score or minimum 48 PTE Academic score, or by completing the ELS level 112 Intensive Program. For more information

on international admission, visit the Office of Global Education's admission website.

Transfer, Transitioning and Former Students: For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

ADMISSIONS SUSPENDED for the Technology Education Licensure concentration

Effective spring 2018, admissions is suspended for the Technology major.

Program Learning Outcomes

Graduates of this program will be able to:

1. Demonstrate broad knowledge and skills in the areas of manufacturing systems, electronics and digital systems, computer aided design and animation, materials and processes, automation systems, and technology management.
2. Demonstrate a broad understanding and appreciation of technology.
3. Demonstrate the ability to apply high-technology knowledge and skills to succeed in the changing knowledge economy.

University Requirements

All students in a bachelor's degree program at Kent State University must complete the following university requirements for graduation.

NOTE: University requirements may be fulfilled in this program by specific course requirements. Please see Program Requirements for details.

Requirement	Credits/Courses
Destination Kent State: First Year Experience	1
Course is not required for students with 25 transfer credits, excluding College Credit Plus, or age 21+ at time of admission.	
Diversity Domestic/Global (DIVD/DIVG)	2 courses
Students must successfully complete one domestic and one global course, of which one must be from the Kent Core.	
Experiential Learning Requirement (ELR)	varies
Students must successfully complete one course or approved experience.	
Kent Core (see table below)	36-37
Writing-Intensive Course (WIC)	1 course
Students must earn a minimum C grade in the course.	
Upper-Division Requirement	39 (or 42)
Students must successfully complete 39 upper-division (numbered 30000 to 49999) credit hours to graduate. Students in a B.A. and/or B.S. degree in the College of Arts and Sciences must complete 42 upper-division credit hours.	
Total Credit Hour Requirement	120
Some bachelor's degrees require students to complete more than 120 credit hours.	

Kent Core Requirements

Requirement	Credits/Courses
Kent Core Composition (KCMP)	6
Kent Core Mathematics and Critical Reasoning (KMCR)	3

Kent Core Humanities and Fine Arts (KHUM/KFA) (min one course each)	9
Kent Core Social Sciences (KSS) (must be from two disciplines)	6
Kent Core Basic Sciences (KBS/KLAB) (must include one laboratory)	6-7
Kent Core Additional (KADL)	6
Total Credit Hours:	36-37

Effective spring 2018, admissions is suspended for the Technology major.

Program Requirements

Major Requirements

Major Requirements (courses count in major GPA)

CMGT 31015	CONSTRUCTION TECHNOLOGY	3
ID 24023	FURNITURE DESIGN I-WOOD	3
TECH 10001	INFORMATION TECHNOLOGY	3
TECH 13580	ENGINEERING GRAPHICS I	3
TECH 20001	ENERGY/POWER	3
TECH 20002	MATERIALS AND PROCESSES	3
TECH 23581	COMPUTER-AIDED ENGINEERING GRAPHICS	3
TECH 31000	CULTURAL DYNAMICS OF TECHNOLOGY (DIVD) (WIC) (min C grade) ¹	3
TECH 31016	MANUFACTURING TECHNOLOGY	3
TECH 31087	DESIGN FOR TECHNOLOGY	3
TECH 32002	MATERIALS AND PROCESSES II	3

Additional Requirements (courses do not count in major GPA)

COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL)	3
ENG 20002	INTRODUCTION TO TECHNICAL WRITING	3
MATH 11010	ALGEBRA FOR CALCULUS (KMCR)	3
MATH 11022	TRIGONOMETRY (KMCR)	3
PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Composition		6
Kent Core Humanities and Fine Arts (minimum one course from each)		9

Additional Major Requirement or Concentration Requirements

Choose from the following:	56
Additional Major Requirement for those not choosing concentration	
Technology Education Licensure ADMISSIONS SUSPENDED	
Minimum Total Credit Hours:	120

¹ A minimum C grade must be earned to fulfill the writing-intensive requirement.

Additional Major Requirement (for those not choosing the concentration)

[AR-BS-TECH]

Additional Major Requirements (courses count in major GPA)

MIS 24163	PRINCIPLES OF MANAGEMENT ¹	3
MIS 24056	FUNDAMENTALS OF BUSINESS STATISTICS	3
or MIS 34180	HUMAN RESOURCE MANAGEMENT	
TECH 21021	SURVEY OF ELECTRICITY AND ELECTRONICS	4
TECH 43800	APPLIED ENGINEERING TECHNOLOGY SEMINAR (ELR)	3
Technology Upper-Division Electives (TECH 30000 or 40000 level)		18

Additional Program Requirements (courses do not count in major GPA)

ECON 22060	PRINCIPLES OF MICROECONOMICS (KSS)	3
PSYC 31773	INDUSTRIAL PSYCHOLOGY	3
Physics options, choose from the following:		10

General College Physics option

PHY 13001	GENERAL COLLEGE PHYSICS I (KBS)	
PHY 13002	GENERAL COLLEGE PHYSICS II (KBS)	
PHY 13021	GENERAL COLLEGE PHYSICS LABORATORY I (KBS) (KLAB)	
PHY 13022	GENERAL COLLEGE PHYSICS LABORATORY II (KBS) (KLAB)	

Technical Physics option

PHY 12201	TECHNICAL PHYSICS I (KBS) (KLAB)	
PHY 12202	TECHNICAL PHYSICS II (KBS) (KLAB)	

Kent Core Basic Sciences

General Electives (total credits hours depends on earning 120 credit hours, including 39 upper-division credit hours) (minimum 4 upper-division credit hours)	9
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Minimum Total Credit Hours:	56
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¹ Equivalent to BMRT 11009

Graduation Requirements

Minimum Major GPA	Minimum Overall GPA
2.250	2.000

Technology Education Licensure concentration ADMISSIONS SUSPENDED

[AR-BS-TECH-TEDL]

Licensure Requirement (not required for graduation):

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.

Concentration Requirements (courses count in major GPA)

CI 47330	READING AND WRITING IN ADOLESCENCE/ADULTHOOD	3
CULT 29535	EDUCATION IN A DEMOCRATIC SOCIETY (min C grade)	3
EPSY 29525	EDUCATIONAL PSYCHOLOGY (min C grade)	3
HED 42575	HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS	3
ITEC 39525	EDUCATIONAL TECHNOLOGY	3
SPED 23000	INTRODUCTION TO EXCEPTIONALITIES (DIVD) (min C grade)	3
TECH 41003	METHODS AND ORGANIZATION IN TECHNOLOGY EDUCATION	3
TECH 43080	INDUSTRIAL AND ENVIRONMENTAL SAFETY	3
TECH 49525	INQUIRY INTO PROFESSIONAL PRACTICE (min C grade)	3

Additional Requirements (courses do not count in major GPA)

CMGT 31040	ELECTRICAL SYSTEMS FOR CONSTRUCTION MANAGERS	3
Kent Core Basic Sciences (must include a laboratory)		8

Kent Core Social Sciences (cannot be PSYC)	3
Minimum Total Credit Hours:	41

Effective spring 2018, admissions is suspended for the Technology major.

Roadmap

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

Course	Title	Credits
Semester One		
! MATH 11010	ALGEBRA FOR CALCULUS (KMCR)	3
! TECH 10001	INFORMATION TECHNOLOGY	3
! TECH 13580	ENGINEERING GRAPHICS I	3
! TECH 20002	MATERIALS AND PROCESSES	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Requirement		3
Credit Hours		16
Semester Two		
! MATH 11022	TRIGONOMETRY (KMCR)	3
! TECH 23581	COMPUTER-AIDED ENGINEERING GRAPHICS	3
ECON 22060	PRINCIPLES OF MICROECONOMICS (KSS)	3
PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	3
Kent Core Requirement		3
Credit Hours		15
Semester Three		
! ENG 20002	INTRODUCTION TO TECHNICAL WRITING	3
ID 24023	FURNITURE DESIGN I-WOOD	3
! MIS 24163	PRINCIPLES OF MANAGEMENT ¹	3
! Physics courses		3-5
Kent Core Requirement		3
Credit Hours		15
Semester Four		
! TECH 20001	ENERGY/POWER	3
! CMGT 31015	CONSTRUCTION TECHNOLOGY	3
! Physics courses		5-7
COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL)	3
Credit Hours		14
Semester Five		
! TECH 21021	SURVEY OF ELECTRICITY AND ELECTRONICS	4
! TECH 31016	MANUFACTURING TECHNOLOGY	3
! TECH 32002	MATERIALS AND PROCESSES II	3
Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		16
Semester Six		
! MIS 24056 or MIS 34180	FUNDAMENTALS OF BUSINESS STATISTICS or HUMAN RESOURCE MANAGEMENT	3
TECH 31000	CULTURAL DYNAMICS OF TECHNOLOGY (DIVD) (WIC)	3
Technology Upper-Division Electives (TECH 30000 or 40000 level)		3
General Electives		6
Credit Hours		15

Semester Seven		
! TECH 31087	DESIGN FOR TECHNOLOGY	3
! TECH 43800	APPLIED ENGINEERING TECHNOLOGY SEMINAR (ELR)	3
PSYC 31773	INDUSTRIAL PSYCHOLOGY	3
Technology Upper-Division Electives (TECH 30000 or 40000 level)		6
Credit Hours		15
Semester Eight		
Technology Upper-Division Electives (TECH 30000 or 40000 level)		9
General Electives		3
Credit Hours		12
Minimum Total Credit Hours:		118

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2-Aug-17** Curriculum Bulletin _____
Effective Date **Fall 2018** Approved by EPC _____

Department **Insurance Studies**
College **RE - Regional College**
Degree **BS - Bachelor of Science** **Minor**
Program Name **Insurance Studies** Program Banner Code **RE-BS-INS**
Concentration(s) _____ Concentration(s) Banner Code(s) _____
Proposal **Establish program**

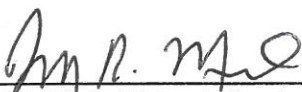
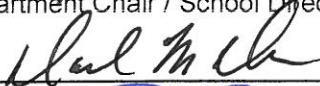

Description of proposal:
Establish a minor in Insurance Studies

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No additional courses need to be developed; no additional faculty will be needed

Units consulted (other departments, programs or campuses affected by this proposal):
College of Business Administration, Salem Faculty Council, Regional College Curriculum Committee, EPC

REQUIRED ENDORSEMENTS

 _____	<u>8/22/17</u>
Department Chair / School Director	
 _____	<u>8/22/17</u>
Campus Dean (for Regional Campuses proposals)	
 _____	<u>9/22/17</u>
College Dean (or designee)	
_____	<u> / / </u>
Dean of Graduate Studies (for graduate proposals)	
_____	<u> / / </u>
Senior Vice President for Academic Affairs and Provost (or designee)	

Proposal Summary Establish a minor in Insurance Studies

Description of Action, Including Intended Effect

This proposal is to establish a minor in Insurance Studies.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Establishing a minor in Insurance Studies will not require any additional courses to be developed, and no additional faculty will be needed

Fiscal, Enrollment, Facilities and Staffing Considerations

Enrollment in the new minor should increase overall course enrollment and provide students with another viable option in job preparation.

Evidence of Need and Sustainability if Establishing

The insurance industry has traditional employed graduates with or without insurance courses; this minor will provide a core background of the insurance industry. It will be easy to sustain since the courses in the minor are also required in the BS degree.

Provisions for Phase-Out if Inactivating

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Salem Campus Faculty Council Fall 2017
Regional College Curriculum Committee Fall 2017
EPC Fall 2017
Effective Fall 2018

Kent State University Insurance Studies
Proposed Minor
Effective 2018-2019 Academic Year

Draft Curriculum	Credit Hours
INS 29000 Introduction to Insurance and Risk	3
INS 39000 Insurance Law, Finance and Risk Management	3
Select One:	3
INS 39001 Insurance Operations	
INS 49001 Personal Lines Insurance	
INS 49002 Commercial Insurance	
INS 49000 Life and Health Insurance	
Select Three:	9
BMRT 11000 Introduction to Business (Note 1)	
BMRT 11009 Introduction to Management Technology (Note 2)	
BMRT 21052 Professional Selling Techniques (Note 3)	
COMM 15000 Introduction to Human Communication	
Total Hours	18

Note 1: Students may substitute BUS 10123 for BMRT 11000.

Note 2: Students may substitute MIS 24163 for BMRT 11009.

Note 3: Students may substitute MKTG 45046 for BMRT 21052.



memo

To: Educational Polices Council
From: Therese E. Tillett, executive director of curriculum services
Date: 25 September 2017
Re: Revision of Dismissal, Appeal and Reinstatement policy

In fall 2016, the EPC (October) and Faculty Senate (November) approved revisions to the Dismissal, Appeal and Reinstatement policy, which appears in both the Policy Register and University Catalog. Approved was revised criteria under which an undergraduate student could be dismissed. Effective date was fall 2017.

When the policy proposal was being prepared for the Board of Trustees September meeting, the Office of Legal Counsel requested minor changes as the language and formatting seemed confusing. In addition, Legal Counsel requested the policy include conditions for “academic probation” and “GPA hours,” which were not explained in the policy beyond being used in the criteria for dismissal.

Therefore, administrators from University College, the Office of the Provost and the Office of the University Registrar made the following language and formatting revisions, none of which affects the conditions for dismissal as approved by EPC and Faculty Senate:

APPROVED POLICY

The provost may dismiss a student if any of the following conditions apply to that student:

1. Any student who earns between a 0.000 and 0.500 grade point average (GPA) in the student’s first semester at Kent State.
2. Any continuing student on academic probation who does not achieve a minimum 2.000 semester GPA and has an overall GPA within the following ranges:
 - Between 0.000 and 29.999 GPA hours: below 1.100 overall GPA
 - Between 30.000 and 59.999 GPA hours: below 1.500 overall GPA
 - Between 60.000 and 89.999 GPA hours: below 1.750 overall GPA
 - 90.000 or more GPA hours: below 2.000 overall GPA

(policy continues)

REVISED POLICY

The provost may dismiss a student if any of the following conditions apply to that student:

1. Any student who earns between a 0.000 and 0.500 grade point average (GPA) in the student’s first semester at Kent State.
2. Any continuing student who is:
 - a. Placed on academic probation (0.000 to 1.999 overall GPA) for the last term of attendance at the undergraduate level, and
 - b. Earns between 0.000 and 1.999 semester GPA in the term under review, and
 - c. Earns one of the following:
 - Between 0.000 and 1.099 overall GPA for students with 0.000 to 29.999 GPA credit hours* or
 - Between 0.000 and 1.499 overall GPA for students with 30.000 to 59.999 GPA credit hours* or
 - Between 0.000 and 1.749 overall GPA for students with 60.000 to 89.999 GPA credit hours* or
 - Between 0.000 and 1.999 overall GPA for students with 90.000 or more GPA credit hours*.

* “GPA credit hours” are credit hours earned with a Kent State grade that counts toward the student’s GPA (e.g., 3 credit hours earned with a B grade at Kent State).

(no changes made to the rest of the policy)



FORM

Branch Campus and Additional Location(s)

Substantive Change Application

Institution: Kent State University City, State: Kent, OH

Name of person completing this application: Marcello Fantoni

Title: Associate Provost Phone: 330.672.7980 Email: mfantoni@kent.edu

Date Submitted:

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Submit the completed application as a single PDF file on the following webpage:
http://www.hlcommission.org/document_upload/.

Part 1: General Questions

1. Requested Change(s). Concisely describe the change for which the institution is seeking approval.

Kent State University (KSU) proposes to offer four semesters of its general education curriculum at Pontifícia Universidade Católica do Parana (PUCPR) in Brazil to create a new international recruitment opportunity for both institutions. The students will be dually admitted to KSU and PUCPR taking KSU courses taught by KSU faculty. Students successfully completing the four semesters (64 credit hours) will earn an Associate of Arts or an Associate of Science degree from KSU, depending upon their selected bachelor's program. They will then have a choice to complete their desired bachelor's degree at Kent State's Kent Campus in Ohio or stay in Brazil and complete their degree there.

2. Is this application being submitted in conjunction with another application? Yes No**3. Classification of Change Request.**

Note: not every institutional change requires prior review and approval. Review the [“Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval”](#) to make certain that current HLC policy requires the institution to seek approval.

Location(s):

 New additional location(s) New campus(es)

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out plan if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?

No

- c) Has the institution’s senior leadership or board membership experienced substantial resignations or removals in the past year?

No

- d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No

- e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If “Yes,” attach documentation of the approval to the request. If “No,” attach evidence that approval is not needed.

- | | | | |
|-------------------------------------|---|--|--|
| Internal (faculty, board) approvals | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| System approvals | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Applicable |
| State approval | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | |
| Foreign country(ies) approvals | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Applicable |

For Distance or Correspondence Education only:

- Process in place to ascertain and secure state approval(s) as required Yes No

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. Changes Requiring Visits. This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, HLC will advise the institution based on the information provided in both Part 1 and Part 2 of the change application.)

- Request to schedule a Change Visit.
- Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled:

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

- Part 1 of this change form must be submitted at least four months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.
- The institution files Part 2 of this change form at least two months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit. Provide URLs to the Faculty/Staff Handbook and Catalog below. If the URLs are not available, please do not submit the full handbook or catalog as attachments. HLC will provide directions on how to submit electronic versions of these documents prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if a Change Application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.hlcommission.org/change> to ensure that there have been no changes in the application form in the intervening time.

Part 2: Topic-Specific Questions

Attach the “Substantive Change Application, Part 1: General Questions” as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

As many as three new additional locations, or one branch campus, may be requested in a single proposal. If more than one location is being requested in this application, please be sure to sufficiently address each location when answering the following questions.

Type of request: Additional location(s) Branch campus

Note: The change must be reported the same to HLC and the U.S. Department of Education as either an additional location(s) or branch campus.

Campus or Branch Campus Definition (*Same as the federal definition*): A location of an institution that is geographically apart and independent of the main campus of the institution. HLC considers a location of an institution to be independent of the main campus if the location has all four of the following attributes:

- It is permanent in nature.
- It offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.
- It has its own faculty and administrative or supervisory organization.
- It has its own budgetary and hiring authority.

Additional Location Definition: A place, geographically separate from any main or branch campus, where instruction takes place and students can do one or more of the following:

- Complete 50 percent or more of the courses leading to a degree program.
- Complete 50 percent or more of the courses leading to a Title IV eligible certificate.
- Complete a degree program that they began at another institution even if the degree completion program provides less than 50 percent of the courses leading to a degree program.

There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location under this definition.

An additional location typically does not have a full range of administrative and student services staffed by the facilities personnel. Such services may be provided from the main campus or another campus.

A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video, or online teaching. It is considered an additional location when 50 percent or more of a distance delivery program is available through one or more of these modalities at that facility.

Section A. Characteristics of the Change Requested

1. Provide the **name** and **street address** of each location requested. (No PO Box addresses.)

RUA IMACULADA CONCEIÇÃO 1155 – PRADO VELHO, CURITIBA, PARANA, BRAZIL

2. Provide for each location the following information:

a) The date at which the location is projected to begin operation. (MM/DD/YYYY)

07/01/2018

- b) Whether the location will offer Title IV eligible programs.

Upon approval by HLC, Kent State University will submit the additional location via the ECAR to the federal Department of Education. If approved, Title IV aid will be awarded only to eligible students per federal regulations. Any financial aid would be processed at the Kent Campus.

- c) The *Classification of Instructional Programs* terminology [CIP codes, program name, and additional description (optional)]. CIP codes are established by the U.S. Department of Education's National Center for Education Statistics. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

The courses offered are part of Kent State's general education curriculum and will lead to the Associate Arts or Science degree. Provided that the student successfully completes all academic requirements and then transfers to the Kent Campus, the courses taken at PUCPR will enable students to complete a bachelor's degree in four years for approximately 17 Kent State bachelor's degrees. Students wishing a major outside of these identified 17 majors will need to take additional program requirements possibly extending their time for degree completion. This will be made clear to the students. The 17 majors are: Anthropology (45.0201), Applied Conflict Management (30.0501), Criminology and Justice Studies (43.0104), Economics (52.0601), English (23.0101), Geography (45.0701), History (54.0101), International Relations (45.0901), Pan-African Studies (05.0201), Paralegal Studies (22.0302), Philosophy (38.0101), Political Science (45.1001), Psychology (42.0101), Sociology (45.1101), Teaching English as a Second Language (13.1401), General Business (52.0201), and Communication Studies (09.0100) with six concentrations in Applied Communication, Global Communication, Health Communication, Interpersonal Communication, Organizational Communication, and Public Communication. Students deciding that they don't want to come to Kent State will be able to finish their degree at PUCPR. No additional programs are being developed at this location.

- d) Whether the location will be permanent or temporary (for a set number of cohorts).

The location will be permanent.

- e) The level of degree completion at the new additional location. (Total Degree, Adult Degree completion or 50-99% completion.)

Students will be able to complete all requirements for the Associate of Arts or Sciences degree in Brazil. In addition, by completing Kent State's general education requirement and other select courses, students will be able to complete 64 credit hours or approximately 53% of their bachelor's degree in Brazil for the 17 KSU majors identified above. This percentage will be less for other majors with additional requirements.

3. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.

Kent State established a Legal Entity in Brazil in 2012. This population represents an expansion of Kent State's international student population and its commitment to developing a global educational mission.

Section B. Institution's History with Branch Campus and Additional Location(s)

4. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments.

We do operate a wide array of additional locations, many of which are smaller and with fewer programs offered. However, Kent State's Geauga Twinsburg academic center offers a wide variety of courses and programs, with enrollment of 1579 students; Kent State's College of Podiatric Medicine has an enrollment of 425; and our Cleveland Urban Design Center has a current enrollment of 16. We also have study abroad locations in Florence, Italy and Dresden, Germany, where we offer less than 50% of program curricula; however, the long-standing and successful presence in these international locations is indicative of Kent State's familiarity with course delivery in other countries.

5. If approved to open the additional location(s) or branch campus, what future growth does the institution anticipate (e.g., in the next six months, three years) for additional location(s) or branch campus and how does the institution plan to manage this growth?

Our goal is to grow the program to 300 students in PUCPR. Additional sections will be added to ensure that class size maximums are maintained, according to Kent State criteria.

Section C. Institutional Planning for Branch Campus and Additional Location(s)

6. What impact might the proposed branch campus or additional location(s) have on the challenge(s) identified as part of or subsequent to the institution's last HLC review and how has the institution addressed the challenge(s)?

Should have no impact

7. Briefly describe the planning process for the new branch campus or location(s), including the involvement of the various constituencies in that process, the management of the branch campus or location(s), and how the management of the branch campus or location(s) fits into the organizational structure of the main campus.

The Provost's Office, Office of Global Education, Deans/representatives of Arts and Sciences, Architecture, Business, and Communications met to develop a common core curriculum. Then implementation teams were developed at both locations to address operational issues. A program director, advisor, and marketing coordinator will be appointed to manage the program in Brazil. The program director will coordinate with the Associate Provost of Global Education at Kent, who reports to the Provost.

8. For each proposed branch campus or location(s), provide a description of physical facilities and equipment to support the programs that will be offered at the branch campus or location(s).

PUCPR, a Catholic University situated in southern Brazil, is a comprehensive university. The main campus, located in Curitiba, offers 66 undergraduate courses and 24 graduate courses to its learning community of more than 30,000 students spread throughout its five campuses. It is a well-established university known nationwide as one of the best higher education institutions in Brazil. It is ranked 129 among all Latin American universities.

9. What is the evidence that the facilities at the branch campus or location(s) will meet the needs of the students and the curriculum?

Kent State faculty and administrators have visited PUCPR and can attest that the facilities are consistent with its ranking.

10. What controls are in place to ensure that the information presented to all the constituencies in advertising, brochures and other communications will be accurate?

All the information will be reviewed by the Associate Provost of Global Education to ensure accuracy.

11. **For additional location(s) only:** How does the institution ensure that financial planning and budgeting for the additional location(s) is(are) realistic? What are the projected revenues and expenses? What are the projected enrollment and staffing needs?

A five-year budget is being mutually developed and will be monitored by the Office of Global Education at Kent State and by PUCPR. Based upon preliminary findings from a market analysis, we are projecting an enrollment of 100 students the first year and increasing to 300 students by year three. Project revenues are anticipated to be approximately \$1.4 million, based upon 100 students, with expenses projected at \$750,000 for the first few years. Staffing will include a director, marketing coordinator, advisor/student services staff, and office support.

12. **For branch campus only:** Provide a business plan for the branch campus, including a budget projection for the first two years of operation. Please also:

a) Show both gross income (including projected enrollments, gross tuition and fees, and any increase in state or federal subsidies generated by the new enrollment) and gross projected expenses.

b) Describe clearly the contingency plans in case anticipated enrollments, income, or resources do not materialize.

Section D. Curriculum and Instructional Design

13. How will the institution effectively oversee instruction at the location(s) or branch campus?

All faculty will be vetted through the KSU departments using the same process as hiring faculty at all the Kent Campuses.

14. What impact, if any, will the new branch campus or location(s) have on instructional capacity at existing approved branch campuses or location(s)?

There will be no impact.

15. Do the proposed branch campus or location(s) involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved.

Not applicable.

Section E. Institutional Staffing, Faculty, and Student Support

16. How does the institution plan to staff the additional location(s) or branch campus, including judging faculty qualifications and full-time vs. part-time faculty? How does this differ from the institution's processes for staffing at the main campus?

There are four staff members expected to be appointed: program director, marketing coordinator, office support staff, and advisor. These staff members will be hired by the PUCPR. All faculty appointed to teach at PUCPR will be vetted by the Kent academic department and have a Kent State faculty appointment. There will be no differences in the faculty appointment processes used at Kent State and for this additional location.

17. What is the institution's process for selecting, training and orienting faculty for the additional location(s) or branch campus? What special professional development, support or released time does the institution provide for these faculty?

Faculty will be selected by the academic departments. All instruction will be in English, with the students demonstrating their proficiency during the admission process. Faculty appointments will be consistent with the Collective Bargaining Agreement, where applicable.

18. What is the evidence that the institution will effectively deliver, support and manage necessary academic and student services at the proposed branch campus or location(s)?

By virtue of being enrolled in this program, Kent State academic and student services resources will be available online. Kent State advisors will also be appointed for every student so they have a Kent Campus contact for questions and concerns. Evaluation methodology will be the same at PUCPR as at the Kent Campus. Course evaluations will be completed.

Section F. Evaluation

19. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the offerings.

Because the courses offered at this proposed location will be established Kent State University courses, taught by Kent State faculty members, the course content and delivery will be consistent with the quality safeguards that are in place at our Kent State University campuses. As with all faculty teaching Kent State University curriculum, faculty will have been screened for appropriate credentials, trained and evaluated by their home department/school. Courses delivered at this location are KSU courses and will follow the same syllabi, with established and explicitly stated learning outcomes, curriculum and assignments. Faculty will undergo the same course-based evaluative process (Student Survey of Instruction). In addition, Kent State University will monitor the number of students who matriculate to the Kent Campus. We will monitor how well these students perform in their classes. We will analyze course

evaluations and modify accordingly. Kent State courses, regardless of instructional location, follow the established curriculum designed for that course.

20. Describe the process for assessing and improving student learning, including student persistence and completion, in the offerings.

Students are assessed throughout their courses and these assessments are aligned with the expected learning outcomes that are established for each course. In addition, course embedded measures of student learning that inform program level learning outcomes are collected across all sections of a course, including those delivered off-site at an additional location. We continue to compare grade distributions, failure rates, withdrawals, and degree completion for our entire population of students, including data pertaining to courses delivered at an additional location vs. on a Kent State campus.

21. How are the measures and techniques the institution uses for the location(s) or branch campus equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

There will be no differences in these processes at this proposed location as compared to the same courses delivered at a Kent State University campus. As noted above, the same syllabi, explicit and measurable learning outcomes, faculty standards, and curriculum are used across all sections of each course, regardless of delivery location.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Aug-17** Curriculum Bulletin _____
Effective Date ~~Fall 2018~~ *to come* Approved by EPC _____

Department _____
College **AS - Arts and Sciences**
Degree **BS - Bachelor of Science**
Program Name **Neuroscience** Program Banner Code **NEUR**
Concentration(s) _____ Concentration(s) Banner Code(s) _____
Proposal **Establish program - Initial Inquiry**

Description of proposal:

Kent State University proposes to offer the Neuroscience major within the Bachelor of Science degree, to be administered by the university's College of Arts & Sciences on the Kent Campus. Within the College of Arts & Sciences, the Departments of Biological Sciences and Psychological Sciences have over 2,000 undergraduate majors, a significant number of which take coursework in both departments. In recent years, Kent State has made a significant investment in the area of neuroscience, through faculty hires and the growth of the neuroscience graduate degree programs in the College. There is substantial student demand for the Neuroscience major, both from students that have chosen existing majors at Kent State as well as increases in the number of inquiries we receive regarding the existence of a neuroscience program.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: *N/A* Proposed total credit hours **120**

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

We anticipate that some majors will be drawn from existing populations of Biology and Psychology majors. There is no adverse impact as these units will be collaborating to administer the program. No additional staffing is needed for implementation.

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

BSCI, PSYS

REQUIRED ENDORSEMENTS

Lin M. MIA 9/18/17
Department Chair / School Director

Campus Dean (for Regional Campuses proposals) / /

Mary Ann Haley 9/22/17
College Dean (or designee)

Dean of Graduate Studies (for graduate proposals) / /

Senior Vice President for Academic Affairs and Provost (or designee) / /

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Board of Regents

University System of Ohio

John R. Kasich, Governor

John Carey, Chancellor

INITIAL INQUIRY FORM REQUEST TO OFFER A NEW PROGRAM

Date of submission: *Date to come (sent after EPC)*

Name of institution: Kent State University

Primary institutional contact for this request:

Name: Therese E. Tillett
 Title: Executive Director of Curriculum Services
 Office of the Provost
 Phone: 330-672-8558
 E-mail: tillet1@kent.edu

Name of new program: Neuroscience major within the Bachelor of Science degree

For institutions that are already approved/authorized by the chancellor

- New degree designation
 New program within an existing degree (e.g., major, minor, concentration)
 New technical certificate program
 New licensure/endorsement area (educator preparation)

Delivery options (check all that apply):

- Campus-based
 Online/hybrid delivery
 Flexible or accelerated delivery
 Offering the program at a new offsite location
 Offering the program at an existing offsite location
 Program contains off-campus experiences (e.g., internship, clinical, practicum, student teaching)

The institution will be seeking specialized accreditation for the program:

- No Yes

Provide a brief description of the request.

This request is to establish a BS degree in Neuroscience. The major will be housed in the College of Arts and Sciences and jointly administered by the Department of Biological Sciences and the Department of Psychological Sciences.

Neuroscience is inherently an interdisciplinary science that includes physics, physiology, chemistry, psychology and cell/molecular biology. As a discipline, neuroscience employs a broad range of experimental approaches and many different cell, tissue and animal model systems, and includes a significant focus on human cognitive, emotional and neurological functions.

Explain the academic unit’s rationale for making the request.

Due to the importance of cross-disciplinary collaborations and the many unanswered questions in the field, neuroscience is an opportunity-rich area in which to pursue a scientific career. An undergraduate degree in neuroscience can provide the foundation for advanced careers in many industries—including pharmaceutical, medicine, biotechnology, bioengineering—and research in the government sector, private sector, hospitals and universities. It also provides the basis for other careers that intersect with neuroscience (e.g., patent law).

Over the past several years, Kent State has been making a substantial financial investment in the study of neuroscience, as reflected by (1) coordinated hiring of faculty members in biology and psychology; (2) hiring of neuroscientists; (3) establishment, in 2013, of an annual Neuroscience Symposium; and (4) renovations to the science facilities on the Kent Campus that will significantly enhance the university’s ability to engage in top-level neuroscience research. Kent State’s neuroscience faculty are active in research, with most having received federal funding, and are committed to providing undergraduates with “hands-on” laboratory experiences.

Kent State University has existing facilities for the study of neuroscience and offers undergraduate courses in the discipline (through the biology and psychology departments). The courses include (but are not limited to) the following:

Abnormal Psychology	Biopsychology	Endocrinology
Animal Behavior	Cognitive Development	Hormones and Behavior
Animal Cognition	Cognitive Neuroscience	Introduction to Neuroscience
Biological Clocks	Drugs and Behavior	Perception

Recently, a large increase in enrollment in neuroscience-related coursework has suggested that there is an untapped and significant student demand for a neuroscience major.

The College of Arts and Sciences offers a master’s and doctoral degree in Biomedical Sciences—Neurosciences and provides a neuroscience education for undergraduates through the degree programs in biology and psychology. However, the college lacks a defined framework that leads to a fully integrated undergraduate degree program in neuroscience. Further, as there are no undergraduate programs in neuroscience at any public institution in Northeast Ohio, Kent State University is in an excellent position to directly recruit students interested in neuroscience and provide them with a unique training opportunity.

Indicate whether additional faculty and staff will be needed to support the proposed request.

The college does not anticipate requiring additional faculty and staff to support the proposed major. Should there be substantial growth in enrollment, the Department of Biological Sciences and Department of Psychological Sciences will incorporate faculty resources into future hiring plans. Administrative services for the program will be handled by the two departments, with advising support from the college. Once enrollment has begun in the program, faculty advisors will be assigned as needed by these two departments.

Indicate whether additional resources (e.g., facilities, technology) will be needed to support the proposed request.

The departments anticipate the creation of at least one new laboratory course.



September 8, 2017

Based on the recommendation of the Department of Biological Sciences UGCC, I am writing to give departmental approval of the initial inquiry for the BS in Neuroscience.

Sincerely,

A handwritten signature in cursive script that reads "Laura G. Leff".

Laura G. Leff
Professor, Chair
Biological Sciences

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HALEY, MARY ANN

From: Zaragoza, Maria
Sent: Friday, September 15, 2017 7:51 AM
To: MINTZ, ERIC
Cc: HUGHES, JOEL
Subject: RE: B.S. Neuroscience degree submission

Hi Eric. The Department of Psychological Sciences endorses the proposal to submit an initial inquiry for the establishment of the B.S. degree in Neuroscience at Kent State University.

Please let me know if we can provide additional assistance.

Maria

Maria S. Zaragoza, Ph.D.
Professor and Chair
Department of Psychological Sciences
Kent State University
Kent, OH 44242

e-mail: mzaragoz@kent.edu
phone: (330)672-2167
fax: (330)672-3786

From: MINTZ, ERIC
Sent: Thursday, September 7, 2017 12:43 PM
To: LEFF, LAURA <lleff@kent.edu>; Zaragoza, Maria <mzaragoz@kent.edu>; HUGHES, JOEL <jhughes1@kent.edu>; FRAIZER, GAIL <gfrazier@kent.edu>
Subject: RE: B.S. Neuroscience degree submission

Hi all,

Just a reminder that I have not heard back on this approval to reauthorize the initial inquiry for the establishment of the B.S. degree in Neuroscience. I would appreciate a written endorsement from the departments so we can move forward.

Thanks,

Eric

From: MINTZ, ERIC
Sent: Wednesday, August 09, 2017 9:46 AM
To: LEFF, LAURA <lleff@kent.edu>; Zaragoza, Maria <mzaragoz@kent.edu>; HUGHES, JOEL <jhughes1@kent.edu>; FRAIZER, GAIL <gfrazier@kent.edu>
Subject: B.S. Neuroscience degree submission

Hi all,

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Attached please find the documentation for resubmitting our "Initial Inquiry" for the establishment of the B.S. degree in Neuroscience. The Intro to Proposal letters includes the information on what needs to be done at the department level. Both departments previously approved the initial inquiry, but that approval has expired. I am now moving forward to complete the formal degree proposal and get it formally through the curricular process this fall. We are asking for endorsements from the departments to file this initial inquiry and then the full proposal, once complete, will go back to the department curriculum committees for discussion and review.

Let me know if you have any questions.

Eric

Eric M. Mintz, Ph.D.
Associate Dean, College of Arts & Sciences
Professor of Biological Sciences
Kent State University

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KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date _____ Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Public Health**
 College **PH - Public Health**
 Degree **Minor (non degree)**
 Program Name **Public Health** ← Program Banner Code **PH** ←
 Concentration(s) **Environmental Health Sciences** Concentration(s) Banner Code(s) **EHS**
 Proposal **Temporarily suspend admissions**

Description of proposal:

This proposal seeks to suspend the admission of students to the Environmental Health Sciences minor. The colleges' accreditation body has released new guides for accreditation for faculty staffing. The college needs to reevaluate the demand for this program and campus offering location.

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., 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 (for Regional Campuses proposals) _ / _ / _

Amie Allen

 College Dean (or designee) 9 / 25 / 17

 Dean of Graduate Studies (for graduate proposals) _ / _ / _

 Senior Vice President for Academic Affairs and Provost (or designee) _ / _ / _

Proposal Summary Suspension of EHS Minor in Public Health

Description of Action, Including Intended Effect

This proposal seeks to request a suspension of admission for the Environmental Health Sciences (EHS) Minor due to changes in accreditation faculty calculations.

During the fall of 2016 the Council on Education for Public Health (CEPH) released its revised accreditation criteria highlighting that each undergraduate concentration housed within the college of public health must meet a specified faculty thresholds. In spring 2017 the EHS program saw the retirement of a key faculty member and program director. In addition, at this time EHS is a low enrollment concentration.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The impact of this suspension will impact a limited number of undergraduate students. Undergraduate advising is aware of this proposal and has been working with students on the defined teach out plan.

Fiscal, Enrollment, Facilities and Staffing Considerations

None

Evidence of Need and Sustainability if Establishing

None

Provisions for Phase-Out if Inactivating

Undergraduate students who have been impacted by the suspension have received communication from their assigned advisor. In addition GPS plans have been developed for each student.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Fall 2018-Fall 2020 - Suspension of the concentration



Transmittal Memo

Date: September 15, 2017

To: Therese Tillett, Director Curriculum Services
Educational Policies Council (EPC)

From: Dr. Sonia Alemagno, Dean College of Public Health

A handwritten signature in black ink, appearing to be "SA", is written over the name "Dr. Sonia Alemagno".

Re: Suspension of Environmental Health Sciences Minor

On behalf of the College of Public Health, please find the attached materials to request a suspension of admission, as soon as possible, to the Environmental Health Sciences (EHS) minor due to changes in accreditation faculty calculations.

During the fall of 2016 the Council on Education for Public Health (CEPH) released its revised accreditation criteria highlighting that each undergraduate concentration housed within the college of public health must meet a specified faculty thresholds. In spring 2017 the EHS program saw the retirement of a key faculty member and program director. In addition, at this time EHS is a low enrollment concentration.

Given these circumstances, the college feels it is in the best interest of students to suspend the minor to determine the best course of action moving forward. It is critical however, the suspension be approved so the college can maintain its accreditation status. Teach out plans have been developed .

College of Public Health

P. O. Box 5190 • Kent, Ohio 44242-0001
330-672-6500 • Fax: 330-672-6505 • publichealth@kent.edu • www.kent.edu/publichealth

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date _____ Curriculum Bulletin _____
Effective Date **Fall 2018** Approved by EPC _____

Department **Public Health**
 College **PH - Public Health**
 Degree **BSPH - Bachelor of Science in Public Health**
 Program Name **Public Health** Program Banner Code **PH**
 Concentration(s) **Environmental Health Sciences** Concentration(s) Banner Code(s) **EHS**
 Proposal **Temporarily suspend admissions**

Description of proposal:

This proposal seeks to suspend the admission of students to the Environmental Health Sciences concentration within the Bachelor of Science in Public Health Degree program. The colleges' accreditation body has released new guides for accreditation for faculty staffing. The college needs to reevaluate the demand for this program and campus offering location.

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., 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 (for Regional Campuses proposals) _ / _ / _

Anna Alenzy

College Dean (or designee) 9, 28, 17

Dean of Graduate Studies (for graduate proposals) _ / _ / _

Senior Vice President for Academic Affairs and Provost (or designee) _ / _ / _

Proposal Summary

Suspension of EHS Concentration in Public Health

Description of Action, Including Intended Effect

This proposal seeks to request a suspension of admission for the Environmental Health Sciences (EHS) Concentration due to changes in accreditation faculty calculations.

During the fall of 2016 the Council on Education for Public Health (CEPH) released its revised accreditation criteria highlighting that each undergraduate concentration housed within the college of public health must meet a specified faculty thresholds. In spring 2017 the EHS program saw the retirement of a key faculty member and program director. In addition, at this time EHS is a low enrollment concentration.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The impact of this suspension will impact a limited number of undergraduate students in the College of Public Health. Undergraduate advising is aware of this proposal and has been working with students on the defined teach out plan.

Fiscal, Enrollment, Facilities and Staffing Considerations

None

Evidence of Need and Sustainability if Establishing

None

Provisions for Phase-Out if Inactivating

Undergraduate students who have been impacted by the suspension have received communication from their assigned advisor. In addition GPS plans have been developed for each student.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Fall 2018-Fall 2020 - Suspension of the concentration



Transmittal Memo

Date: September 15, 2017

To: Therese Tillett, Director Curriculum Services
Educational Policies Council (EPC)

From: Dr. Sonia Alemagno, Dean College of Public Health

A handwritten signature in black ink, appearing to be "SA", written over the name of the sender.

Re: Suspension of Environmental Health Sciences Concentration

On behalf of the College of Public Health, please find the attached materials to request a suspension of admission, as soon as possible, to the Environmental Health Sciences (EHS) Concentration due to changes in accreditation faculty calculations.

During the fall of 2016 the Council on Education for Public Health (CEPH) released its revised accreditation criteria highlighting that each undergraduate concentration housed within the college of public health must meet a specified faculty thresholds. In spring 2017 the EHS program saw the retirement of a key faculty member and program director. In addition, at this time EHS is a low enrollment concentration.

Given these circumstances, the college feels it is in the best interest of students to suspend the concentration to determine the best course of action moving forward. It is critical however, the suspension be approved so the college can maintain its accreditation status. Teach out plans have been developed that will affect the 18 EHS students on the Kent Campus.

College of Public Health

P. O. Box 5190 • Kent, Ohio 44242-0001

330-672-6500 • Fax: 330-672-6505 • publichealth@kent.edu • www.kent.edu/publichealth

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date _____ Curriculum Bulletin _____
 Effective Date **Fall 2017** Approved by EPC _____
2018

Department **ACTT**
 College **RE - Regional College**
 Degree **AAB - Associate of Applied Business**
 Program Name **Accounting Technology** Program Banner Code **ACTT**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Offer program fully online**

Description of proposal:

To request authorization from the Ohio Department of Higher Education to offer the AAB in Accounting Tecnology as an on-line degree program.

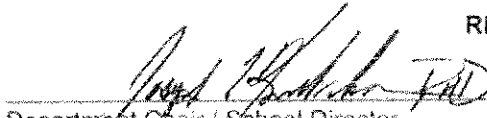
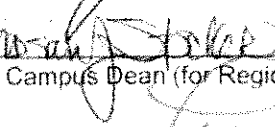

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **63** Proposed total credit hours _____

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

No impact on other programs

Units consulted (other departments, programs or campuses affected by this proposal):
Regional College ACTT Faculty, Regional College Curriculum Committee

REQUIRED ENDORSEMENTS

 Department Chair / School Director	<u>10 / 24 / 2016</u>
 Campus Dean (for Regional Campuses proposals)	<u>10 / 25 / 2016</u>
 College Dean (or designee)	<u>11 / 21 / 16</u>
Dean of Graduate Studies (for graduate proposals)	<u> / / </u>
Senior Vice President for Academic Affairs or Provost (or designee)	<u> / / </u>


Board of Regents

University System of Ohio

 John R. Kasich, Governor
 John Carey, Chancellor

Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: *date submitted to ODHE*

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:

Accounting Technology major
within the Associate of Applied Business degree

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Executive Director of Curriculum Services
 Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Proposed start date: Fall 2018

Date that the request received final approval from the appropriate institutional committee:

Approved by the Regional College Curriculum Committee 28
October 2016, and the Educational Policies Council on *date to come*

Institution has Higher Learning Commission approval for online or blended/hybrid delivery: Yes

Educator preparation program that leads to licensure or endorsement: No

¹ For this document, the following definitions will be used:

Online: A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

Blended/hybrid: Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings.

Web-facilitated: Course that uses web-based technology to facilitate what is essentially a face-to-face course.

Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

On-ground (aka traditional or face-to-face): Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?

The Accounting Technology major will be offered fully online, in addition to hybrid and on-ground deliveries. The associate degree program is approved to be offered at the following six Kent State campuses: Ashtabula, East Liverpool, Geauga, Salem, Trumbull and Tuscarawas. The Trumbull Campus will be the admitting campus for first-time Kent State University applicants declaring the fully online program.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

Admission and graduation requirements, student learning outcomes, number of credits and course availability will be equivalent for the two deliveries.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

The course design structure will be asynchronous, which will allow students to access course content and assignments at any time without the need for simultaneous instructor or peer involvement.

Kent State University utilizes a learning management system, Blackboard Learn, to facilitate student-instructor interaction via the online communication tools within the course management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using discussion boards, journaling, email, message boards and announcements as appropriate.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

Kent State University offers support and advising to online students through a variety of offices, departments and schools. Offices for advising and student services on each campus provide online information regarding all aspects of registration and advising. Online students will be afforded the same access to professional advisors as traditional students, and will be able to contact advisors by telephone or through their official Kent State e-mail accounts for advising advice (as well as having the same opportunities to see an advisor in person, if they so desire).

Additionally, Blackboard Learn includes imbedded tutorials to assist students with technology capabilities required to successfully complete their on-line coursework such as screen shots and course navigation.

The Kent State University Libraries provide online access to thousands of online journals, books and databases, and access to OhioLink and KentLink. Students may order books and other class resources online through the campus bookstores and have the materials delivered to any location. For technology assistance, the Kent State Online Support Center is available 24 hours a day, seven days a week.

Faculty delivering the curriculum will also be available online and by telephone to provide the same support and counsel, and students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information and online office hours and by telephone are clearly posted on each course syllabus.

All regional campuses work closely with Kent State's Office of Student Accessibility Services to provide appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

The same processes are used for on-ground and online evaluations. Graduate exit surveys and course evaluations are used for student feedback. Each campus has a business technologies advisory committee that also provides feedback.

The goals and objectives of the program used to assess student learning outcomes are submitted to Kent State's Office of Accreditation, Assessment and Learning, which oversees and coordinates the administration of a number of assessments to gauge student learning and practices associated with student success across students' educational experiences. This information is used in the development for outcomes and assessments within the program.

The foundation of the program—ACTT 11000 Accounting I: Financial—is the gateway to advanced coursework, and students must earn a minimum C in that course to progress to future courses. Faculty review student success in the program's two culminating requirements—ACTT 21000 Accounting III: Financial and ACTT 31063 Introduction to Cost Accounting.

3.6 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.)

Note: All deliveries listed below are only for the campuses that offer the Accounting Technology major: Ashtabula, East Liverpool, Geauga, Salem, Trumbull and Tuscarawas.

Course	Online	On-ground (including web facilitated)	Hybrid	Required in approved program
Major Requirements				
ACTT 11000 Accounting I: Financial	✓	✓	✓	Yes
ACTT 11001 Accounting II: Managerial	✓	✓	✓	Yes
ACTT 20012 Accounting Software Applications	✓			Yes
ACTT 21000 Accounting III: Financial	✓		✓	Yes
ACTT 21003 Fundamentals of Tax Preparation	✓			Yes
ACTT 31063 Introduction to Cost Accounting	✓			Yes
BMRT 11000 Introduction to Business	✓	✓		Yes
Technical Electives ¹	✓	✓	✓	Yes
Additional Requirements				
COMM 15000 Introduction to Human Communication	✓	✓		Yes
ECON 22060 Principles of Microeconomics	✓	✓	✓	Yes
ECON 22061 Principles of Microeconomics	✓	✓		Yes

Course	Online	On-ground (including web facilitated)	Hybrid	Required in approved program
ENG 20002 Introduction to Technical Writing <i>or</i> OTEC 26638 Business Communications	✓ ✓	✓		Yes Yes
MATH 11010 Algebra for Calculus	✓	✓		Yes
UC 10097 Destination Kent State: First Year Experience	✓	✓	✓	Yes
Kent Core Composition	✓	✓	✓	Yes
Kent Core Humanities and Fine Arts	✓	✓	✓	Yes
Kent Core Basic Sciences	✓	✓	✓	Yes
Kent Core Social Sciences	✓	✓	✓	Yes
General Elective	✓	✓	✓	Yes

1. In consultation with an advisor, students select courses from Accounting Technology (ACTT), Business Management Technology (BMRT), Computer Technology (COMT) and Office Technology (OTEC). Students preparing to go on for a BBA degree may substitute MATH 10041 or MATH 11012 as a technical elective.

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

The position of lead faculty/coordinator for the Accounting Technology major rotates among the Kent State campuses, selected each academic year by accounting technology faculty. The lead faculty/coordinator has the major responsibility for the administration and coordination of the program, in online, on-ground and hybrid deliveries. Responsibilities include teaching online ACTT courses, assisting with the development of the schedule of classes and with the recommendation of faculty teaching assignments. These responsibilities are the same as those that apply to traditional (face-to-face) program delivery.

During the 2017 academic year, the lead faculty for the Accounting Technology major is Associate Professor Joseph Kuvshnikov, CPA, PhD. See appendix A for curriculum vitae of Dr. Kuvshnikov and all faculty teaching major coursework.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

All faculty who teach online courses in the program have prior experience teaching in the online format. Teaching responsibilities will remain the same for faculty members teaching in a online/on-ground format. It is not anticipated that additional faculty members will need to be hired. Current faculty numbers are sufficient.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

Program faculty members have the background and credentials to teach in an online format. Training sessions are conducted regularly related to Blackboard Learn along with support from Kent State's Division of Information Services and Office of Continuing and Distance Education. The design, production and management of these courses are included in the "Quality Matters" training that online faculty must complete. The content in Blackboard Learn must be updated and checked on a regular basis through peer reviews along with student e-mail response. The shell for the online course is automatically created, and then faculty members create the content in an organized managed pedagogical method.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.

Faculty members listed below teach the program's ACTT coursework in the online format. Additional courses in the program (e.g., BMRT, COMM, ECON) are required for their respective degree programs and are taught by faculty attached to those programs. See Appendix A for faculty curriculum vitae.

Instructor	Rank and Campus	Full/part-time	Terminal degree title, discipline, institution, year	Courses taught	Experience teaching online courses / professional development	Courses *
Bruce Gunning CPA	Assistant Professor East Liverpool	FT	MS, Accounting, Texas Tech University, 1983	ACTT 11000 ACTT 11001 ACTT 20012 ACTT 21000 ACTT 21003 ACTT 31063	Taught online since 1995; Quality Matters Master Reviewer	5
Joseph Kuvshnikov CPA	Associate Professor Ashtabula	FT	PhD, Organizational Learning and Leadership, Gannon University, 2012	ACTT 11000 ACTT 11001 ACTT 21000 ACTT 31063	Taught online since 2014; completed Quality Matters workshop; received online training	3
Jyotsna (Josna) Neuman CPA	Assistant Professor Trumbull	FT	Master of Accountancy and Financial Information Systems, Cleveland State University, 1981	ACTT 11000 ACTT 11001 ACTT 21000 ACTT 31063	Taught online since 2010; attended several Quality Matters workshop; received online training	6

* Number of courses instructor will teach each year (online/on-ground)

APPENDICES

Appendix	Description
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A	Curriculum Vitae for Program Faculty Teaching Online Courses
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Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

signed after EPC

Todd A. Diacon, PhD
Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 9-Mar-17 Curriculum Bulletin _____
Effective Date Fall 2018 Approved by EPC _____

Department **Ashtabula**
College **RE - Regional College**
Degree **AAS - Associate of Applied Science**
Program Name **Enology** Program Banner Code **RE-AAS-ENOL**
Concentration(s) _____ Concentration(s) Banner Code(s) _____
Proposal **~~Offer program fully online~~ hybrid**

Description of proposal:
To deliver the AAS in Enology with 50% or more of the degree program in an online or blended/hybrid delivery model.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact to other degree programs

Units consulted (other departments, programs or campuses affected by this proposal):
Ashtabula Faculty Council, Regional College Curricular Committee, EPC

REQUIRED ENDORSEMENTS

Department Chair / School Director	____/____/____
Campus Dean (for Regional Campuses proposals)	3, 10, 17
College Dean (or designee)	4, 18, 17
Dean of Graduate Studies (for graduate proposals)	____/____/____
Senior Vice President for Academic Affairs or Provost (or designee)	____/____/____


Board of Regents

University System of Ohio

 John R. Kasich, Governor
 John Carey, Chancellor

Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: *date submitted to ODHE*

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:
 Enology major within the Associate of Applied Science degree

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Executive Director, Curriculum Services, Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Proposed start date: Fall 2018

Date that the request received final approval from the appropriate institutional committee:
 Approved by the Educational Policies Council,
 a subcommittee of the Faculty Senate on *date*.

Institution has Higher Learning Commission approval for online/blended delivery: Yes

Educator preparation program that leads to licensure or endorsement: No

Proposal introduction: Kent State established the AAS degree in Enology in fall 2011 as a partner member of the Viticulture and Enology Science and Technology Alliance (VESTA). Enology is the study of wine and wine making.

¹ For this document, the following definitions will be used:

Online: A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

Blended/hybrid: Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings.

Web-facilitated: Course that uses web-based technology to facilitate what is essentially a face-to-face course.

Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

On-ground (aka traditional or face-to-face): Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

VESTA is funded by a National Science Foundation grant. As part of the grant, the 17 partner universities provide Enology courses in an online format. Students enrolled in the Enology program with Kent State University can take courses from any of the partner institutions, including Missouri State University, Michigan State University, Niagara County Community College (N.Y.) and Clark State Community College (Ohio). NSF funding for VESTA ends on September 30, 2020.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?

The AAS degree in Enology will be offered as a blended online/on-ground program at Kent State's Ashtabula Campus instead of an on-ground program.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability). If there are differences, please explain.

Admission, course and graduation requirements are unchanged with the online offering. The programs are equivalent; only the course delivery method is different.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

For major courses, students will have some asynchronous interactions with the instructors and classmates, as well as synchronous course delivery with the instructor and the rest of the class. The instructor will use the Blackboard and Blackboard Collaborate virtual learning systems to provide course content to students and to meet with students, respectively. Courses will meet synchronously online weekly during the semester, and students will come to campus for two weekends during the semester for face-to-face interaction with the instructor.

For additional course requirements and general education requirements (Kent Core), students have the option to complete those courses either online (synchronous or asynchronous) or on-ground.

Therefore, this program is not 100 percent online as students must be physically present to attend courses on the Ashtabula Campus eight separate times, weekends, over the entire course of study (two years). This time does not include required fieldwork hours for students at a winery or vineyard.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

Students are referred to the campus' Student Academic Services Offices for assistance with the courses, and they can obtain assistance from the campus' educational technology designer and HelpDesk for assistance with using the technology. In addition to the program director, the Enology major has an academic advisor and clerical staff specialist; all three are available to assist students via phone and email. Program faculty are also available via phone, email, Skype and WebEx to students for additional assistance with program materials and competencies.

In addition, Kent State's Online Technology Help Center provides students with 24/7 technology support, software downloads, and hundreds of tutorials and online resources. The University Library offers instructions and tutorial resources to assist students with off-campus access through Virtual Private Network (VPN) service or OhioLINK Authentication Service.

Ashtabula Campus' Academic Services Office provides appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities. For example, the office has employed scribes to assist during live online meetings, and recorded lectures have been closed-captioned for hearing-impaired students.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

Courses within the Enology program have a set of learning objectives, student outcomes and competencies that are the same for all students, who are evaluated by their instructors through course assignments and assessments. Students who successfully demonstrate competency within these objectives are permitted to take subsequent courses within the program.

Annual evaluation of the course objectives and curriculum occurs with the partnering VESTA schools to ensure that students are developing the skills, knowledge and abilities for positions in the field of enology.

Students complete online surveys to evaluate their course instructors, as well as the courses themselves at the end of each semester. Students who complete field experience hours required for the courses will be evaluated by their mentors through online assessment forms.

3.6 Using the chart below, please list the courses that make up the program and indicate whether they are delivered using an online, blended or on-ground format. Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.)

* On-ground includes web-facilitated courses.

** More information about the program, including program requirements, may be found in the University Catalog: catalog.kent.edu/colleges/re/enology-aas.

Major Requirements Courses	Online	On-ground*	Blended	In approved program**	Comments
Major Requirements					
ENOL 14600 Introduction to Enology		■	■	Yes	
ENOL 14800 Winery Sanitation		■	■	Yes	
ENOL 16000 Winery Equipment Operation		■	■	Yes	
ENOL 21000 Introduction to Wine Microorganisms			■	Yes	
ENOL 24600 Intermediate Enology – Harvest and Crush			■	Yes	
ENOL 24700 Intermediate Enology - Postharvest			■	Yes	
ENOL 25792 Fall Wine Production Field Work		■		Yes	Completed at local winery
ENOL 25992 Cellar Operations Field Work		■		Yes	
ENOL 26600 Sensory Evaluation	■		■	Yes	
ENOL 26800 Wine and Must Analysis	■		■	Yes	
VIN 10500 Molecular Principles in Grape and Wine		■	■	Yes	

Major Requirements Courses	Online	On-ground*	Blended	In approved program**	Comments
VIN 11100 Introduction to Viticulture and Vineyard Establishment		■	■	Yes	
Viticulture (VIN) or Enology (ENOL) Elective	■	■	■	Yes	
Additional Requirements Courses	Online	On-ground*	Blended	In approved program**	Comments
BMRT 11000 Introduction to Business or BMRT 21020 Introduction to Entrepreneurship	■	■		Yes	
BSCI 10110 Biological Diversity or BSCI 10002 Life on Planet Earth and BSCI 10003 Lab Experience in Biology	■	■		Yes Yes Yes	
US 10097 Destination Kent State: First Year Experience	■	■	■	Yes	
Kent Core Composition	■	■		Yes	
Kent Core Mathematics and Critical Reasoning	■	■		Yes	
Kent Core Humanities and Fine Arts	■	■		Yes	
Kent Core Social Sciences	■	■		Yes	
General Electives	■	■	■	Yes	

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual’s CV as an appendix item.

Lecturer Edward Trebets is the program director and lead faculty member for the Enology major. He holds a master’s degree in chemistry, and has 12 years of industry experience as an award-winning winemaker in Ohio. Mr. Trebets works closely with the VESTA consortium to develop and maintain curriculum for the program, in addition to working with the campus’ instructional designers to ensure the quality of the online courses being presented. His curriculum vitae, and the curriculum vitae for all program faculty are in Appendix A.

4.2 Describe faculty members’ responsibilities to the online or blended program. In your response, indicate how faculty members’ responsibilities to the online or blended program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended program? Will these faculty members participate in only the online or blended program or will they participate in the on-ground program as well?

Courses in the Enology program are taught by faculty who have no research responsibilities. They primarily teach a combination of on-ground, online and blended courses. No new faculty will be hired specifically for the implementation of the hybrid program. The program advisor is responsible for all advising for students in the program.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your

response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

University resources are available to assist with both the substantive and technical needs of the faculty teaching in an online environment. For example, Kent State's Office of Continuing and Distance Education and the Educational Technology Services units provide support for the design and delivery of online courses. Kent State's online Help Desk, available 24/7, assists faculty and students with technical support to trouble shoot challenges that arise. In addition, the Ashtabula Campus provides technological support through its information technology department and education technology designers.

While at this time, Quality Matters, the assessment tool for online education, is not a mandatory component of Kent State online courses, the Office of Continuing and Distance Education offers information sessions and training workshops on Quality Matters. Instructors are encouraged to use all or part of the quality matters principles in their courses.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix. A copy of each faculty member's CV must be included as an appendix item.

* Experience teaching online courses/professional development in online teaching

** Number of all courses instructor will teach each year (on-ground and online) at Kent State

Name	Title	Full/ Part	Credentials	Courses	Experience*	Courses **
Thierry Delorme	Associate Professor	FT	PhD, Microbial Ecology, University of Lyon, 1997	ENOL 21000	Will be attending professional development courses in online teaching, and working closely with instructional designer and program director to ensure quality of online courses	8
Edward Trebets	Lecturer	FT	MEd, Chemistry, John Carroll University, 1998	ENOL 14600 ENOL 21000 ENOL 24600 ENOL 24700 ENOL 25792 ENOL 25992 ENOL 26800 VIN 10500 VIN 20095	Has designed and developed online courses; has been teaching online courses since 2014	10
Eric Cotton	Adjunct	PT	BS, Chemical Engineering, Iowa State University, 1984	VIN 11100	Has designed and developed online courses; has been teaching online courses since 2014	4

Name	Title	Full/ Part	Credentials	Courses	Experience*	Courses **
Lauren Fiala	Adjunct	PT	BS, Crop Science, Ohio State University, 2005; Wine Spirit Education Trust Diploma, 2018	ENOL 14800 ENOL 16000	Has designed and developed online courses; has been teaching online courses since 2016	3
Zoran Ljepovic	Adjunct	PT	MS, Agriculture, California State University, Fresno, 1999	ENOL 26600	Has been teaching online courses since 2014	2

APPENDICES

Appendix Description

A Curriculum vitae for Program Director Edward Trebets and program faculty

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon, PhD
 Senior Vice President for Academic Affairs and Provost
 Kent State University

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 9-Mar-17 Curriculum Bulletin _____
 Effective Date Fall 2018 Approved by EPC _____

Department **Ashtabula**
 College **RE - Regional College**
 Degree **AAS - Associate of Applied Science**
 Program Name ~~Energy~~ **Viticulture** Program Banner Code **RE-AAS-VITI**
 Concentration(s) **Viticulture** Concentration(s) Banner Code(s)
 Proposal ~~Offer program fully online~~ **hybrid**

Description of proposal:
To deliver the AAS in Viticulture with 50% or more of the degree program in an online or blended/hybrid delivery model.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact to other degree programs

Units consulted (other departments, programs or campuses affected by this proposal):
Ashtabula Faculty Council, Regional College Curricular Committee, EPC

REQUIRED ENDORSEMENTS

Department Chair / School Director	_ / _ / _
	<u>3</u> / <u>10</u> / <u>17</u>
Campus Dean (for Regional Campuses proposals)	<u>4</u> / <u>18</u> / <u>17</u>
College Dean (or designee)	_ / _ / _
Dean of Graduate Studies (for graduate proposals)	_ / _ / _
Senior Vice President for Academic Affairs or Provost (or designee)	_ / _ / _


Board of Regents

University System of Ohio

 John R. Kasich, Governor
 John Carey, Chancellor

Change Request: Online or Hybrid/blended Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or hybrid/blended¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: *date submitted to ODHE*

Name of institution: Kent State University

Degree/degree program to be offered using online or hybrid/blended delivery:
 Viticulture major within the Associate of Applied Science degree

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Executive Director, Curriculum Services, Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Proposed start date: Fall 2018

Date that the request received final approval from the appropriate institutional committee:
 Approved by the Educational Policies Council,
 a subcommittee of the Faculty Senate on *date*.

Institution has Higher Learning Commission approval for online/hybrid delivery: Yes

Educator preparation program that leads to licensure or endorsement: No

Proposal introduction: Kent State established the AAS degree in Viticulture in fall 2011 as a partner member of the Viticulture and Enology Science and Technology Alliance (VESTA). Viticulture is a sub-discipline of horticulture and focuses on the science, production and study of growing grapes in a vineyard.

¹ For this document, the following definitions will be used:

Online: A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

Hybrid/blended: Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings.

Web-facilitated: Course that uses web-based technology to facilitate what is essentially a face-to-face course.

Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

On-ground (aka traditional or face-to-face): Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

VESTA is funded by a National Science Foundation grant. As part of the grant, the 17 partner universities provide Viticulture courses in an online format. Students enrolled in the Viticulture program with Kent State University can take courses from any of the partner institutions, including Missouri State University, Michigan State University, Niagara County Community College (N.Y.) and Clark State Community College (Ohio). NSF funding for VESTA ends on September 30, 2020.

3. CURRICULUM

3.1 Will the online or hybrid/blended program be offered instead of or in addition to the onsite program?

The AAS degree in Viticulture will be offered as a hybrid online/on-ground program at Kent State's Ashtabula Campus instead of an on-ground program.

3.2 Indicate whether the online or hybrid/blended program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

Admission, course and graduation requirements are unchanged with the online offering. The programs are equivalent; only the course delivery method is different.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

For major courses, students will have some asynchronous interactions with the instructors and classmates, as well as synchronous course delivery with the instructor and the rest of the class. The instructor will use the Blackboard and Blackboard Collaborate virtual learning systems to provide course content to students and to meet with students, respectively. Courses will meet synchronously online weekly during the semester, and students will come to campus for two weekends during the semester for face-to-face interaction with the instructor.

For additional course requirements and general education requirements (Kent Core), students have the option to complete those courses either online (synchronous or asynchronous) or on-ground.

Therefore, this program is not 100 percent online as students must be physically present to attend courses on the Ashtabula Campus eight separate times, weekends, over the entire course of study (two years). This time does not include required fieldwork hours for students at a winery or vineyard.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

Students are referred to the campus' Student Academic Services Offices for assistance with the courses, and they can obtain assistance from the campus' educational technology designer and HelpDesk for assistance with using the technology. In addition to the program director, the Viticulture major has an academic advisor and clerical staff specialist; all three are available to assist students via phone and email. Program faculty are also available via phone, email, Skype and WebEx to students for additional assistance with program materials and competencies.

In addition, Kent State's Online Technology Help Center provides students with 24/7 technology support, software downloads, and hundreds of tutorials and online resources. The University Library offers instructions and tutorial resources to assist students with off-campus access through Virtual Private Network (VPN) service or OhioLINK Authentication Service.

Ashtabula Campus' Academic Services Office provides appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities. For example, the office has employed scribes to assist during live online meetings, and recorded lectures have been closed-captioned for hearing-impaired students.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or hybrid/blended format.

Courses within the Viticulture program have a set of learning objectives, student outcomes and competencies that are the same for all students, who are evaluated by their instructors through course assignments and assessments. Students who successfully demonstrate competency within these objectives are permitted to take subsequent courses within the program.

Annual evaluation of the course objectives and curriculum occurs with the partnering VESTA schools to ensure that students are developing the skills, knowledge and abilities for positions in the field of viticulture.

Students complete online surveys to evaluate their course instructors, as well as the courses themselves at the end of each semester. Students who complete field experience hours required for the courses will be evaluated by their mentors through online assessment forms.

3.6 Using the chart below, please list the courses that make up the program and indicate whether they are delivered using an online, hybrid or on-ground format. Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.)

* On-ground includes web-facilitated courses.

** More information about the program, including program requirements, may be found in the University Catalog: catalog.kent.edu/colleges/re/viticulture-aas.

Major Requirement Courses	Online	On-ground*	Hybrid	In approved program**	Comments
ENOL 14600 Introduction to Enology		■	■	Yes	
VIN 10500 Molecular Principles in Grape and Wine		■	■	Yes	
VIN 11100 Introduction to Viticulture and Vineyard Establishment		■	■	Yes	
VIN 11392 Winter Viticulture Fieldwork		■		Yes	Completed in local vineyard
VIN 11492 Spring Viticulture Fieldwork		■		Yes	
VIN 11592 Summer/Fall Viticulture Fieldwork		■		Yes	
VIN 21100 Integrated Pest Management	■		■	Yes	
VIN 21300 Regional Vineyard Management			■	Yes	
VIN 29300 Soils for Viticulture			■	Yes	
Enology (ENOL) or Viticulture (VIN) Electives	■	■	■	Yes	

Additional Requirement Courses	Online	On-ground*	Hybrid	In approved program**	Comments
BMRT 11000 Introduction to Business <i>or</i> BMRT 21020 Introduction to Entrepreneurship	■	■		Yes	
BSCI 10110 Biological Diversity <i>or</i> BSCI 10002 Life on Planet Earth and BSCI 10003 Lab Experience in Biology	■	■		Yes Yes Yes	
BSCI 16001 Horticultural Botany <i>or</i> VIN11200 Botanical Viticulture		■	■	Yes Yes	
US 10097 Destination Kent State: First Year Experience	■	■	■	Yes	
Kent Core Composition	■	■		Yes	
Kent Core Mathematics and Critical Reasoning	■	■		Yes	
Kent Core Humanities and Fine Arts	■	■		Yes	
Kent Core Social Sciences	■	■		Yes	
General Electives	■	■	■	Yes	

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or hybrid/blended program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

Lecturer Edward Trebets is the program director and lead faculty member for the Viticulture major. He holds a master's degree in chemistry, and has 12 years of industry experience as an award-winning winemaker in Ohio. Mr. Trebets works closely with the VESTA consortium to develop and maintain curriculum for the program, in addition to working with the campus' instructional designers to ensure the quality of the online courses being presented. His curriculum vitae, and the curriculum vitae for all program faculty are in Appendix A.

4.2 Describe faculty members' responsibilities to the online or hybrid program. In your response, indicate how faculty members' responsibilities to the online or hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or hybrid program? Will these faculty members participate in only the online or hybrid program or will they participate in the on-ground program as well?

Courses in the Viticulture program are taught by faculty who have no research responsibilities. They primarily teach a combination of on-the-ground, online and hybrid courses. No new faculty will be hired specifically for the implementation of the hybrid program. The program advisor is responsible for all advising for students in the program.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

University resources are available to assist with both the substantive and technical needs of the faculty teaching in an online environment. For example, Kent State’s Office of Continuing and Distance Education and the Educational Technology Services units provide support for the design and delivery of online courses. Kent State’s online Help Desk, available 24/7, assists faculty and students with technical support to trouble shoot challenges that arise. In addition, The Ashtabula Campus provides technological support through the IT department and education technology designers.

While at this time, Quality Matters, the assessment tool for online education, is not a mandatory component of Kent State online courses, the Office of Continuing and Distance Education offers information sessions and training workshops on Quality Matters. Instructors are encouraged to use all or part of the quality matters principles in their courses.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix. A copy of each faculty member’s CV must be included as an appendix item.

* Experience teaching online courses/professional development in online teaching
 ** Number of courses instructor will teach each year (on-ground and online)

Name	Rank	Full/ part	Credentials	Courses	Experience*	Courses **
Caralisa Breidenbaugh	Associate Lecturer	FT	MS, Biology, Youngstown State University, 2008	BSCI 16001 VIN 21100	Has designed and developed online courses; has been teaching online courses since 2014	10
Edward Trebets	Lecturer	FT	MEd, Chemistry, John Carroll University, 1998	ENOL 14600 VIN 10500 VIN 20095	Has designed and developed online courses; has been teaching online courses since 2014	10
Megan Acord	Adjunct	PT	MS, Biology, John Carroll University, 2010	VIN 11200	Has designed and developed online courses; has been teaching online courses since 2014	2
Eric Cotton	Adjunct	PT	BS, Chemical Engineering, Iowa State University, 1984	VIN 11100 VIN 11492 VIN 11592 VIN 21300 VIN 29300	Has designed and developed online courses; has been teaching online courses since 2014	4
Jay Hardenburg	Adjunct	PT	BS, Pomology, Cornell University, 1979	VIN 11392 VIN 11492 VIN 11592	Facilitates field experience courses that are not held in an online or hybrid format	2

APPENDICES

Appendix Description

A Curriculum vitae for Program Director Edward Trebets and program faculty

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon, PhD
Senior Vice President for Academic Affairs and Provost
Kent State University

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Jun-17** Curriculum Bulletin _____

Effective Date **Fall 2017** Approved by EPC _____

2018 catalog

Department **Academic Engagement and Degree Completion**
 College **UC - University College**
 Proposal **Revise Policy**
 Proposal Name **Addition of revised SAT cut-scores mandated by the state of Ohio**

Description of proposal:

The state of Ohio revised their Ohio Remediation Free Standards in late May. The former suite of SAT assessments (sunset March 2016) were discontinued and replaced by the new suite of SAT Assessments (Instituted March 2016). The state has established new mandates as to what areas of the SAT Assessment suite can be used and the resulting cut scores. Kent State University is required to adopt those placement assessments and applicable scores.

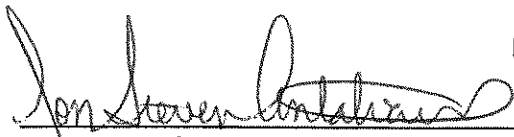
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

These changes affect our Math, English and Reading courses whom have pre-requisites based upon placement cut scores. These units have submitted their respective CCPs and Proposal Summaries. This submission completes the update process for our departments.

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

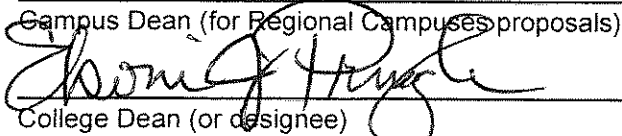
Dr. Andrew Tonge, Chair for the Math Department, Dr. Margaret Shaw, Department of English, Lisa Hart and Marty Daniels, Kent Stark.

REQUIRED ENDORSEMENTS



 Department Chair / School Director

6/15/2017

 Campus Dean (for Regional Campuses proposals)


 College Dean (or designee)

____/____/____

6/19/2017

 Dean of Graduate Studies (for graduate proposals)

____/____/____

 Senior Vice President for Academic Affairs and Provost (or designee)

____/____/____

Proposal Summary for a Policy **[Addition of revised SAT cut-scores mandated by the state of Ohio]**

Subject Specification: *Update SAT cut scores as dictated by the Ohio Remediation Free Standards*

Background Information: In late May, 2017 the state of Ohio voted and approved a newly revised Ohio Remediation Free Standards. The revisions added the remediation free cut-scores for the new suite of SAT Assessments, Accuplacer Next Gen and GED. At this time, the policy changes focus on lowering our Math SAT from 550 to 530 to remain in compliance with the remediation free threshold of 530. The policy also dictates the use of SAT Evidence Based Reading and Writing. Currently SAT Writing and Language is used to place into certain English courses, and SAT Reading is used to place into UC 00003 and 00006. Per an email from Brett Visger, Deputy Chancellor with the Ohio Department of Higher Education, we need to adopt the use of the SAT Evidence Based Reading and Writing as our determinant placement tool for English and Reading. The Department of English established these scores as follows:

Kent Campus: 200-590 = English 11011 and 600-800 = English 21011

Regional Campuses: 200-470 = English 01001, 480-590 = English 11011 and 600-800 = 21011

For UC 00003 and 00006:

200-380 = UC 00003

390-470 = UC 00006

480+ = No UC course

Alternatives and Consequences: *There are no alternatives at this time, as this is a state mandate. If we don't enact these changes, we will not be in compliance with the State of Ohio and the Ohio Department of Higher Education.*

Specific Recommendation and Justification: *By approving this policy revision, we will ensure all students who complete and submit the SAT assessments will be placed accordingly into their Math, English and Reading courses.*

Timetable and Actions Required: *Approval by EPC at their August meeting. Implementation as soon as possible.*

REVISIONS TO CATALOG COPY – 2018-2019

University Readiness Standards and Placement Assessment

Tests	Mathematics	English	Reading
ACT	22	18	22
SAT	520 <u>530</u>	430 Writing 430 or 450 Critical Reading <u>480 Evidence-Based Reading and Writing</u>	450 <u>480 Evidence-Based Reading and Writing</u>
Accuplacer Classic	55 College-Level Math	88 Sentence Skills 88 or 5 Writeplacer	80
Accuplacer Next Generation	<u>263 Quantitative Reasoning, Algebra and Statistics</u> or <u>263 Advanced Algebra and Functions</u>	<u>263 Writing or 5 Writeplacer</u>	<u>263 Reading</u>
GED	<u>165¹</u>	<u>165¹</u>	<u>165¹</u>
MapleSoft T.A.	Algebra 50% <u>of items correct</u>	n/a	n/a
ALEKS	46	n/a	n/a
PlaceU	18	n/a	n/a

1. Score for one or more content areas

English Placement

Kent Campus Students

Assessment	Score	Placement
ACT English	0-25	ENG 11011
	26+	ENG 21011
SAT Writing and Language (if taken prior to March 2016)	0-590	ENG 11011
	600+	ENG 21011
SAT Evidence-Based <u>Reading and Writing</u> (if taken March 2016 and after)	0-32 <u>200-590</u>	ENG 11011
	33+ <u>600+</u>	ENG 21011
Accuplacer: Reading Comprehension and Writeplacer	Any Score	ENG 11011
GED Reasoning Through Language Arts College Ready	165+	ENG 11011

Regional Campus Students

Assessment	Score	Placement
ACT English	0-17	ENG 01011 and ENG 11002
	18-25	ENG 11011
	26+	ENG 21011
SAT Writing and Language (if taken prior to March 2016)	0-420	ENG 01011 and ENG 11002
	430-590	ENG 11011
	600+	ENG 21011
SAT Evidence-Based <u>Reading and Writing</u> (if taken March 2016 and after)	0-24 <u>200-470</u>	ENG 01001 and ENG 11002
	25-32 <u>480-590</u>	ENG 11011
	33+ <u>600+</u>	ENG 21011
Accuplacer Reading Comprehension and Writeplacer	0-79 and 0-4	ENG 01001 and ENG 11002
	80+ and 4	ENG 11011
	5+	ENG 11011
GED Reasoning Through Language Arts College Ready	165+	ENG 11011

REVISIONS TO CATALOG COPY – 2018-2019

Mathematics Placement

Assessment	Score
ACT Mathematics	22+
SAT Mathematics (if taken prior to March 2016)	520+
SAT Mathematics (if taken March 2016 and after)	550+ <u>530+</u>
ALEKS	45+
GED Mathematical Reasoning College Ready	165+

Core and Critical Reading Strategies Placement

Assessment	Score	Placement
ACT Reading	0-13	UC 00003
	14-19	UC 00006
	20+	No Course
SAT Writing and Language (if taken prior to March 2016)	0-350	UC 00003
	360-460	UC 00006
	470+	No Course
SAT Evidence-Based <u>Reading and Writing</u> (if taken March 2016 and after)	40-49 <u>300-380</u>	UC 00003
	20-24 <u>390-470</u>	UC 00006
	25+ <u>480+</u>	No Course
Accuplacer Reading Comprehension	0-50	UC 00003
	51-79	UC 00006
	80+	No Course
GED Reasoning Through Language Arts College Ready	165+	No course

TILLET, THERESE

From: LIEDEL, JOANNA
Sent: Thursday, June 15, 2017 1:09 PM
To: TILLET, THERESE
Subject: Fwd: Changes to the Ohio Remediation Free Standards - New SAT cut scores

Sent from my iPhone

Begin forwarded message:

From: "Antalvari, Steven (Jon)" <jantalva@kent.edu>
Date: June 13, 2017 at 8:02:19 AM EDT
To: "BAKER, KATHERINE" <kebaker@kent.edu>, "Colucci, Amanda" <amullett@kent.edu>, "CROWE, ALICIA" <acrowe@kent.edu>, "Dolan, Amanda" <adolan5@kent.edu>, "DONLEY, LAURIE R" <londonley@kent.edu>, "ELLIOTT, WAYNE" <welliot1@kent.edu>, "EPPS, LAWRENCE" <lepps@kent.edu>, "FRUIT, JEFFREY" <jfruit@kent.edu>, "GOOD, CURTIS" <cjgood@kent.edu>, "HOSKINSON, ALISON" <afrost@kent.edu>, "Antalvari, Steven (Jon)" <jantalva@kent.edu>, "Kotlan, Nicole" <nkotlan@kent.edu>, "LEVANDOWSKI, KAY" <klevand1@kent.edu>, "LIEDEL, JOANNA" <jliedel@kent.edu>, "LINGENFELTER, MICHELLE" <mweekley@kent.edu>, "MILLER, JENNIFER" <jlnoble@kent.edu>, "MINICHILLO, MATTHEW" <mminichi@kent.edu>, "MOORE, ALEXANDER" <awmoore@kent.edu>, "MOTTS, SARAH" <smotts@kent.edu>, "MUNRO-STASIUK, MANDY" <mmunrost@kent.edu>, "NETTEY, I. RICHMOND" <inettey@kent.edu>, "PRINGLE, EBONI" <epringle@kent.edu>, "Randulic, Sandra" <sranduli@kent.edu>, "RITTER, JAMES" <jritter0@kent.edu>, "ROLLYSON, MATTHEW" <mrollyso@kent.edu>, "Rozner, Debbie" <drozner@kent.edu>, "SAYRE, JENNIFER L" <jsayre2@kent.edu>, "Sinclair, Elizabeth" <easincla@kent.edu>, "SNYDER, CHARITY" <csnyder1@kent.edu>, "SOUTHARDS, MARY" <msouthar@kent.edu>, "STILLINGS, CYNTHIA" <cstillin@kent.edu>, "WALKER, DIANE" <dcwalker@kent.edu>, "Willoughby, William" <wwilloug@kent.edu>, "ZARGES, KATHY" <kmzarges@kent.edu>
Cc: "DONAUGH, DEANNA" <ddonaugh@kent.edu>, "STIFFLER, ERIC" <estiffle@kent.edu>, "Stasek, Rachel" <rstasek_gst@kent.edu>, "thanna7@kent.edu" <thanna7@kent.edu>, "Jalwan, Stephanie" <srager@kent.edu>
Subject: Changes to the Ohio Remediation Free Standards - New SAT cut scores

Good morning,

In late May the State updated their Statewide Remediation Free Standards. This came after the University Readiness Standards were approved by EPC for the 2017-2018 catalog. Over the last couple of weeks, myself, Math and English have been submitting revisions to Curriculum Services to ensure these changes are reflected in our policy and pre-requisites online.

The only immediate changes are to the cut scores for the **new** SAT Suite. The state replaced the prior SAT remediation free thresholds (retired after March 2016) to include new remediation free thresholds as it relates to the new assessment. The updates are below and should be used effective immediately.

Math

New SAT Math score for remediation free status is: **530**

English

Formally the two digit Writing and Language score was used to determine placement into College Writing I and II, as well as other ENG courses. The state mandates the use of the SAT Evidence Based Reading and Writing. The remediation free threshold is **200-470** for placement into ENG 01001 (regional and ESL only) **480-590** for placement into ENG 11011 and **600 and above** for ENG 21011.

All charts in the catalog will be updated in the near future. A **draft** of the revised 2017-2018 University Readiness Standards will be available in Share Point (2017 DKS folder) in the next day.

Math, English and Reading classes with pre-requisites affected by this change are in the process of being streamlined immediately. Math is complete. English and Reading will follow in the very near future. Until all English pre-requisites are updated, courses affected by this change may need a "pre-req" override in Banner to allow the student access to register for the course. The full listing of affected courses are below:

ENG 01001, 11011, 20002, 20021, 21001, 21002, 21003, 21011, 24002, 25001, 25002, 25004, 25005, 26001, 26095, 32001, 32002, 33013, 33014, 33015

UC 00003 and 00006

There are no changes to foreign language or Chemistry. Changes such as these after the catalog has posted are not common, and are only being completed because of state mandates.

Please let me know if you have any questions.

Steven Antalvari

Director



**Academic Engagement
and Degree Completion**
University College

P.O. Box 5190
Kent, OH 44242-0001
direct: 330-672-0958
www.kent.edu



College of the Arts

Interdepartmental Correspondence
COLLEGE OF THE ARTS

TO: Therese Tillett, Curriculum Services

FROM: Cynthia Stillings, Associate Dean *CS*

SUBJECT: College of the Arts Program Revisions

DATE: September 25, 2017

Attached are proposals from the College of the Arts for the following programs:

1. Program Revisions—Graduate

- School of Fashion Design and Merchandising
 - i. Revise Master of Fashion degree and program to Master of Fashion Industry Studies degree and program

2. Courses

- Establish Courses
 - i. FDM **60162** Advanced Fashion Industry Design and Production
 - ii. FDM **63011** Visual Presentation in the Fashion Industry
 - iii. FDM **65045** Fashion Industry Merchandise Management
 - iv. FDM **65055** Entrepreneurial Leadership and Sustainability in the Fashion Industry
 - v. FDM **65065** Supply-Chain Management in the Fashion Industry
 - vi. FDM **65075** Consumer Demands and Data Analytics in the Fashion Industry
- Revise Courses
 - i. FDM **60010** Theories as Applied to the Fashion Industry (Title/##/description/prerequisite)
 - ii. FDM **60020** Fashion Industry Design Management (Title/##/description/prerequisite)
 - iii. FDM **60050** TechStyle Lab: Digital Design and New Media in the Fashion Industry (Title/prerequisite)
 - iv. FDM **60093** Workshops on Current Topics in the Fashion Industry (Title/description/prerequisite)
 - v. FDM **65010** Sustainable Concepts and Practices in the Fashion Industry (Title/prerequisite)
 - vi. FDM 55035 Historic Textiles (Prerequisites)
 - vii. FDM **65095** Fashion Industry Special Topics (Title/prerequisite)



College of the Arts

- viii. FDM **65096** Individual Investigation in the Fashion Industry
(Title/prerequisite)
- ix. FDM **65098** Research Project in the Fashion Industry
(Title/##/description/prerequisite/schedule type)
- x. FDM 60011 The Fashion Industry: A Unifying Lens
(Title/##/description/prerequisite/schedule type)
- xi. FDM 60031 Forms of Inquiry in the Fashion Industry
(Title/##/description/prerequisite)
- xii. FDM 60092 Fashion Industry Practicum (##/prerequisite)
- xiii. FDM 60100 Advanced Fashion Industry Practice
(Title/##/description/prerequisite/schedule type)
- xiv. FDM 60199 ~~Master of Fashion Industry Studies~~ Thesis I
(Title/prerequisite)
- xv. FDM 60299 ~~Master of Fashion Industry Studies~~ Thesis II
(Title/prerequisite)
- Inactivate Courses
 - i. FDM 50161 Advanced Fashion Design Studio
 - ii. FDM 53010 Fashion Exhibition Design and Curatorial Perspectives

Let me know if you have questions. A copy of this proposal has been sent to Dean Melody Tankersley.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **11-Sep-17** Curriculum Bulletin _____
 Effective Date _____ Approved by EPC _____

Department **FDM**
 College **CA - The Arts**
 Degree _____
 Program Name **Master of Fashion** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Revise program**

Description of proposal:

- 1. Change Program: Degree--Masters of Fashion; Major—Fashion Industry Studies**
- 2. Change Program Description**
- 3. Change Admission Criteria**
- 4. Change Graduation Requirements**
- 5. Change Program Requirements: Required/elective courses and Thesis**
- 6. Change Course Titles and Descriptions (Workflow)**

1. Change Program: Degree--Masters of Fashion Industry Studies; Major—Fashion Industry Studies

2. Change Program Description

Description: The Master of Fashion Industry Studies program robustly addresses the highly interdisciplinary character of practice within fashion as a product-driven industry with a unique set of parameters that transverse many traditional academic boundaries. The Master of Fashion Industry Studies is a 30-credit, initial masters level degree for the academic advancement of students to engage in learning and industry experiences applicable to the fashion industry. This program prepares professionals who intentionally use cross-disciplinary and applied research methods to address complex issues derived from the industry setting and provide impactful research-based solutions for the fashion industry.

Core competencies for graduates of the Master of Fashion Industry Studies include:

- 1. Capacity for critical analysis of the fashion industry supply chain from fiber to consumer to identify pertinent issues**
- 2. Ability to utilize cross-disciplinary and applied research methods with appropriate knowledge and technologies**
- 3. Critical generation of ideas based on testing and experimentation that connect research findings to fashion industry issues**
- 4. Abilities to effectively synthesize and present innovative and pragmatic research-based solutions applicable to the fashion industry**

3. Change Admission Criteria

Admission Criteria: Official transcripts(s) of earned bachelor's degree from an accredited institution; Minimum of a 3.0 college GPA (or a standard GRE or GMAT if GPA is below 3.0 for conditional admissions); if applicable, an English-Proficiency score (at least 94 TOEFL-IBT or its equivalent) is required. Students who are expecting to engage in designer-led approaches are required to possess a baccalaureate fashion design degree OR a bachelor-level degree in a related field and substantial (minimum 2 years) fashion industry employment experience. **Statement of career/academic goals and research interests in fashion industry practice. What critical issue(s) have you identified in the current fashion industry? (maximum 500 words); Submission of past written academic work (significant term paper or project) and, if applicable to**

research interests, visual (portfolio of minimum 5-10 examples of work) that demonstrates capabilities. Files can be up to two 25MB max/documents (50MB max/form) in .pdf format; Three letters of recommendation. Applications for Fall admission are due February 1st.

4. Change Graduation Requirements

Graduation Requirements: All graduate students are required to complete 24 hours of graded coursework and a minimum of 6 hours of thesis. Graduate students must take FDM 50092, FDM 50300, FDM 60030, FDM 60040, and FDM 60199. A minimum of 30 graduate credit hours is required. Foundational coursework of FDM 10033/10034 (Fashion Fabrics) and FDM 30260 (Product Development in the Fashion Industry) or equivalent in undergraduate or within first 18 credits (first year of Graduate study). If required, undergraduate credits are in addition to the 30 graduate credit hours required for the degree.

5. Change Program Requirements: Required/elective courses and Thesis

MASTERS OF FASHION INDUSTRY STUDIES PROGRAM REQUIREMENTS (30 credits)

Course	Title	Credits
FDM 60011	The Fashion Industry: A Unifying Lens	3
60031	Forms of Inquiry in the Fashion Industry	3
60092	Fashion Industry Practicum (1-6)	3
60100	Advanced Fashion Industry Practice	3
60199	Master of Fashion Industry Studies Thesis I (1-6)	6
FDM Required	18	
Choose from the following:		
FDM 60010	Theories as Applied to the Fashion Industry (3)	
60020	Fashion Industry Design Management (3)	
60050	TechStyleLab: Digital Design and New Media in the Fashion Industry (3)	
Industry (3)		
60162	Advanced Fashion Industry Design and Production (3)	
63011	Visual Presentation in The Fashion Industry (3)	
65010	Sustainable Concepts and Practices in the Fashion Industry (3)	
55035	Historic Textiles (3)	
65045	Fashion Industry Merchandise Management (3)	
65055	Entrepreneurial Leadership and Sustainability in the Fashion Industry (3)	
Industry (3)		
65065	Supply-Chain Management in the Fashion Industry (3)	
65075	Consumer Demands and Data Analytics in the Fashion Industry (3)	
60093	Workshops on Current Topics in the Fashion Industry (1-3)	
65095	Fashion Industry Special Topics (1-3)	
65096	Individual Investigation in the Fashion Industry (1-3)	
65098	Research Project in the Fashion Industry (3)	
	FDM Elective	9
FASHION ADDITIONAL PROGRAM REQUIREMENTS (3)		
Coursework from cognate areas		3
MINIMUM TOTAL 30		

Thesis/Dissertation: To earn the Master of Fashion Industry Studies, each student must complete a written thesis that is successfully defended and approved by a committee of faculty with feedback from an industry partner. The thesis must demonstrate an innovative and pragmatic research-based solution applicable to the fashion industry.

Does proposed revision change program's total credit hours? Yes No.

Current total credit hours: 30

Proposed total credit hours

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


There is little if any impact on other Programs, Policies, or Procedures. The revised program requirements are changing courses from elective to required and vice versa as well as refining course descriptions, prerequisites, and the thesis requirement. Number of credits to earn degree remain at 30. Program description, admission requirements, and graduation requirements will not affect other stakeholders and units.

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

The College of Business Administration was consulted regarding the proposed changes and is supportive.

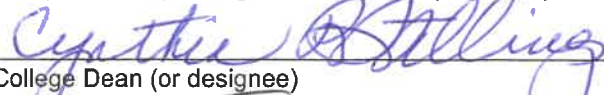
REQUIRED ENDORSEMENTS

Digitally signed by J.R. Campbell
Date: 2017.09.12 16:38:21 -04'00'

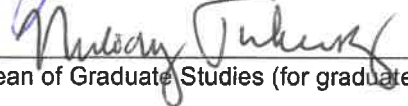


Department Chair / School Director _ / _ / _

Campus Dean (for Regional Campuses proposals) _ / _ / _



College Dean (or designee) 9 / 22 / 17



Dean of Graduate Studies (for graduate proposals) 10 / 06 / 17

Senior Vice President for Academic Affairs or Provost (or designee) _ / _ / _

Proposal Summary

Master of Fashion Industry Studies

Description of Action, Including Intended Effect

The Master of Fashion Program has been dormant since Fall 2014. It was revised with a focus on Fashion Industry Studies. The proposed changes are to align with intent and content of the revised program which has been approved by the appropriate accrediting bodies.

Master of Fashion Industry Studies (MFash)—Proposed Curricular Actions FA17 (Effective FA18)

PROPOSED CHANGE	FROM:	TO:	VEHICLE
Program Name	Master of Fashion	Master of Fashion Industry Studies	Revised Catalog Copy
Major	Fashion	Fashion Industry Studies	Revised Catalog Copy
Program Description	Fashion-Focused	Fashion Industry-Focused	Revised Catalog Copy
Admission Requirements	3.0 or GRE/GMAT, Transcript, Statement, Sample of work	Refine/update—add TOEFL and additional requirements for those who want to pursue design research	Revised Catalog Copy
Graduation Requirements	30 credits. 24 graded and six thesis. Required courses.	30 credits. 24 graded and six thesis. Required courses. Specify Basic Foundational Coursework for those without underlying FDM degree	Revised Catalog Copy
Thesis	Two formats: Written and Portfolio	One format	Revised Catalog Copy
Program Requirements	<ul style="list-style-type: none"> • Elective Practicum Course (3 hours) • 6 hours Cognate • Theories of Fashion (Required); Advanced Fashion Industry Practice (Elective) 	<ul style="list-style-type: none"> • Required Practicum Course (3 hours) • 3 hours Cognate • Theories of Fashion (Elective); Advanced Fashion Industry Practice (Required) 	Revised Catalog Copy
Course Changes (Numbers, Titles, Descriptions, and Prerequisites as needed)	Fashion-Focused	Fashion Industry-Focused <ul style="list-style-type: none"> ○ Revise 15 courses ○ Inactivate two previous courses ○ Establish six new courses 	Workflow (See Course Summary below)

CURRENT COURSE #	NEW COURSE #	CURRENT TITLE	NEW TITLE	PROPOSED CHANGES
FDM 60010	FDM 50010	THEORIES IN FASHION	THEORIES AS APPLIED TO THE FASHION INDUSTRY	Title, #, description, and prerequisite.
FDM 60020	FDM 50020	FASHION DESIGN MANAGEMENT	FASHION INDUSTRY DESIGN MANAGEMENT	Change title, #, description, and prerequisite.
FDM 50050		TECHSTYLELAB: DIGITAL DESIGN AND NEW MEDIA IN FASHION	TECHSTYLELAB: DIGITAL DESIGN AND NEW MEDIA IN THE FASHION INDUSTRY	Change title and prerequisite.
FDM 50093		WORKSHOPS IN FASHION	WORKSHOPS ON CURRENT TOPICS IN THE FASHION INDUSTRY	Change title, description, and prerequisite.
FDM 50161		ADVANCED FASHION DESIGN STUDIO		Inactivate Current #
	FDM 60162		ADVANCED FASHION INDUSTRY DESIGN AND PRODUCTION	Establish new course title, #, description, and prerequisite
FDM 53010		FASHION EXHIBITION DESIGN AND CURATORIAL PERSPECTIVES		Inactivate Course
	FDM 63011		VISUAL PRESENTATION IN THE FASHION INDUSTRY	Establish new Course #, Description, and Prerequisites.
FDM 55010	FDM 65010	CONCEPTS OF SUSTAINABLE FASHION	SUSTAINABLE CONCEPTS AND PRACTICES IN THE FASHION INDUSTRY	Change title and Prerequisites.
FDM 55035		HISTORIC TEXTILES		Change Prerequisites.
FDM 65045			FASHION INDUSTRY MERCHANDISE MANAGEMENT	Establish new Course #, Description, Prerequisites.
FDM 65055			ENTREPRENEURIAL LEADERSHIP AND SUSTAINABILITY IN THE FASHION INDUSTRY	Establish new Course #, Description, Prerequisites.
FDM 65065			SUPPLY-CHAIN MANAGEMENT IN THE FASHION INDUSTRY	Establish new Course #, Description, Prerequisites.
FDM 65075			CONSUMER DEMANDS AND DATA ANALYTICS IN THE FASHION INDUSTRY	Establish new Course #, Description, Prerequisites.
FDM 55095	FDM 65095	SPECIAL TOPICS	FASHION INDUSTRY SPECIAL TOPICS	Change title and Prerequisites.
FDM 55096	FDM 65096	INDIVIDUAL INVESTIGATION	INDIVIDUAL INVESTIGATION IN THE FASHION INDUSTRY	Change title and Prerequisites.
FDM 60098	FDM 55098	RESEARCH PROJECT IN FASHION DESIGN AND MERCHANDISING	RESEARCH PROJECT IN THE FASHION INDUSTRY	Change title, #, description and Prerequisites.
FDM 60040	FDM 60011	FASHION: A UNIFYING LENS	THE FASHION INDUSTRY: A UNIFYING LENS	Change #, title, description, schedule type, and Prerequisites
FDM 60030	FDM 60031	FORMS OF INQUIRY IN FASHION	FORMS OF INQUIRY IN THE FASHION INDUSTRY	Change #, title, description, and Prerequisites
FDM 50092	FDM 60092	FASHION INDUSTRY PRACTICUM		Change # and Prerequisites
FDM 50300	FDM 60100	ADVANCED FASHION INDUSTRY PRACTICE		Change #, Description, schedule type, Prerequisites
FDM 60199		MASTER OF FASHION THESIS I	MASTER OF FASHION INDUSTRY STUDIES THESIS I	Change title and Prerequisites
FDM 60299		MASTER OF FASHION THESIS II	MASTER OF FASHION INDUSTRY STUDIES THESIS II	Change title and Prerequisites

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

There is little if any impact on other Programs, Course Offerings, Students, Faculty, or Staff. The revised program requirements are changing courses from elective to required and vice versa as well as refining course descriptions, prerequisites, and the thesis requirement. Number of credits to earn degree remain at 30. Program description, admission requirements, and graduation requirements will not affect other stakeholders and units.

The College of Business Administration was consulted regarding the proposed changes and is supportive.

From: "JEWELL, ROBERT" <rjewell1@kent.edu>
Date: Friday, August 25, 2017 at 8:38 AM
To: "J.R. Campbell" <jrcamp@kent.edu>
Subject: RE: Email of support for updates to our grad program

Hi J. R.,

Thank you for giving me the opportunity to review the updates to your Master of Fashion program. Upon review, I see no issues that would negatively impact our department. Thus, the Department of Marketing and Entrepreneurship is supportive of the proposed modifications to your program. Please let me know if you have any questions, or require any further information from me.

Regards,

--Bob J.

Dr. Robert D. Jewell
Professor & Chair
Department of Marketing and Entrepreneurship
Kent State University
Kent, Ohio 44242
(330) 672-1263
rjewell1@kent.edu

Fiscal, Enrollment, Facilities and Staffing Considerations

There are no related fiscal, facilities, or staffing considerations to the proposed changes.

Evidence of Need and Sustainability if Establishing

N/A

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated*

implementation date for each action

Graduate Studies Committee approval: July 2017

School of Fashion Design and Merchandising approval: August 2017

College Curriculum Committee: September 2017

EPC Approval: October 2017

Graduate Studies will file CHANGE REQUEST FORM NAME CHANGE with CGGS October 2017

Higher Learning Commission Liaison has been notified and no further action needed (per K. Spicer)

National Association of Schools of Art and Design (NASAD) approved program in May 2017

Fall 2018 Program changes become active.

MASTER OF FASHION INDUSTRY STUDIES DEGREE ~ CATALOG COPY

Description: The Master of Fashion Industry Studies program robustly addresses the highly interdisciplinary character of practice within fashion as a product-driven industry with a unique set of parameters that transverse many traditional academic boundaries. The Master of Fashion Industry Studies is a 30-credit, initial masters level degree for the academic advancement of students to engage in learning and industry experiences applicable to the fashion industry. This program prepares professionals who intentionally use cross-disciplinary and applied research methods to address complex issues derived from the industry setting and provide impactful research-based solutions for the fashion industry.

Core competencies for graduates of the Master of Fashion Industry Studies include:

1. Capacity for critical analysis of the fashion industry supply chain from fiber to consumer to identify pertinent issues
2. Ability to utilize cross-disciplinary and applied research methods with appropriate knowledge and technologies
3. Critical generation of ideas based on testing and experimentation that connect research findings to fashion industry issues
4. Abilities to effectively synthesize and present innovative and pragmatic research-based solutions applicable to the fashion industry

Admission Requirements: Official transcripts(s) of earned bachelor's degree from an accredited institution; Minimum of a 3.0 college GPA (or a standard GRE or GMAT if GPA is below 3.0 for conditional admissions); if applicable, an English-Proficiency score (at least 94 TOEFL-IBT or its equivalent) is required. Students who are expecting to engage in designer-led approaches are required to possess a baccalaureate fashion design degree OR a bachelor-level degree in a related field and substantial (minimum 2 years) fashion industry employment experience. Statement of career/academic goals and research interests as they relate to critical issue(s) you have identified in current fashion industry practice (maximum 500 words); Submission of supportive materials that demonstrate your capabilities which could include a significant term paper, research project, and/or visual portfolio (minimum of 5-10 examples of work in any media). Files can be up to two 25MB max/documents (50MB max/form) in .pdf format; Three letters of recommendation. Applications for Fall admission are due February 1st.

Graduation Requirements: All graduate students are required to complete 24 hours of graded coursework and a minimum of 6 hours of thesis. Graduate students must take FDM 60011, FDM 60031, FDM 60092, FDM 60100, and FDM 60199. A minimum of 30 graduate credit hours is required. Foundational coursework of FDM 10033/10034 (Fashion Fabrics) and FDM 30260 (Product Development in the Fashion Industry) or equivalent in undergraduate or within first 18 credits (first year of Graduate study). If required, undergraduate credits are in addition to the 30 graduate credit hours required for the degree.

Thesis/Dissertation: To earn the Master of Fashion Industry Studies, each student must complete a written thesis accompanied by a visual presentation/representation that is successfully defended and approved by a committee of faculty with feedback from an industry partner. The thesis must demonstrate an innovative and pragmatic research-based solution applicable to the fashion industry.

MASTERS OF FASHION INDUSTRY STUDIES PROGRAM REQUIREMENTS (30 credits)			
Course	Title		Credits
FDM 60011	The Fashion Industry: A Unifying Lens		3
FDM 60031	Forms of Inquiry in the Fashion Industry		3
FDM 60092	Fashion Industry Practicum (1-6)		3
FDM 60100	Advanced Fashion Industry Practice		3
FDM 60199	Master of Fashion Industry Studies Thesis I (1-6)		6
	FDM Required		18
Choose from the following:			
FDM 60010	Theories as Applied to the Fashion Industry (3)		3
FDM 60020	Fashion Industry Design Management (3)		3

MASTER OF FASHION INDUSTRY STUDIES DEGREE ~ CATALOG COPY

60050	TechStyleLab: Digital Design and New Media in the Fashion Industry (3)	
60162	Advanced Fashion Industry Design and Production (3)	
63011	Visual Presentation in The Fashion Industry (3)	
65010	Sustainable Concepts and Practices in the Fashion Industry (3)	
55035	Historic Textiles (3)	
65045	Fashion Industry Merchandise Management (3)	
65055	Entrepreneurial Leadership and Sustainability in the Fashion Industry (3)	
65065	Supply-Chain Management in the Fashion Industry (3)	
65075	Consumer Demands and Data Analytics in the Fashion Industry (3)	
60093	Workshops on Current Topics in the Fashion Industry (1-3)	
65095	Fashion Industry Special Topics (1-3)	
65096	Individual Investigation in the Fashion Industry (1-3)	
65098	Research Project in the Fashion Industry (3)	
	FDM Elective	9
FASHION ADDITIONAL PROGRAM REQUIREMENTS (3)		
	Coursework from cognate areas	3
	MINIMUM TOTAL	30

Students have the opportunity to complete Fashion Industry Practicum in conjunction with our Study Away locations including New York City and Florence, Italy.

MASTER OF FASHION DEGREE - CATALOG COPY

Description: The Master of Fashion (MFASH) at Kent State University is a graduate degree program for highly creative and motivated fashion industry professionals who wish to conduct intensive practitioner-based fashion research. The nature of our "fashion lens" approach allows for advanced fashion practice from a number of different perspectives, such as technology implementation, management, design processes, sustainability, and product development. The MFASH degree provides a rich opportunity for diverse research and practical experiences.

The MFASH also addresses emerging trends in the fashion industry towards increased growth in entrepreneurship in small to medium sized businesses with a specific interest in manufacturing locally or within the United States. The proposed curriculum will support a greater diversity of employment opportunities connected to the fashion context, and respond to integrated use of new technologies.

The Master of Fashion is a 30-credit, professional degree program designed to enable students with specialized interests to pursue advanced studies through course work and independent study. These areas of study complement the traditional elements of the Fashion curriculum and allow students to customize a cross-disciplinary course of study with a high level of specialization. The MFASH program seeks highly motivated students with a keen commitment to practitioner research in emerging domains of fashion.

ADMISSION REQUIREMENTS:

Graduation Requirements: All graduate students are required to complete 24 hours of graded coursework and a minimum of 6 hours of thesis or project. Graduate students must take FDM 60010, FDM 60300, FDM 60040, and FDM 60199. A minimum of 30 graduate credit hours is required.

Thesis/Dissertation: The thesis is a significant project or body of work done independently of other coursework. Students are expected to demonstrate the ability to conduct research or produce a significant, original project in a discriminating and disciplined manner. The thesis topic should be one that will further the student's knowledge and ability in the specialty by demonstrating skill as a researcher. The outcome should be an effort that serves as a foundation for the pursuit of independent work when the graduate program is completed. Students are expected to work in close consultation with their thesis advisor.

Course	Title	Credits
FDM 60010	Theories in Fashion	3
FDM 60030	Forms of Inquiry in Fashion	3
FDM 60040	Fashion: A Unifying Lens	3
FDM 60199	Master of Fashion Thesis I	6
Choose from the following:		9
FDM 50050	TechStyleLAB: Digital Design and New Media in Fashion Culture (3)	
FDM 50092	Fashion Industry Practicum (1-6)	
FDM 50093	Workshops in Fashion (1-3)	
FDM 50161	Advanced Fashion Design Studio I (3)	
FDM 50300	Advanced Fashion Industry Practice (3-6)	
FDM 53010	Fashion Exhibition Design and Curatorial Perspectives (3)	
FDM 55010	Concepts in Sustainable Fashion (3)	
FDM 60020	Fashion Design Management (3)	
FDM 60098	Research Project in Fashion Design and Merchandising (3)	
Coursework from cognate areas		6
MINIMUM TOTAL		30

~~**Students may choose between a textual thesis or a portfolio with written commentary.~~

Thesis: A candidate can submit for examination a textual thesis that shall embody the results of his or her special study or research, following the university thesis guidelines.

Portfolio: A candidate may submit for examination a portfolio together with an extended commentary on its production, presentation and context, when such a commentary is necessary to understanding the new knowledge represented or embodied by the body of the work.

**CHANGE REQUEST FORM
NAME CHANGE**

Use this form to notify the Chancellor of name changes to authorized programs.

CCGS institutions submitting requests for graduate programs should submit the request to Matt Exline (mexline@highered.ohio.gov) and copy Betsy Kordes (bkordes@highered.ohio.gov). Documents may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents.

Please submit your request **at least 60 days before the proposed change is to be implemented.**

Date of submission:

Name of institution:

Primary institutional contact for this request:

Name	Melody Tankersley, PhD
Title	Senior Associate Provost Dean of Graduate Studies
Phone number	330-672-8613
E-mail	mtankers@kent.edu

Previously approved title:

Proposed new title:

Date that the request received final approval from the appropriate institutional committee:

Proposed implementation date:

Educator Preparation Programs:

Indicate whether the program that is being renamed leads to educator preparation licenses or endorsements.

Licensure Yes/No
Endorsement Yes/No

1. *Rationale for name change.*

The Master of Fashion Program has been dormant since Fall 2014. The National Association of Schools of Art and Design (NASAD) requested that the program be slightly revised to reflect a focus on Fashion Industry Studies prior to granting plan approval. This included adding "Industry Studies" to the title, now "Masters of Fashion Industry Studies. A previously-optional industry practicum (3 credits) will now be required. The program intent and content is essentially unchanged with minor revisions to existing titles and descriptions (the change from "Fashion" to "Fashion Industry Studies") along with redefinition of some pre-requisites. Two elective courses were inactivated and replaced by two courses with similar content that is closer aligned with industry practice. Four new elective courses have been added to support the industry focus. These changes are to align the program with NASAD requirements and are not substantial.

1. Describe how the name change will affect students in the current program.

There are no students currently enrolled in this program.

2. Are there any administrative, curricular, faculty or support service changes occurring along with the name change? If "yes," please describe.

Curriculum changes are minimal and are summarized as follows:

- a. Revised 15 course titles to reflect "Fashion Industry Studies," replacing "Fashion." The courses did not change in content. Some prerequisites changed.
- b. Inactivated two previous courses
- c. Established six new courses, two as replacement for the inactivated courses with similar content. All of these courses are elective options only.

3. Have the appropriate accreditation agencies been informed of the proposed change (if applicable)?

Yes. Higher Learning Commission notified of name change and associated curricular adjustments. No additional action is needed per HLC Liaison.

The National Association of Schools of Art and Design (NASAD) granted Plan Approval.

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Signature of the institution's Chief Presiding or Chief Academic Officer

(Insert name and title of the chief presiding or chief academic officer)

MASTER OF FASHION INDUSTRY STUDIES (MFash)

Course #, Title, Description, and/or Prerequisites NO CONTENT CHANGE		
CURRENT TITLE	NEW TITLE	REQUIRED (R) or ELECTIVE (E)
FASHION: A UNIFYING LENS	THE FASHION INDUSTRY: A UNIFYING LENS	R
FORMS OF INQUIRY IN FASHION	FORMS OF INQUIRY IN THE FASHION INDUSTRY	R
FASHION INDUSTRY PRACTICUM	FASHION INDUSTRY PRACTICUM	R
ADVANCED FASHION INDUSTRY PRACTICE	ADVANCED FASHION INDUSTRY PRACTICE	R
MASTER OF FASHION THESIS I	THESIS I	R
MASTER OF FASHION THESIS II	THESIS II	R
THEORIES IN FASHION	THEORIES AS APPLIED TO THE FASHION INDUSTRY	E
FASHION DESIGN MANAGEMENT	FASHION INDUSTRY DESIGN MANAGEMENT	E
TECHSTYLELAB: DIGITAL DESIGN AND NEW MEDIA IN FASHION	TECHSTYLELAB: DIGITAL DESIGN AND NEW MEDIA IN THE FASHION INDUSTRY	E
WORKSHOPS IN FASHION	WORKSHOPS ON CURRENT TOPICS IN THE FASHION INDUSTRY	E
CONCEPTS OF SUSTAINABLE FASHION	SUSTAINABLE CONCEPTS AND PRACTICES IN THE FASHION INDUSTRY	E
HISTORIC TEXTILES	HISTORIC TEXTILES	E
SPECIAL TOPICS	SPECIAL TOPICS IN FASHION INDUSTRY	E
INDIVIDUAL INVESTIGATION	INDIVIDUAL INVESTIGATION IN THE FASHION INDUSTRY	E
RESEARCH PROJECT IN FASHION DESIGN AND MERCHANDISING	RESEARCH PROJECT IN THE FASHION INDUSTRY	E

INACTIVATED COURSES		
TITLE	REQUIRED (R) or ELECTIVE (E)	
ADVANCED FASHION DESIGN STUDIO	E	
FASHION EXHIBITION DESIGN AND CURATORIAL PERSPECTIVES	E	

NEW COURSES		
TITLE	REQUIRED (R) or ELECTIVE (E)	
ADVANCED FASHION INDUSTRY DESIGN AND PRODUCTION	E	
VISUAL PRESENTATION IN THE FASHION INDUSTRY	E	
FASHION INDUSTRY MERCHANDISE MANAGEMENT	E	
ENTREPRENEURIAL LEADERSHIP AND SUSTAINABILITY IN THE FASHION INDUSTRY	E	
SUPPLY-CHAIN MANAGEMENT IN THE FASHION INDUSTRY	E	
CONSUMER DEMANDS AND DATA ANALYTICS IN THE FASHION INDUSTRY	E	

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Sep-17** Curriculum Bulletin _____

Effective Date **Fall 2017** Approved by EPC _____

Fall 2018

Department _____

College **PH - Public Health**

Degree **MS - Master of Science**

Program Name **Clinical Epidemiology** Program Banner Code **CEPI**

Concentration(s) _____ Concentration(s) Banner Code(s) _____

Proposal **Establish program**

Description of proposal:

This proposal is to establish a MS in Clinical Epidemiology. The program will be a minimum 36 credit hour degree with research-based practicum or thesis options. The program is designed to be completed in two calendar years of study. Classes can be taken 100% online with the practicum/thesis completed under the supervision of an academic advisor and research clinician.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: _____ Proposed total credit hours **36**

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

An impact may be to the MPH in Epidemiology as the degrees are in the same field. The difference between the two degrees is that the MS is focused on Clinical Epidemiology methods and is a research degree while the MPH is a more general public health epidemiology and practice based degree. The new degree may impact the Health Policy and Management online MPH program. As the MS grows, we will likely need to add additional NTT faculty (1-2) for classes. Students from the MS degree will be better prepared to lead clinical research teams in hospitals, pharmaceutical companies, medical schools, or contract research organizations. A survey of undergraduate (to gauge interest in the degree) and graduate students (to gauge interest in taking classes as electives) found overwhelming enthusiasm for the degree program. In one week, 214 students completed the survey. The majority were interested in the degree (extremely interested=35%; very interested=18%; and interested=23%). As we have developed a BSPH in Clinical Trials Research that began fall 2016, we are prepared with faculty to offer the MS degree without additional faculty until the program grows (likely in 2019). Current faculty and adjuncts in the BSPH/MPH program can teach these classes with adjunct support as needed; however, as the program grows, we will likely need one to two additional NTT faculty.

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

Units on campus that have been consulted include: Colleges of Nursing, EHHS, and Podiatric Medicine

REQUIRED ENDORSEMENTS

Department Chair / School Director _____

____/____/____

Campus Dean (for Regional Campuses proposals) _____

____/____/____

[Signature]

9/25/17



Transmittal Memo

Date: September 15, 2017

To: Therese Tillett, Director Curriculum Services
Educational Policies Council (EPC)

From: Dr. Sonia Alemagno, Dean College of Public Health 

Re: Establish the Mast of Science Degree in Clinical Epidemiology in the College of Public Health

On behalf of the College of Public Health, please find the attached materials to establish the Master of Science Degree in Clinical Epidemiology in the College of Public Health

The focus of the MS in Clinical Epidemiology is epidemiology and biostatistical methods related to clinical trials and clinical research. Students will learn advanced methods of observational and experimental study designs and understand disease prevention, development, prognosis, and treatment. Students will understand and be able to apply good clinical practices, clinical trials design, management, and statistical analysis, study monitoring, pharmaceutical research, and regulations related to clinical research. Depending on background, students who complete the degree will work as part of research teams being largely responsible for the methodology to conduct clinical research studies and analyze clinical data; lead clinical research teams as clinician researchers; or continue their education to pursue doctoral or professional degrees.

It is the hope that this curricular change be approved for fall 2018.

College of Public Health

P. O. Box 5190 • Kent, Ohio 44242-0001

330-672-6500 • Fax: 330-672-6505 • publichealth@kent.edu • www.kent.edu/publichealth

VanDomelen, Aimee

From: MILLER, JENNIFER
Sent: Wednesday, September 27, 2017 3:40 PM
To: VanDomelen, Aimee
Subject: New MS Degree

Aimee

We sent over paperwork on Monday for our new MS in Clinical Epidemiology. I am unsure what the process is for requesting CIP codes, but the CIP code that the faculty member feels the program is most connected to is:

Detail for CIP Code 26.1309

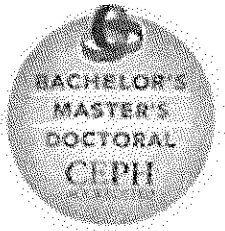
•  [Print](#)

Title: Epidemiology.

Definition: A program that focuses on the scientific study of disease, disability, and trauma patterns within and across populations and the development of health management mechanisms to prevent and control disease outbreaks and injurious behaviors. Includes instruction in biostatistics, biochemistry, molecular biology, immunology, disease and injury determinants, genetic disease and disability factors, behavioral studies, health services research, environmental disease and injury factors, and population studies.

Jen

Jennifer L. N. Miller (Noble); M.Ed., MBA | Assistant Dean, Student and Accreditation Services
Kent State University | [College of Public Health – Undergraduate Student Services](#)
800 Hilltop Drive- 131 Moulton Hall | PO Box 5190 | Kent, Ohio 44242-0001
p: 330.672.6245 | f: 330.672.6505 | e: jl noble@kent.edu
[Schedule an Appointment](#) | [What is Public Health?](#)



**KENT STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH
MS IN CLINICAL EPIDEMIOLOGY
FALL 2017**

**Prepared by:
Melissa D. Zullo, PhD, MPH, MA
Associate Professor of Epidemiology
College of Public Health**

New Graduate Degree Program Full Proposal Master of Science in Clinical Epidemiology

The College of Public Health would like to thank the students, faculty, and administration that has supported the development of this degree program. We would also like to thank the Ohio Department of Higher Education members that reviewed the proposal development plan and provided feedback that has helped to improve this proposal.

This proposal will demonstrate the need, curriculum, and experience of faculty in the College of Public Health at Kent State University for a Master of Science in Clinical Epidemiology. The proposal provides the evidence that the CPH is prepared to implement and sustain a graduate program in Clinical Epidemiology for students who are interested in conducting epidemiology research in a clinical setting. The goal of this degree program is to train students to meet the competencies set forth for Schools and Programs of Public Health by the Council on Education for Public Health and the Joint Task Force for Clinical Trial Competency.

Introduction

The Kent State University (KSU) College of Public Health (CPH) was established in 2009 and is fully accredited by the Council on Education for Public Health (CEPH). The CPH offers bachelor, master, and doctoral degrees in a wide range of disciplines. Our Bachelor of Science in Public Health (BSPH) offers nine degree concentrations, the Master of Public Health (MPH) includes five specializations, and the PhD offers three specializations. In spring 2017 the CPH included 640 undergraduate, 215 MPH, and 45 PhD students. Our faculty and students are engaged in research designed to address some of today's most important public health issues including substance abuse, active living, chronic disease, infectious disease, environmental health, clinical research, violence prevention, and management of public health organizations.

The proposed MS degree has developed from expression of KSU CPH students to have focused and advanced training in clinical epidemiology methods. The emphasis of the MS in Clinical Epidemiology is epidemiology and biostatistical methods related to clinical trials and clinical research. Students will learn advanced methods of observational and experimental study designs and understand disease prevention, development, prognosis, and treatment. Students will learn and be able to apply the good clinical practices; clinical trials design; management and statistical analysis; study monitoring; pharmaceutical research; and regulations related to clinical research. Depending on background, students who complete the degree will work as part of research teams being largely responsible for the methodology to conduct clinical research studies and analyze clinical data, lead clinical research teams as clinician researchers, or continue their education to pursue doctoral or professional degrees.

- 1. Academic Quality: Provide analysis on competency, experience and number of faculty and adequacy of students, curriculum, computational resources, library, laboratories, equipment and other physical facilities, needed to mount the program.***

The MS in Clinical Epidemiology is a new degree in an established CPH. Hence, the established faculty, addition of clinical research adjunct faculty, and hire of one non-tenure track faculty in year two of the program will be adequate to meet the demands of the program. There are three faculty designated as core faculty for the program (Zullo, Stephens, and Stedman-Smith) and an additional secondary faculty (Cheruvu). The program director is Melissa Zullo, PhD, MPH, MA. Dr. Zullo has both practical and research experience in the clinical setting and directs the BSPH in Clinical Trials Research concentration.

New Graduate Degree Program Full Proposal

All faculty who will teach in the program have a terminal degree in their specialization (PhD, MD, PhD/RN, or PharmD) and have appointments at Kent State.

Adjunct faculty have years as practicing clinicians and academics. Core faculty and clinical adjuncts are identified in the table below (see appendix for curriculum vitas). In addition, there are other CPH faculty who will teach core classes or electives in the MS who currently teach sections of those courses for the online MPH in Health Policy and Management (Abbey Eng, PhD and Heather Beard, PhD) or the MPH in Epidemiology (Tara Smith, PhD).

There are no new facilities needed for this program.

Our faculty (Table 1) who will be developing and teaching courses in the program as well as overseeing individual investigations, theses, or research-based practicums have extensive experience in clinical research, epidemiology methods, biostatistics, nursing, rehabilitation, cardiovascular disease, and clinical trials. The faculty have extensive experience developing and teaching online classes. Adjunct faculty will largely be responsible for guest lectures, seminars, and practical experiences in the degree. All adjuncts have experience in practice, teaching, and mentoring.

Table 1: Faculty information including core, secondary, and adjunct faculty in the MS in Clinical Epidemiology

Faculty	Degree	University	Expertise	Years - Profession	Course to be taught
Core and secondary faculty					
Melissa Zullo Associate Professor of Epidemiology	PhD Epidemiology 2009 MPH 2004 MA 1998	Case Western Reserve University NEUCOM/Kent State Kent State University	Cardiovascular and Pulmonary Epidemiology; Clinical Epidemiology; Outcomes Women's Health	Academics: 8 Clinical: 10	Experimental Designs for Clinical Research Chronic Disease Epidemiology
Margaret Stephens Associate Professor	Ph.D. Sociology 1999 M.A. Sociology 1997 B.A. Sociology 1995 B.S. Education (K-8) 1991	University of Akron	Quantitative Methods Program Evaluation	Academics: 26	Applied Regression Analysis
Maggie Stedman- Smith Assistant Professor	PhD 2009 MSPH RN	University of Minnesota	Clinical Trials Community based trials Nursing Hand Hygiene	Academics: 8 Clinical: 20+	Ethics in Health Sciences Research Scientific Writing for Clinical Research
Vinay K Cheruvu Assistant Professor	PhD – Biostatistics 2011 MS – Statistics 2002 MSc – 1997 Statistics/Econometrics PGD-MISCA 2000	Case Western Reserve University Oklahoma State University Sri Venkateswara University Osmania University	Statistical Consulting Linear / Logistic / Poisson Regression Analysis Longitudinal Data Analysis Survival Analysis Mediation Models Clinical Trial Methods	Academics: 7	Experimental Designs in Public Health Research Advanced Epidemiology and Clinical Research Methods Data Management and Logic using SAS® Software
Adjunct Faculty					
Adjunct Faculty		Employment	Expertise		Courses to be taught or co-advise research
Richard Josephson	MD MS	University Hospitals, Cleveland	Cardiovascular Disease Clinical Trials	Academics: 20+ Clinical: 30+	Individual Investigation Research-based Practicum Thesis
Aditya Khetan	MD	University Hospitals, Cleveland	Cardiovascular Disease Clinical Trials Community based trials	Clinical: 6	Experimental Designs for Clinical Research Research-based Practicum Individual Investigation
Varun Sundaram	MD	University Hospitals, Cleveland	Internal Medicine Cardiovascular Disease Clinical Trials	Academics: 5 Clinical: 8	Individual Investigation Research-based Practicum Thesis

New Graduate Degree Program Full Proposal

Monique Washington	PhD Candidate MSN RN	Cleveland VA Medical Center Spinal Cord Injury/Disorders (SCI) Management of Information and Outcomes (MIO) Coordinator	Spinal Cord Injury Information Outcomes Quality Improvement	Academics: 7 Clinical: 20+	Individual Investigation Research-based Practicum Thesis Observational Designs for Clinical Research
Stephen Selkirk	MD	Cleveland VA Medical Center Department of Neurology - Case Western Reserve Medical School Medical Director, Cleveland ALS Center	Neurology Spinal Cord Injury	Academics: 10 Clinical: 15	Individual Investigation Research-based Practicum Thesis
Mary Dolansky Associate Professor	PhD RN	Case Western Reserve University	Cardiovascular Nursing Cardiac Rehabilitation Transitions of Clinical Care Clinical Trials Heart Failure	Academics: 10+ Clinical: 20+	Individual Investigation Thesis
Steve Schmidt	PhD	NEOMED	Regulatory Affairs Pharmaceutical Sciences	Academics: 30+ Clinical: 30+	Regulatory Affairs Individual Investigation Research-based Practicum Thesis
Martha Blackford	PharmD BCPS	Akron Children's Hospital NEOMED	Pharmacology /Toxicology	Academics: 9 Clinical: 12	Pharmacoepidemiology Individual Investigation Research-based Practicum

Adequacy of Students

Prospective students are those from an undergraduate program in public health, those with a Bachelor of Science in Nursing, practicing clinicians, and Podiatric Medicine graduates, among others. Admissions criteria follow the Kent State Graduate Studies criteria of a 3.0 minimum undergraduate GPA and submission of GRE scores (or other tests where appropriate; e.g., MCAT). Students from any undergraduate degree may apply and applicants will be admitted after a comprehensive review of GPA/prior coursework/GRE/recommendations/goal statement. Our current MPH in Epidemiology and Biostatistics follows the same admissions criteria. Applicants are reviewed by Graduate Studies for minimum GPA and file completeness followed by the department chair/graduate committee and a recommendation is made for admission. This has worked well for this degree. Consideration is given to both GRE and GPA as well as previous coursework at the undergraduate level. As a committee, we look for GRE scores at or above the 50th percentile; however, if an applicant does not meet this guideline, other factors are considered including coursework taken, GPA, and specific grades achieved in science and math/statistics courses. When necessary, we have had interviews with prospective students to gauge their appropriateness for these programs. Applicants to the MS program will be reviewed for appropriateness of previous degree, rigor of science courses, and practical training in a clinical setting. Recommendation for coursework in the MS in Clinical Epidemiology will be made by the program director and academic advisor. Some students may need to take coursework beyond the minimum 36 credit hours identified for the MS in preparation for competency in the field. These courses may include science courses such as anatomy and physiology, biology, basic research methods, or medical terminology. These decisions will be made at the time of admission with the student receiving a conditional admission.

A needs analysis was done of prospective students and this can be found in the upcoming section on **Need**.

Curriculum

The MS in Clinical Epidemiology is a minimum 36 (Individual Investigation allows for variable credit) credit hour degree that can be taken 100% online or as a hybrid program (Table 2). A student completing two to three courses per semester can complete the program in two-calendar years taking classes fall, spring, and summer (Table 3). Courses build upon each other and therefore a student will be required to take many in a specific order (Table 3).

Seven courses (four core courses and three electives) are currently taught in the classroom allowing for a hybrid option for local students. The coursework is designed around the eight domains of core competencies delineated by the Joint Task Force for Clinical Trial Competencyⁱ and the competencies for Schools of Public Healthⁱⁱ. There are 8 required classes (25 credits) and 2 electives (5 to 6 credits). Included in the curriculum are 6 credits hours of thesis or research-based practicum. Students have the option to take an individual investigation in clinical epidemiology as an elective that will be designed in conjunction with the advisor and an external adjunct. The purpose of the investigation will be to provide students with limited experience in a clinical setting additional exposure to the practical side of clinical research. Classes marked with ** are currently included in the BSPH and will be offered in the MS program (40/60000 levels). Courses taken at the 60000 MS level require additional readings and exercises that are aimed at a higher more critical level of learning. Some exercises are semester long projects and others require synthesizing more in depth research materials such as literature on a drug or device.

Table 2: Courses, credits, course format, and instructor				
Course #	Course Title	Credit	Current course and format	Current or proposed instructor
Required Courses (25 credits)				
BST 52019	Biostatistics in Public Health	4	Currently online and traditional	Abbey Eng, PhD
EPI 52017	Fundamentals of PH Epi	3	Currently online and traditional	Heather Beard, PhD
BST 63014	Applied Regression Analysis	3	Currently taught traditional – going online	Peggy Stephens, PhD
EPI 63018	Observational Designs for Clinical Research	3	Currently Online New for MS	Melissa Zullo, PhD or Aditya Khetan, MD
EPI 63019	Experimental Designs for Clinical Research	3	Currently Online New for MS	Melissa Zullo, PhD or Aditya Khetan, MD
BST 63013	Experimental Designs in PH Research	3	Currently online	Vinay Cheruvu, PhD
EPI 63020	Advanced Epidemiology and Clinical Research Methods	3	New for MS	Vinay Cheruvu, PhD
EPI 63021	Ethics in Health Sciences Research	3	New for MS	Maggie Stedman-Smith, RN, PhD
Electives - pick two (5 to 6 credits)				
EPI 50017	Pharmacoepidemiology**	3	Currently online	Martha Blackford, PharmD
EPI 50015	Scientific Writing for Clinical Research**	3	Currently online	Maggie Stedman-Smith, RN, PhD
EPI 50018	Regulatory Affairs in Clinical Research**	3	Currently online	Steve Schmidt, PhD
EPI 63014	Chronic Disease Epidemiology	3	Currently taught traditional – going online	Melissa Zullo, PhD or Varun Sundaram, MD
EPI 63015	Infectious Disease Epidemiology		Currently taught traditional – going online	Tara Smith, PhD
BST 62020	Data Management and Logic using SAS® Software	3	Currently taught traditional – going	Vinay Cheruvu, PhD

			online	
EPI 50196	Individual Investigation	1-3		
Thesis or Research-based Practicum (6 credits)				
EPI XX	Thesis	6		TBD
EPI XX	Research-based practicum	6	TBD	TBD
BST=biostatistics; EPI=epidemiology; TBD=to be determined				

Course #	Course title	Semester taken by full-time students	Semester taken by part-time students
BST 52019	Biostatistics in Public Health	Fall semester 1	Fall semester 1
EPI 52017	Fundamentals of PH Epi	Fall semester 1	Fall semester 1
EPI 63021	Ethics in Health Sciences Research	Fall semester 1	Fall semester 4
BST 63014	Applied Regression Analysis*	Spring semester 2	Spring semester 2
EPI 63018	Observational Designs for Clinical Research**	Spring semester 2	Spring semester 2
XXX	Elective	Spring semester 2	Spring semester 5
EPI 63019	Experimental Designs for Clinical Research**	Summer semester 3	Summer semester 3
BST 63013	Experimental Designs in PH Research***	Summer semester 3	Summer semester 3
EPI 63020	Advanced Epidemiology and Clinical Research Methods****	Fall semester 4	Fall semester 4
XXX	Elective	Fall semester 4	Spring semester 5
EPI XX	Thesis or research-based practicum	Fall semester 4	Summer semesters 6
EPI XX	Thesis or research-based practicum	Spring semester 5	Fall semester 7
EPI XX	Thesis or research-based practicum	Summer semester 6 if needed	Spring semester 8
*pre-requisite=BST52019; **pre-requisite=EPI52017; ***pre-requisite=EPI63019; ****pre-requisite=EPI63018 AND EPI63019			

ONLINE DEGREE INFORMATION

Because your degree will be offered online, you will also need to incorporate the following information into this section:

i. Instructor qualifications for online instruction (e.g., Quality Matters, university training)

The CPH faculty have extensive experience in online education with four online undergraduate degrees and one existing and one new (fall 2017) online graduate degree. Faculty who are new to the online format can attend education sessions in how to teach effectively online and informational sessions on use of Blackboard™. All online courses follow the standards set forth in the Quality Matters™ rubric. The college also employs two online educational technologists and instructional designers and utilizes the Office of Continuing and Distance Education which has online technologists who have worked extensively with our faculty and staff in online curricular development.

ii. Will the program be offered in partnership with a third-party commercial on-line service provider? If yes, please provide name of provider and describe their responsibilities (e.g., recruitment, admissions, advising)

Yes, the program will be offered in partnership with Everspring, Inc. Everspring will be responsible for marketing; initial advising of students who are interested in the program; and monitoring to ensure that students are engaged in a course. Everspring also provides support to faculty to resolve student engagement issues as needed.

- iii. ***If applicable, describe how program faculty will oversee and direct original research performed by students in the program. At a minimum, address the following areas:***
- ***how students will gain access to required facilities and resources***
 - ***how students will be trained in necessary procedures***
 - ***how students will present their progress***
 - ***how the progress and quality of student projects will be assessed***

Students will work with an academic and clinical advisor to develop their research (individual investigation, research-based practicum, or thesis). Students in northeast Ohio will be able to access clinical advisors in a variety of local hospitals. (See Appendix C for letters of support). Students who reside outside of the local area will receive assistance in finding a clinical setting in which to do their research. For example, we have worked with our online BSPH concentration in CTR and HPM students to find internship and practicum placements and have obtained memorandums of understanding (MOU) from over 300 sites across the country. As students find their own placement, this registry grows.

Students will obtain research training through their coursework and if they choose to perform an individual investigation. They will apply this training in the research-based practicum or thesis.

When a student is engaged in the research component of the program, they will be required to work with their academic and clinical advisors to develop a timeline for completion of the study. Progress of the research will be monitored by the advisors according to the timeline students develop. Quality will be determined by the thesis advisor and the thesis committee - which at KSU consists of the advisor, who chairs the committee, two additional faculty members from the CPH (one will be the clinical advisor), and one or more members from other departments or college if appropriate. The majority of the committee will be from the CPH. Students choosing the thesis option will complete the notification of approved thesis topic required by graduate studies and certified by the advisor, committee, graduate coordinator, and the CPH Dean. Students will prepare an oral defense of their thesis that will be open to the university community. Local students will present on campus. Students who do not reside in the area will be encouraged to come to campus for the defense, otherwise they will present over videoconference.

- iv. ***If applicable, describe how program faculty will mentor students, and how students will participate in the socialization that is necessary for the effective scholarly exchange of ideas at the level appropriate for the degree sought. At a minimum, address the following areas:***
- ***how students will select a primary mentor and members of any required oversight committee frequency of any mandatory interactions between program faculty and students***
 - ***opportunities that exist for students to develop and refine ideas through scholarly exchange with faculty and others in the field***
 - ***career development opportunities will be provided***

Students in the online program will identify a clinical advisor/mentor from the MOUs described above or on their own and will work with their KSU faculty advisor either as their research mentor or to identify another faculty member who is aligned with their research interest. The thesis committee will be identified with the faculty advisors direction. Students will be required to interact with their advisors according to the timeline they develop.

Students who choose the research-based practicum will have less interaction with the faculty advisor and more with the clinical advisor. Students will be given guidance on what are considered appropriate activities in the research-based practicum. They will check in with their advisor at minimum twice per semester. Students will prepare a report at the end of their practicum describing their activities, what they have learned, etc. Our current BSPH in CTR students perform this activity and report to the program

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director.

Students in the program will enroll in courses in sequence as identified in Table 3 above. Students work with Everspring to determine when courses are offered and register using the Kent State system. If a student needs access to a class that has a pre-requisite or needs approval attached they will work with their advisor. Everspring manages and tracks student activity to identify students who are considered inactive and those who have dropped from the program. The program director will work with Everspring to monitor student progress.

Scholarly exchange is an important component of a graduate research degree. The CPH offers a no credit seminar series during the semester. These are presented traditionally and synchronously to students online. Online students also engage in discussion boards in each class during which they interact asynchronously with other students and faculty. The CPH also hosts a spring seminar that students can attend physically or virtually.

Students will be encouraged to work with their advisor and the CPH career ambassadors to identify career development opportunities.

In addition to this analysis, for entry-level graduate degree programs, academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:

i Is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?

The MS in Clinical Epidemiology is substantially different from the BSPH in Public Health with a concentration in Clinical Trials Research (CTR). The BSPH offers students comprehensive training in Public Health. The BSPH concentration in CTR introduces clinical research methods including experimental designs principles and practical experiences appropriate at the undergraduate level. Students graduating with this degree are trained to work as research assistants and clinical research associates at the entry-level for research entities including hospitals and contract research organizations. They will not have the skills to design or lead clinical studies. BSPH students take five courses in the concentration and a practice-based internship at a hospital or other research entity. Coursework includes: Clinical Epidemiology Basics; Clinical Trials Management; Scientific Writing for Clinical Research; Pharmacoepidemiology; and Regulatory Affairs in Clinical Research (See Table 4 for comparison of first courses offered in the BSPH and MS core relating to clinical study designs). BSPH students graduate with the ability to work on a team primarily doing the recruitment, consenting participants, performing data collection/abstraction, and data entry. They will not be tasked with designing or leading a research study or analyzing data. Job responsibilities are related to data collection and study management.

The MS in Clinical Epidemiology is an advanced degree that trains students in the epidemiology methods of clinical research. Students will graduate with the ability to think critically and carry out an epidemiology study from the point of conceptualizing the research questions and designing the study methodology, creating valid and reliable study documents, training and overseeing research staff, ensuring study fidelity, and analyzing the data. These concepts are more advanced than the BSPH. The rigor of a graduate degree in epidemiology is clear in the types of courses that students take but it is not only the coursework that sets it apart from the BSPH, it is the immersion in a research-based practicum experience or intense design and investigation of a thesis. See four courses developed for the MS in Clinical Epidemiology for a list of class topics (Appendix E).

Table 4: Comparing topics in clinical methods classes offered in the BSPH (1 course) and the MS (2 courses)

Level	Class	Topic
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BSPH	Clinical Epidemiology Basics	<ul style="list-style-type: none"> • What is Clinical Research • Reviewing the Basics of Epidemiology Methods • Ethical and Legal Issues in Clinical Trials Risk Prognosis • Formulating Research Questions • Who is the Study Population? • Study Designs • Randomization • Blindness • Participant Recruitment • Baseline Participant Assessment • Adverse Events – what are they?
MS	Observational Designs for Clinical Research	<ul style="list-style-type: none"> • Clinical Epidemiology Basics and History • Observational Epidemiology Study Designs: A Review • Understanding Causation in Observational Studies • Basics of Risk in the Cohort Study • Concepts of Time: Time, Exposure, and Outcomes • Bias • Understanding Risk Using the Case-control Study Design • Nested Studies in Cohorts: Case-control and Case-cohort Designs • Disease and Prognosis • Formulating Research Questions • Data for Epidemiologic Research • Defining the Study Population • Measurement and Validity
MS	Experimental Designs for Clinical Research	<ul style="list-style-type: none"> • Randomized Control Trial Studies and Alternative Designs • Randomization Techniques • Blinding • Sample Size Theory • Meta-analysis • Evidence-based Medicine • Clinical Prediction Rules and Risk Scores • Instruments and Measurements • Quality Control and Data Issues • Participant Recruitment and Adherence • Baseline Participant Assessment • Adverse Events • Response Variables • Clinical Trials in Varying Modalities

ii Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?

Yes. The coursework is designed around the eight domains of core competencies delineated by the Joint Task Force for Clinical Trial Competency and the Council on Public Health Education competencies for Schools of Public Health.

iii Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?

Yes, the MS in Clinical Epidemiology emphasizes professional decision making and critical analysis of problem solving through both coursework and practical experiences (Individual investigation, thesis, or research-based practicum). A major competency in the field of epidemiology is critical thinking and this is emphasized and reinforced in all core coursework. Further, the practical experiences will allow students to apply decision making and critical analysis through application of clinical epidemiology methods in the field.

iv Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?

Yes. The MS is housed in the CPH. The CPH is fully accredited by CEPH and the new MS degree does require CEPH accreditation. Hence, the competencies addressed in the MPH will be addressed and expanded in the MS. This degree will provide students with advanced methodological training in clinical epidemiology with a focus on the skills that are needed to conduct health research in a clinical setting. To become a Clinical Epidemiologist, students need to pursue a Master's degree. The coursework focuses on methods used in clinical epidemiology and allows students with less exposure to the clinical setting to take courses in chronic disease epidemiology, infectious disease epidemiology, and ethics in clinical research. Further, the practical experiences under the supervision of clinical practitioners will provide hands on experiences that enhance understanding of clinical research.

v Is there an adequate description of the required culminating experience such as an exit project (which would not necessarily be a research experience)?

Students have two options that can act as a culminating experience. One is practical but research-based and the other is a traditional thesis. The research-based practicum will allow students to immerse themselves in a clinical study acting as a member of a research team. For example, our BSPH students in CTR currently complete an internship in a clinical research setting. These students are integrated into a research team and perform activities appropriate for an undergraduate student. For example, participating in research team meetings, helping write IRB applications, performing medical records abstractions, reviewing documentation, and consenting patients. The MS in Clinical Epidemiology students will engage at a level appropriate for a graduate student – providing input on the study design, developing research instruments, being responsible for the IRB process, recruiting and consenting participants, maintaining study documents, troubleshooting, validity checks, data collection and management, data cleaning and analysis, and report/manuscript writing. These are the activities they will be expected to perform in the occupation. The second option is the traditional thesis. Students will work with a faculty advisor and clinical research mentor to complete a clinical epidemiology thesis.

All students will be required to present their research-based practicum or thesis to the CPH in a practicum/research presentation day either in person or using videoconferencing technology.

vi Does the proposed program identify faculty resources appropriate for the research component of the program?

Yes. All faculty have extensive research experience to oversee the research-based practicum or the thesis. Faculty have published in peer-review journals and made presentations at national and international conferences. Adjunct faculty are all established or emerging researchers with histories of grant funding and publications in clinical settings and clinical trials. Students will have access to clinical research settings in which to conduct the individual investigations, practicums, or thesis.

vii Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?

Yes. The curriculum is designed around competencies in the field of Clinical Trials Research and Public Health. These competencies come from the Joint Task Force for Clinical Trial Competency and the Council on Public Health Education competencies for Schools of Public Health. Students receive these competencies through each of the core courses with reinforcement in the electives and practical

experiences. Students will be able to sit for and pass the certification exam for clinical researchers (see section below).

viii What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?

Professional accreditation is not required for the field of clinical epidemiology. However, the Association of Clinical Research Professionals offers three levels of certification. Each level requires a minimum standard of educational degree plus hours of experience. The experience is generally not obtained until the individual has worked for at minimum 1.5 years in the field. Job announcements sometimes desire accreditation or corresponding education/years of experience. There is no set standard for clinical researchers. Core courses in the program identified above in Table 2 meet the competencies set forth by the Joint Task Force – which offers the certification. Students choosing to become certified will have the knowledge to be successful in the process.

2. Need. Examples of potential metrics of program need include:

a Student interest and demand; potential enrollment; ability to maintain the critical mass of students.

As this degree is an online program, it has the potential to reach students outside of Northeast Ohio. However, the explanation of potential and identified sources of students for the program is limited to the northeast Ohio geographic area.

Student Demand

Our needs assessment included three groups of Kent State University students (see Appendix B: Student Surveys): CPH undergraduates and graduate students; College of Nursing (CN) undergraduate students; and College of Podiatric Medicine (CPM) students. A survey was administered to CPH students in November 2016 to determine if there was interest in the degree and in electives that will be offered in the degree. Separate surveys were administered to students in the CN and CPM in August 2017 to determine interest in a graduate research degree after completion of their current degree. These two groups were chosen because they will be practicing clinicians who work directly with patients and there is demand for employees with this combination of training.

CPH Student Interest

The CPH has a large undergraduate student body that has shown interest in the new degree. Currently, only 5% (n=21) of our undergraduates have entered the MPH since 2014 (Table 5) with the majority of students being recruited from outside of The CPH and Kent State University. Based off the response to the survey administered to CPH undergraduates, we anticipate increased enrollment into the MS from the BSPH.

BSPH by semester	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Enrollment	550	614	562	596	528	552
BSPH Graduates	42	99	63	93	62	84
BSPH Graduates entering MPH by AY	4		8		6	3

The survey administered to students in the CPH in November 2016 included 225 undergraduate and graduate respondents (Seniors = 33%; Juniors = 16%; Sophomores = 10%; Freshman = 2% graduate students = 39%). Undergraduates were included to identify those who will be likely to enroll in the MS degree. Graduate students were included to identify those likely to take courses as electives in their current

concentration. Results indicated that 59% (n=42) of seniors were extremely/very interested and 67% (n=24) of juniors were extremely/very interested in the MS degree. Overall, 59% of students surveyed were extremely/very interested in the MS while only 5% (n=11) were not at all interested. Of graduate students, 66% were extremely/moderately likely to take electives in the Clinical Epidemiology degree. The new BSPH with concentration in CTR that began in summer of 2015 was an opportunity to measure interest in an MS in Clinical Epidemiology and hence these courses were offered to both undergraduate and graduate students. Graduate students have only two electives to fit their MPH curriculum; therefore, high enrollment was not anticipated. Graduate student enrollment between the two courses (Clinical Epidemiology Basics and Clinical Trials Management) was as follows: Summer 2015: n=9; Summer 2016: n=10; Fall 2016: n=7; and Summer 2017: 5.

College of Podiatric Medicine Student Interest

A survey was administered to students in the CPM in August 2017. There were 130 students who responded to the survey. Students were asked if they were interested in a graduate research degree after they completed their Podiatric Medicine degree and how interested they were in the specific Clinical Epidemiology degree. Over half of respondents (57%) indicated they were interested in a research degree (28% yes; 29% maybe). Of those interested, 80% (n=59) indicated they were somewhat (35%) to very interested (45%) in the specific degree.

College of Nursing Student Interest

A similar survey was administered to undergraduate students in the CN in August 2017. These students were asked if they were interested in a graduate degree after completion of their BSN, if they were interested in doing nursing research (working as a clinical nurse researcher), and how interested they would be in the specific Clinical Epidemiology degree. There were 160 students who responded to the survey. The majority were interested (yes = 74%; maybe = 23%) in obtaining a graduate degree after the BSN. Of these students, 29% (n=45) were interested in working as a clinical nurse researcher while 52% (n=80) indicated they might be interested. The students who expressed interest were asked how interested they would be in a MS in Clinical Epidemiology. Of these students (n=124), 31% (n=38) were very interested and 41% (n=51) were somewhat interested (21% were unsure and 7% were not interested).

Projected Student Enrollment

A new online MPH degree option with concentration in Health Policy and Management was initiated in summer 2015. This degree was an addition to the traditional face to face degree already offered in the College of Public Health. While this degree is not the same as an MS in Clinical Epidemiology, its

Cohort Start	N Enrolled
Summer 2015	5
Fall 2015	21
Spring 2016	15
Summer 2016	12
Fall 2016	28
Spring 2017	24
Summer 2017	10
Fall 2017	35
Spring 2018	15

enrollment data can be used to project the MS enrollment (Table 6).

Based off projections from the HPM online MPH, we anticipate a 1st year cohort of 20 students, a 2nd year cohort of 30 students, and 3rd – 5 year cohorts of 40 students each, capping between 20 and 30 per class. A student enrolling fulltime will take 7.5 classes per year (see Budget Projections). The majority of HPM online students are enrolled full-time (101) with only 20

students taking courses part-time.

b Institutional need; plan for overall development of graduate programs at the proposing institutions.

At the graduate program level at KSU, students engage in exceptional research opportunities through more than 50 master's programs with over 100 areas of specialization. According to the Carnegie Commission on Higher Education, KSU is one of 77 public research universities that maintain "high research activity." The Carnegie Foundation has designated KSU as Doctoral/Research University Extensive, one of only 90 public institutions nationwide in this category. This designation recognizes KSU as a leader in selected areas of research and creative activity. With our eight-campus network in Northeast Ohio, KSU serves the state and the nation with excellence through our many graduate programs. Graduate education at KSU is part of the strategic plan which is supported by the university as a whole. Kent State's Strategic Roadmap demonstrates our commitment to students, global competitiveness, the growth and prosperity of our region, and providing cutting-edge knowledge and ideas while offering high-quality innovative education.ⁱⁱⁱ

c Societal demand; intellectual development; advancement of the discipline; employment opportunities and d. Scope; local, regional and national needs; international need.

Due to the increase in complexities of clinical trial designs and protocols, there is a growing need for trained clinical researchers. Further, northeast Ohio is rich with world renowned hospitals that conduct cutting edge research. The job titles for a graduate with a MS in Clinical Epidemiology are diverse and a job search requires entering multiple titles. These titles include: Epidemiologist, Research Scientist, Clinical Research Associate, Clinical Data Specialist, Clinical Data Manager, Research Investigator, Research Assistant, and Clinical Epidemiologist, among others. Entry level jobs in the field are generally at the Bachelor's level while director and manager jobs typically require or prefer a MS or PhD. Degree requirement for a job also depends on the type of organization. For example, data scientist or research investigator jobs at insurance agencies and pharmaceutical companies typically require an MS and sometimes a PhD. The job title Clinical Research Associate (CRA), which typically is an entry level job for a BSPH student, was ranked 9th in Best Jobs in America with ten-year projected job growth of 36%. There is a demand for these positions; however, they often require experience which is where the advanced degree^{iv} can help secure employment.

Labor statistics are not collected specifically on Clinical Epidemiologist; hence, data for this needs analysis was obtained on multiple job titles for which a Clinical Epidemiologist would be qualified. According to the Ohio Labor Market Industry Snapshot report,^v in the Business Functions cluster - Environmental Scientists and Specialists including Health will allow 44 annual opening while across all industries there are 115 annual openings. The Bureau of Labor Statistics report for the timeframe between 2014-2024, predicts 6% growth for Epidemiologists^{vi} (Master's), 12% growth for Survey Researchers^{vii} (Master's), and 34% growth for Statisticians^{viii} (of which 25% work in universities and 15% work in scientific research and development services^{ix}). While CRAs can enter the field with a Bachelor's degree, a Master's^x degree can assist with employment and advancement in this challenging field. The Bureau of Labor Statistics reports an expected rise by 22% from 325,800 positions to 396,500 between 2012 and 2022 for CRA.

Table 7 presents examples of job titles, companies, and locations of jobs in Ohio for which a Master's level Clinical Epidemiologist would qualify. The abundance of jobs throughout the country supports the needs for the online MS degree.

Table 7. Examples of available Ohio jobs which a graduate of the MS in Clinical Epidemiology would be qualified

Job Title	Company	Location
Clinical Research Manager	Hemex Health	Cleveland
Biostatistician	Cleveland Clinic Foundation QHS	Cleveland
Senior Research Scientist	Charles River	Spencerville
Research Scientist I	Charles River	Ashland
Data Scientist	Ascend	Dayton
Clinical Research Coordinator III	Cincinnati Children’s Hospital	Cincinnati
Biostatistician	Cleveland Clinic Foundation	Cleveland
Director Research Operations	OhioHealth	Columbus
Clinical Trial Manager – Oncology	Medpace	Cincinnati
Research Associate - Epidemiology	Nationwide Children’s Hospital	Columbus
Research Project Coordinator	Nationwide Children’s Hospital	Columbus
Research Associate RI Behavioral Health	Nationwide Children’s Hospital	Columbus
Research Coordinator- Plastic Surgery	Nationwide Children’s Hospital	Columbus
Clinical Research Manager	Ohio State University	Columbus

Examples of jobs (count) available nationally and in Ohio

Epidemiologist - 623 jobs nationally,^{xi} 9 in Ohio^{xii}
 Clinical Epidemiologist - 266 jobs nationally^{xiii}, 9 in Ohio^{xiv}
 Clinical Data Analyst - 7,614 jobs nationally,^{xv} 185 in Ohio^{xvi}
 Clinical Research Associate - >16,000 nationally^{xvii}, 480 jobs^{xviii} in Ohio
 Health Research Scientist - 7,550 jobs nationally^{xix}; 194 in Ohio^{xx}
 Research Assistant/Associate – 376 in Ohio^{xxi}

Northeast Ohio Employer Support

Clinical researchers/research directors at Northeast Ohio Hospitals have indicated need for graduates trained in clinical epidemiology methods. Letters of support from these individuals can be found in Appendix C (Letters of Support). Titles and hospitals are listed below. A survey (Appendix D: Survey Responses) indicating need, number of open positions, and starting salaries was completed by five clinical researchers/research directors at these hospitals.

- Vice President, Research, Sponsored Programs & Innovation at **Summa Health Akron City Hospital**
- Professor of Medicine, Harrington Heart & Vascular Institute at **University Hospitals Cleveland**

- Emergency Medicine Research Director, **Cleveland Clinic Akron General**
- Chief Research Officer, Rebecca Considine Research Institute, **Akron Children's Hospital**
- Vice President for Research & Dean of College of Graduate Studies, **NEOMED**
- Department Chair, Quantitative Health Sciences, **Cleveland Clinic Foundation**
- Director, University Partner Collaborations, **St. Vincent Charity Medical Center**
- Director of Clinical Research, **University Hospitals**
- Director ALS Center of Excellence, **Cleveland Veteran's Administration**
- Director of Research, **Cleveland Clinic Akron General**

3. Access and Retention of Underrepresented Groups

a Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.

It is always a goal of Kent State University and the CPH to enroll and retain underrepresented students. This is particularly important in clinical research fields. The CPH is particularly sensitive to the issue of recruitment, retention, and graduation of underrepresented student populations and developing clinical research professionals that are from these groups. Our graduate student body is composed of approximately 30% from underrepresented groups. The CPH has a comprehensive Strategic Diversity Plan. Highlights from the Diversity Plan are found in the tables below (Tables: 8 - 9). Recently, the CPH has hired an Academic Diversity Outreach Specialist to work with underrepresented and international students on retention and graduation success as well as other areas of concern to these students. Kent State University has six goals embedded in its strategic framework. The CPH Strategic Diversity Plan focuses on three of the six goals. As noted below and following each of the three university goals are the CPH strategic focus areas:

1. Ensuring Student Success (University goal)
 - A Diverse Community
 - Equitable Retention
 - A Welcoming Environment
2. Developing and Recognizing Our People (University goal)
 - Equitable Progress for All
3. Enhancing Academic Excellence and Innovation (University goal)
 - Embracing Cultural Diversity Competencies

Table 8: CPH Diversity Scorecard Final Report			
Metric	Baseline Year 2009-10	Goal Year 2015-16	Goal 2016-17
Access Goal 1: Increase access for African American, Native American, & Latino faculty, staff and students			
Full-Time/First-Time Freshmen	16.7% (AY2010-11)	20.4%	25%
Tenure track Faculty -New Hires	0%	33.3%	5%
Non-Tenure track Faculty - New Hires	0%	20%	5%
Unclassified Staff - New Hires	0%	50%	5%
Classified Staff - New Hires	n/a	n/a	6%
Retention Goal 2: Increase retention of African American, Native American, & Latino faculty and students			
Student first year retention rate	n/a	72.7%	70%
Student second year retention rate	n/a	41.7%	70%
Tenure Track Faculty Annual Retention	n/a	n/a	100%
Non-Tenure Track Faculty Annual Retention	n/a	n/a	100%
Excellence Goal 3: Increase graduation rate and degrees awarded to African American, Native American, & Latino students			
Masters Degrees Awarded	n/a	20%	30%

Doctoral Degrees Awarded	n/a	0%	10%
Special note: The CPH is a fairly new college to Kent State University with its inception in 2009. Therefore, there was no data available during the baseline year for most of the categories examined. Further, goals were not set until AY2016-17 and the table below reflects both of these special circumstances.			

b Provide as background a general assessment of:

i Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline.

	Total n=832 (%)	Graduate Students (n=277)	Undergraduate Students (n=555)	BSPH in Clinical Trials Research (n=36)	MPH in Epidemiology or Biostatistics (n=57)
African-American	142 (17.1)	42 (15.2)	100 (18.0)	9 (25.0)	7 (12.2)
Hispanic-Latino	9 (1.0)	1 (0.4)	8 (1.4)	1 (2.8)	0 (0)
International*	45 (5.4)	30 (10.8)	15 (2.7)	0 (0)	16 (28.0)
Multi-Racial ALANA/other	38 (4.6)	10 (3.6)	18 (3.2)	1 (2.8)	2 (3.5)
Native American	1 (0.1)	1 (0.4)	0 (0)	0 (0)	0 (0)
Total	235 (28.2)	84 (30.3)	141 (25.0)	11 (30.6)	25 (43.9)

*We chose to include international students in this presentation of data as they are a group that may currently have a difficult time seeking and completing a degree.

Highlights from the CPH Diversity Scorecard – 2016 (note that 2016-2017 data is not yet available)

- The CPH increased underrepresented full-time/first-time freshmen enrollment from 16.7% during AY2010-11 to 20.4% during the goal year. The AY2016-17 goal is 25%.
- During AY2015-16, underrepresented tenure track faculty hires for the CPH were 33.3%. The AY2016-17 goal is 5%.
- During AY2015-16, underrepresented non-tenure track faculty hires for the CPH were 20%. The AY2016-17 goal is 5%.
- During AY2015-16, underrepresented unclassified staff hires for the CPH were 50%. The AY2016-17 goal is 5%.
- During AY2015-16, underrepresented student first year retention rates for the CPH were 72.7%. The AY2016-17 goal is 70%.
- During AY2015-16, underrepresented student second year retention rates for the CPH were 41.7%. The AY2016-17 goal is 70%.
- During AY2015-16, underrepresented masters degrees awarded decreased for the CPH and were at 20%. The AY2016-17 goal is 10%.

ii Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.

The National Science Foundation report on *Women, Minorities, and Persons with Disabilities in Science and Engineering (2013)*^{xvii} shows that in 2010 only 13% of Master's degrees were granted to underrepresented minorities in social science and engineering fields and black women made up only 2% of employees in the science and engineering fields. As noted in the highlights section above, our 2015-2016 underrepresented masters degrees awarded decreased; however, our current enrollment data for

underrepresented and international students for the sciences of public health (biostatistics and epidemiology) are 44% with 31% of the Clinical Trials Research concentration at 31%. The recent hiring of the Academic Diversity Outreach Specialist will help us to obtain our diversity goals.

4. *Statewide Alternatives*

a Programs available in other institutions.

Similar programs in the State of Ohio and region

- The University of Cincinnati offers the MS in Clinical and Translational Research designed to prepare clinical professionals with the skills to become independent researchers.^{xxiii} The degree is geared towards practicing clinicians and is designed to be completed in two years with a 2 credit thesis. Applicants must have a bachelor's degree and a minimum 3.0 GPA.
- Case Western Reserve University offers a MS in Epidemiology (not focused on clinical research).^{xxiv} CWRU also offers a MS in Clinical Research for those with a MD, DDS, doctorate in nursing or allied sciences such as Pharmacy, or Biomedical Engineering. This program is for clinicians who want research training. CWRU offers a graduate certificate in Clinical Research with four classes.^{xxv}
- The Ohio State University offers a Master of Applied Clinical and Preclinical Research in combination with the Colleges of Nursing, Pharmacy, and Medicine.^{xxvi} The degree is 100% online. While this program is the closest to the proposed MS degree at KSU, the OSU program is practice based (requires a capstone) while the KSU program is research focused (students take methodological courses that will allow them to design and carry out research studies and requires a thesis or research intensive practicum). The OSU program is a 36 credit hour program. There are four specializations: Clinical Research Management, Regulatory Affairs, Safety Pharmacology, and Clinical Pharmacology.
- The Ohio State University CPH also offers a MPH in Clinical and Translational Science which is directed as clinicians (e.g., MD, DO, DDS, DVM, PharmD) who want additional training in clinical research.
- The University of Pittsburgh offers a MS in Clinical Research that is geared towards medical students, fellows, and faculty (i.e., must have a terminal degree).^{xxvii} This program is for clinicians who want research training.
- The University of Michigan offers a MS in Clinical Research that requires students to be currently enrolled in a professional or doctoral program in Medicine, Nursing, Pharmacy, Dentistry, or other health-related degree.^{xxviii} This program is for clinicians who want research training.

This program at the University of Cincinnati is the most similar in design to the proposed MS in Clinical Epidemiology at KSU and is also a hybrid program. The CWRU, OSU (1 of 2), Pitt, and UM programs differ from the KSU program in that they are geared towards clinicians who want additional training to conduct and lead research studies in a clinical setting. The KSU program is geared towards students coming out of a bachelor's degree who want a graduate degree to be able to work on a team conducting clinical research.

b Appropriateness of specific locale for the program.

KSU is situated in northeast Ohio and has access to several large institutions for placement of our students in research organizations. We have the support for this degree from the major hospitals in Akron as well as those in Cleveland.

c Opportunities for inter-institutional collaboration.

KSU willingly supports inter-collegiate collaborations and enjoys the partnerships we have with regional hospitals and research organizations. It is best for students to gain practical experiences and educational opportunities from different institutions and organizations. Opportunities that arise with our state-wide partners will be welcome. Our students also have the support of local hospitals/researchers who enthusiastically support this new degree.

d Institutional Priority and Costs

i Support and commitment of the proposing institution's central administration.

The MS in Clinical Epidemiology has the support of the faculty and administration in the CPH as well as the University Provost.

ii Adequacy of available resources committed for the initiation of the program.

There are no new facilities needed as this is an online program. Current faculty levels meet the needs of the new degree for the first year. In year two we have budgeted for a FTNTT faculty.

Budget Projections are presented in the table below. Projections are for 20, 30, 40, and 40 students over the first 1, 2, 3, and 4 year of the program with class sizes capped at 30. Revenue is estimated at \$386,483 in years 3 and 4.

Budget Projections

Kent State University					
Fiscal Impact Statement					
		Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment					
	Headcount full-time	20	30	40	40
	Headcount part-time				
	Full-time equivalent (FTE) enrollment	20	30	40	40
II. Projected Program Income					
	Tuition	\$ 176,264	\$ 264,396	\$ 352,529	\$ 352,529
	Expected state subsidy	\$ 105,105	\$ 157,658	\$ 210,210	\$ 210,210
	Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
	Other Income	\$ 12,800	\$ 19,200	\$ 25,600	\$ 25,600
Total Projected Program Income		\$ 294,169	\$ 441,254	\$ 588,339	\$ 588,339
III. Program Expenses					
New personnel:					
- Instruction					
	Full-time: 1(FTE)	\$ -	\$ 72,000	\$ 72,000	\$ 72,000
	Part-time: .2 FTE(yr1); .225 FTE(yr2); .4 FTE(yr3/4)	\$ 8,000	\$ 9,000	\$ 16,000	\$ 16,000
-Non-instruction					
	Full-time:	\$ -	\$ -		
	Part-time:	\$ -	\$ -	\$ -	\$ -
Current personnel:					
- Instruction					
	Full-time: .5 (yr1); .6 FTE (yr2); .75 FTE (yr3/4)	\$ 40,000	\$ 47,500	\$ 60,000	\$ 60,000
	Part-time:	\$ -	\$ -	\$ -	\$ -
-Non-instruction					
	Full-time: .75 FTE(SUMMER)	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000
	Part-time:	\$ -	\$ -	\$ -	\$ -
	Benefits for all personnel	\$ 22,936	\$ 25,756	\$ 32,856	\$ 32,856
	New facilities/building/space renovation (describe in nar	\$ -	\$ -	\$ -	\$ -
	Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
	Additional library resources	\$ -	\$ -	\$ -	\$ -
	Additional technology or equipment needs	\$ -	\$ -	\$ -	\$ -
	Other expenses (see below)	\$ -	\$ -	\$ -	\$ -
Total Projected Program Expenses		\$ 91,936	\$ 175,256	\$ 201,856	\$ 201,856
Projected Program Net		\$ 202,233	\$ 265,998	\$ 386,483	\$ 386,483
Other Expenses					
	Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
	RCM overhead - estimated at 50%	\$ 135,057.12	\$ 202,585.92	\$ 270,114.72	\$ 270,114.72
	RCM tuition allocation to other colleges	\$ -	\$ -	\$ -	\$ -
	Professional development	\$ -	\$ -	\$ -	\$ -
	Supplies (office, computer software, duplication, printing)	\$ -	\$ -	\$ -	\$ -
	Telephone, network, and lines	\$ -	\$ -	\$ -	\$ -
	Other info and communication pool	\$ -	\$ -	\$ -	\$ -
Total Other Expenses		\$ 135,057	\$ 202,586	\$ 270,115	\$ 270,115
BUDGET NARRATIVE:					
N/A					

5. External Support

- a This program has enthusiastic support from our clinical partners in northeast Ohio. Please see Appendix C.

SUPPLEMENTAL INFORMATION TO ACCOMPANY FULL PROPOSAL

1. Clarification and revisions based upon the reviews of the program development plan (PDP).

We appreciate the feedback from our colleagues at Cleveland State University, University of Toledo, The Ohio State University, Ohio University, and The University of Cincinnati and hope that your feedback and recommendation have been addressed.

Review by The Ohio State University College of Public Health: *Development Plan Submitted by Kent State University College of Public Health for the Master of Science in Clinical Epidemiology*

Kent State University submitted a Proposal Development Plan indicating the intent, pending further review and approval, to develop and implement an *Online Master of Science in Clinical Epidemiology Degree*. A review from The Ohio State University College of Public Health follows:

1. Potential conflicts with any existing program at the RACGS member's own institution:

The Ohio State University offers a Master of Applied Clinical and Preclinical Research in combination with the Colleges of Nursing, Pharmacy, and Medicine. The degree is 100% online. While this program is the closest to the proposed MS degree at KSU, the OSU program is practice based (requires a capstone) while the KSU program is research focused (students take methodological courses that will allow them to design and carry out research studies and requires a thesis or research intensive practicum). The OSU program is a 36 credit hour program. There are four specializations: Clinical Research Management, Regulatory Affairs, Safety Pharmacology, and Clinical Pharmacology.

The Ohio State University College of Public Health (OSU COPH) also offers a MPH in Clinical and Translational Science which is directed by faculty within the college in collaboration with faculty of other colleges (e.g., MD, PhD, DO, DDS, DVM, PharmD). This program is designed for professionals in training (MD/PhD, Residents, Fellows) who want additional training in clinical research. The program requires 45 credits of coursework including a field practicum and a culminating research project. Course sequences in epidemiology, biostatistics, and clinical research are taught by COPH faculty. Culminating research reports are evaluated by the student's advisory committee and must be suitable for submission for peer review and publication.

No response required.

2. Possible cooperation or collaboration:

Ohio State, including its College of Public Health, engages in interuniversity cooperation and collaboration involving universities inside and outside Ohio. From the proposal, it is uncertain what specific cooperation and collaboration can occur as a result of the proposed program, but there is certainly possibility. Indeed, there is always strong interest for mutually beneficial and manageable projects that lead to positive outcomes.

Yes, we agree. There is always an interest in collaboration with our university partners inside and outside of Ohio. Specific collaborative opportunities may arise down the road and these are welcome.

3. Concerns with substantive elements of the program development plan:

The number of semester credits to earn the proposed degree is acceptable. However, it is unclear that the proposed curriculum would provide the necessary training to conduct clinical research. For example, it is unlikely that single courses in “applied regression analysis” and “clinical trials management” will be adequate to cover the complexities of planning, conducting, analyzing and interpreting clinical trials (e.g, power calculations, recruitment, randomization, blinding, compliance, monitoring, adverse events, analysis, logistic regression, Cox regression, repeated measures ANOVA, closeout, etc.) and a variety of other logistic issues that are routinely encountered by investigators. Furthermore, it will be essential to identify a cadre of clinicians actively engaged in conducting human clinical investigations who are willing to teach and monitor students in the program to help assure that enrolled students receive successful training and experiential activities.

Thank you for this feedback; we have addressed the curricular concern by changing the content of some of the core classes and adding an advanced epidemiology methods course and a data management and logic using SAS® software. We have also identified clinician researchers in our local partner hospitals who are enthusiastic about mentoring these students. We have added an individual investigation option as variable credit that will give students with less clinical exposure the opportunity to immerse themselves in this environment under the supervision of a clinical researcher.

See question #4 for more information on clinician mentors.

4. Suggestions for strengthening the proposal or sharpening its focus:

The proposal must identify individuals with practical experience in conducting clinical investigations to serve as advisors and mentors of students enrolled in the program. As stated in the proposal, “*clinical epidemiology is a subfield in Epidemiology that focuses on research conducted in a clinical setting.*” And yet, no specific clinical resources are identified in the proposal that would be a sustainable resource for experiential training in the field. Furthermore, the proposal is designed as an online program that offers no specific activities by which enrolled students can interact with faculty engaged in clinical investigations.

Thank you for this comment. The full proposal contains information on clinicians and local hospitals that are interested and willing to support graduate students in this degree. Letters of support are in the appendix. These hospitals include: Akron Children’s Hospital, Cleveland Clinic Akron General, Summa Health Akron City Hospital, Cleveland Clinic Foundation, St. Vincent Charity Medical Center, University Hospitals Cleveland, and the Cleveland Veteran’s Administration.

Applicants for enrollment are students from any undergraduate degree program with at least a 3.00 GPA plus GRE scores and recommendations. However, no specific thresholds have been established as criteria for enrollment. Given the complexities of clinical investigations involving medicine, biology, biostatistics, epidemiology, etc., it would seem advisable to establish a more stringent set of requirements for admission into the program that would ensure that enrolled students have a high likelihood of success.

This is an understandable concern; however, our current MPH in Epidemiology and Biostatistics follows the same admissions criteria. Applicants are reviewed by the department chair/graduate committee and a recommendation is made for admission. This has worked well for this degree. Consideration is given to GRE and GPA as well as previous coursework at the undergraduate level. As a committee, we look for GRE scores at the 50th percentile; however, if an applicant does not

meet this guideline other factors are considered including coursework taken, GPA, and specific grades achieved in science and math/statistics courses. When necessary, we have interviewed prospective students to gauge their appropriateness for these programs. Applicants to the MS degree will be reviewed for appropriateness of previous degree, rigor of science courses, and practical training in a clinical setting. Recommendation for coursework in the MS in Clinical Epidemiology will be made by the program director and academic advisor. Some students may need to take coursework beyond the minimum 36 credit hours identified for the MS in preparation for competency in the field. These courses may include science courses such as anatomy and physiology, biology, basic research methods, or medical terminology.

Students are given the option of completing a research-based practicum instead of a thesis. No specific details for this option describe how students are connected with a “site preceptor” who oversees the research-based practicum. This option includes IRB protocol development and approval, creation of study forms, attaining informed consent, data collection, management, analysis and writing a “publication-ready” manuscript. Since this comprehensive profile of tasks may be overwhelming for a beginning graduate student with little prior training, it would seem prudent to tailor this option to only professional students who have already achieved significant training in a particular health-related field.

The program is designed so that students receive the proper training to be able to perform activities such as IRB, development and approval, creation of study forms, attaining informed consent, data collection, management, analysis and writing a “publication-ready” manuscript. Even at the undergraduate level, our BSPH in Clinical Trials Research students receive practical training in how to carry out these tasks, albeit at a less rigorous level. When MS students are ready to do their practicum or thesis, they will be assisted in the process of either conducting their research with a faculty member or clinical researcher, or finding a site for the research-based practicum. We have a network of research sites available for these placements (see letters of support) and experience with clinical internship placement at the undergraduate level.

A major element of human clinical investigations is the collegial nature of the field. Faculty with expertise in medicine, molecular biology, pharmacology, biostatistics, epidemiology, medical ethics, and other health-related disciplines are required in order to provide valuable insights on the planning and successful conduct of clinical studies. Broadening the teaching faculty of the proposed program will be important to its success.

In anticipation of this need, we have added multiple clinical researchers as adjuncts and received support from our clinical partners for additional adjuncts as needed. Specifically, we have added MDs and RNs with clinical research experience to the list of faculty. Each of these faculty work in a clinical setting and/or conduct clinical trials research.

Cleveland State University

1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state;

For this particular type of program, the state market is not saturated and KSU has done a good job in their proposal in describing how their program will be differentiated from those across the state.

No response required.

2. Opportunities for collaboration with the CCGS member's own institution;

KSU may wish to consider possible dual degree options with CSU's clinical programs or offering this degree to alumni of these programs, especially for those clinical practitioners with a strong interest in research. Clinical practitioners could especially benefit from this type of program since they have already trained in and may even be practicing within a clinical setting and would understand the strengths and limitations of conducting epidemiological research in such settings.

Thank you for this suggestion. One step we took was to do a survey of Kent State Undergraduate Nursing students and Podiatry students to determine if there was interest in a graduate Clinical Epidemiology research degree after they completed their current degree. There was overwhelming support as you will read in the full proposal. We anticipate that there will be strong interest from students in a similar program or recent graduates of a similar program, such as students from the CSU clinical programs.

3. Concerns with substantive elements of the proposed degree program;

Given that this program has a very specific focus on clinical epidemiology, I would encourage KSU to offer this as a hybrid program and ideally one where its graduate students can gain some hands-on experience within a clinical research setting. Especially with undergraduate students, few of them would have experience working within a clinical context and reading about this research environment is very different from effectively working in it.

We have added an individual investigation option for students who may not have appropriate clinical exposure to be able to step into a clinical research environment. These students will work with an adjunct faculty member who is a clinician. Additionally, students will complete a research-based practicum or thesis option in a clinical setting.

4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus;

A practicum or internship component would greatly help to strengthen the program and provide opportunities for students to experience a clinical research environment, ideally as a means to help them develop their theses for the degree.

This option is now included as both an individual investigation and a research-based practicum.

University of Cincinnati Review of Kent State PDP – MS in Clinical Epidemiology

1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state;

Overall the proposed program of MS in Clinical Epidemiology at Kent State University College of Public Health has a market need as health care research, including clinical trials, post-marketing monitoring, and health care quality research, is increasing in the nation. The distinction between the proposed program and other programs described in the plan mostly lies at the target students: BS or potential MS students, not health care professionals with terminal degrees. The overlap with Ohio State University MS program is possible, but the training demand is probably large in the state of Ohio.

No response required.

2. Opportunities for collaboration with UC or other universities;

The collaboration with UC has not been mentioned, and UC/CCHMC Clinical & Translational Science and Training program was not described at all. There is a possibility for future collaborations between Ohio universities to enhance clinical epidemiology training.

Thank you for identifying this program that we overlooked adding to the proposal. It has been described in the full proposal. Future collaborations are welcome by Kent State University.

3. Concerns with substantive elements of the proposed degree program; and

The proposed degree program targets a future labor force of clinical research associates, which are in high demand in premier clinical research centers. The concepts taught in epidemiology, biostatistics, clinical research management, and experimental design are generally sufficient for students in this degree program. The faculty listed in Table 1 has taught similar courses. The limitations include no MD clinicians listed as faculty instructor, insufficient physiology/pathophysiology basis for the training, and online setting without enough hands-on experience.

We have identified a strong list of local clinical researchers to serve as adjuncts in the online component as well as to oversee individual investigations, research-based practicums, or theses. These faculty will also serve as seminar presenters for face to face seminars that can be put online for online only students.

Students who apply to the program may be advised to take additional science based courses that prepare them for the field. Determinations will be made by the admissions committee when the student is admitted to the program.

4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus.

Involvement of clinical faculty into the training program is needed as this will strengthen the direct experience of the students with sufficient exposure to real-world clinical trials. The pharmacoepidemiology course can probably be designated as a required course instead of being elective. Students with insufficient knowledge about anatomy/physiology may need some background to be familiar with human disease

New Graduate Degree Program Full Proposal
origins and treatments.

Thank you for your review of the program. Clinical faculty have been added to the program as adjuncts. Some of these with greater education and practice in clinical epidemiology designs will be able to teach core classes (Washington and Khetan). They will also oversee the practice based components of the degree.

The University of Toledo

College of Graduate Studies Mail Stop 933 • 2801 W. Bancroft St. • Toledo, OH 43606-3390 Phone: 419.530.4723 • Fax: 419.530.4724 • www.utoledo.edu/graduate/

May 16, 2017

University of Toledo Review of Kent State University Program Development Plan Master of Science in Clinical Epidemiology

Our reviewer had no concerns with this proposal and agrees that the degree could be very useful for students interested in doing clinical research.

No response required.

Ohio University

Feedback on the KSU preproposal for an MS in Clinical Epidemiology

#1: Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state.

Undoubtedly, there is a market need for graduate-level educated Clinical Epidemiology professionals. This need is anticipated to be growing further, due to (1) increasing numbers of consumers of health care and public health services being a result of the population aging, and (2) continuous introduction of newer, more complex and expensive diagnostic and treatment modalities that necessitate putting more emphasis on scientifically-grounded, evidence-based approaches in clinical decision-making ensuring the best possible patient-centered health care.

Employment opportunities for these professionals extend beyond “hospitals or medical schools, clinical trials organizations, and pharmaceutical and insurance companies” and “insurance agencies and pharmaceutical companies” indicated in the proposal (pp.1 and 3). They also include research divisions of healthcare systems and plans (e.g., Kaiser Permanente, Henry Ford Health System, Geisinger Health System); government agencies (the FDA, the CDC, the AHRQ); non-government organizations and foundations (e.g., PCORI, American Cancer Society); research corporations and consulting firms (e.g., Booz Allen Hamilton, Batelle, Westat) that conduct research in various areas, including health-related, for various clients, ranging from federal agencies and state governments to foundations and businesses; clinical research centers at university hospitals; and even pharmacy chain corporations.

The preproposal misses some of the job titles for graduates with an MS in Clinical Epidemiology, such as Research Investigator (e.g., Kaiser Permanente uses this job title) and Assistant Director Epidemiology (may be a minimum qualification requirement in some circumstances in the industry if coupled with a significant experience, in lieu of a doctorate degree). Also, the preproposal lists some jobs and job titles which are not appropriate as permanent full-time jobs for graduate-educated professionals because they are over-qualified for them, e.g., “Clinical Research Assistant” (p.1.) and “Research Assistant” (p.3) positions should be filled by undergraduate-educated employees.

It is unclear why in their introduction of the concept of clinical epidemiology the authors chose to refer to a non-commonly-known web site CareersInPublicHealth.net that is not affiliated with any recognizable institution of higher education or epidemiology professional organization or government agency, but rather appears to have been created and maintained by two enthusiastic public health devotees – “Rafa & Ann” - for the purpose of providing “the information that people need to know who want to work in the exciting, dynamic field of public health”¹ [sic]. While this web site is an applaudable activity in educating lay public and prospective students about careers in public health, its discussion of Clinical Epidemiology misses the essential point that *Clinical Epidemiology* involves applying epidemiology methods to *clinical decision making*. This crucial characteristic, differentiating Master’s in Clinical Epidemiology from Master’s in Epidemiology or Master’s in Clinical Trials, is stated strongly on the web sites of well-recognized and highly respected Clinical Epidemiology programs, such as UCSF Division of Clinical Epidemiology (“Clinical Epidemiology is the application of principles of epidemiology to clinical medicine. While classical epidemiology is the study of the distribution and determinants of diseases in populations, clinical epidemiology is the application of the principles and methods of epidemiology to conduct, appraise or apply clinical research studies focusing on prevention, diagnosis, prognosis, and treatment of disease. Clinical Epidemiology is the basic science of Evidence-based Medicine”)² or University of Toronto Clinical Epidemiology & Health Care Research (“Clinical epidemiology is the study of the determinants and effects of clinical decisions”).³ It is also emphasized in a renowned, classical book *Clinical Epidemiology: The Essentials* by R. Fletcher and S.

Fletcher: **“The term ‘clinical epidemiology’ is derived from its two parent disciplines: clinical medicine and epidemiology. It is ‘clinical’ because it seeks to answer clinical questions and to guide clinical decision making with the best available evidence” (p.3)4.**

Based on the limited description of the programs listed in the “Similar programs in the State of Ohio and region” section of the preproposal, it appears that the major distinction of the proposed program would mostly be in the course delivery mode and the type of the students enrolled; it is difficult to make a definitive conclusion without reviewing the curricula of the other programs first. However, the difference in the type of students to be enrolled, with the proposed program targeting students coming out of non-clinical bachelor’s degrees, unlike the other programs, raises concerns discussed in #3 below.

Thank you for these suggestions. We have modified the proposal to address these concerns.

#2: Opportunities for collaboration with the CCGS member’s own institution.

No opportunities for collaboration with other CCGS member institutions have been proposed in the preproposal document.

No response required.

#3: Concerns with substantive elements of the proposed degree program.

It is concerning that all the required courses in the proposed MS in Clinical Epidemiology program geared towards students without any clinical background would be taught by faculty with no clinical degree (MD, DO, DNP, PA, PharmD), but rather by PhD faculty only. The only faculty with professional clinical background (PharmD) would be teaching one elective course only (Pharmacoepidemiology). If the proposed Clinical Epidemiology program enrolled health professional students with clinical experience, having the faculty with such qualifications would be adequate. But if the proposed curriculum is completed by students coming out of non-clinical bachelor’s degrees, as this program proposes, it will not be an MS in Clinical Epidemiology, but rather an MS in Epidemiology with the concentration in Clinical Research or MS in Clinical Research or MS in Clinical Trials, preparing professionals with necessary skills to conduct clinical research, but who have no command or at least basic understanding of clinical decision-making process (based on the understanding of the pathological basis of disease, the diagnostic process, and the choice of treatment modalities) – a distinctive characteristic of Clinical Epidemiology programs by definition, differentiating them from Epidemiology or Clinical Research programs. By analogy, mastering lancet manipulation and tissue cutting techniques is not sufficient to make an individual a surgeon.

Thank you for this comment. We have identified the faculty who have clinical degrees and experience and the areas in which they will serve in the program in table 1 and 2 of the proposal. These faculty will teach, provide seminar lectures (in our CPH seminar series that can be broadcast online), and oversee the practical experiences in the program.

#4: Suggestions that might help the submitting institution strengthen the proposal or refine its focus.

This concern discussed in #3 above can be corrected by either changing the name of the program to a more accurate, such as MS in Clinical Research or MS in Clinical Trials, or by enrolling students with clinical background only. Alternatively, adding at least 20-25 credit hours of the fundamentals of human anatomy, physiology, pathology, and the basics of the clinical aspects of health and disease may possibly allow enrolling students without clinical background.

The proposal has identified clinical faculty who will serve in varying capacities described above in the degree program. The students who are admitted to the program will be evaluated for appropriateness of

New Graduate Degree Program Full Proposal

undergraduate degree and clinical experiences. Courses will be recommended by the admissions committee and academic advisor. This will be sufficient to admit students from differing backgrounds. Students who have limited clinical or science background may be advised to take additional courses, take the chronic disease and infectious disease epidemiology courses, enroll in individual investigation, and complete a research-based practicum versus a thesis; however, these decisions will be made on a case by case basis.

ⁱ <https://www.acrpnet.org/professional-development/competency-domains-clinical-research-professionals/>

ⁱⁱ <http://www.aspph.org/educate/models/mph-competency-model/>

ⁱⁱⁱ <http://strategicroadmap.kent.edu/contents/>

^{iv} <http://blog.proclinical.com/how-to-get-a-job-as-a-clinical-research-associate-cra>

^v <http://ohiolmi.com/proj/JobsOhioInd.htm>

^{vi} <https://www.bls.gov/ooh/life-physical-and-social-science/epidemiologists.htm>

^{vii} <https://www.bls.gov/ooh/life-physical-and-social-science/survey-researchers.htm>

^{viii} <https://www.bls.gov/ooh/math/statisticians.htm>

^{ix} <https://www.bls.gov/careeroutlook/2008/summer/art03.pdf>

^x <http://blog.proclinical.com/how-to-get-a-job-as-a-clinical-research-associate-cra>

^{xi} <https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=epidemiologist&sc.keyword=epidemiologist&locT=&locId=&jobType=>

^{xii} <https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=epidemiologist&sc.keyword=epidemiologist&locT=S&locId=2235&jobType=>

^{xiii} https://www.glassdoor.com/Job/clinical-epidemiologist-jobs-SRCH_KO0,23.htm

^{xiv} <https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=clinical+epidemiologist&sc.keyword=clinical+epidemiologist&locT=S&locId=2235&jobType=>

^{xv} <https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=clinical+data+analyst&sc.keyword=clinical+data+analyst&locT=&locId=&jobType=>

^{xvi} <https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=true&clickSource=searchBtn&typedKeyword=clinical+data+analyst&sc.keyword=clinical+data+analyst&locT=S&locId=2235&jobType=>

^{xvii} <https://www.indeed.com/jobs?q=clinical+research+associate&l=>

^{xviii} <http://www.indeed.com/q-Clinical-Research-Associate-l-Ohio-jobs.html>

^{xix} <https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=health+research+scientist&sc.keyword=health+research+scientist&locT=&locId=&jobType=>

^{xx} <https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=health+research+scientist&sc.keyword=health+research+scientist&locT=S&locId=2235&jobType=>

^{xxi} <https://www.indeed.com/jobs?q=health+research+coordinator&l=OH>

^{xxii} https://www.nsf.gov/statistics/wmpd/2013/pdf/nsf13304_digest.pdf

^{xxiii} <https://med.uc.edu/eh/divisions/epi/programs/ms-clinical-translational-research>

^{xxiv} <http://casemed.case.edu/CRSP/eligibility.cfm>

^{xxv} <http://casemed.case.edu/CRSP/Certificate.cfm>

^{xxvi} <https://macpr.osu.edu/about-degree>

^{xxvii} <https://www.icre.pitt.edu/degrees/degrees.aspx>

^{xxviii} <https://www.michr.umich.edu/mscr-application-instructions>

Clinical Epidemiology - M.S.

College of Public Health

326 Lowry Hall

Kent Campus

330-672-6500

publichealth@kent.edu

www.kent.edu/publichealth

Description

The Master of Science degree in Clinical Epidemiology is an advanced degree that trains students in the epidemiology and biostatistical methods related to clinical trials and clinical research. Students learn advanced methods of observational and experimental study designs and to understand disease prevention, development, prognosis and treatment. In addition, students understand and are able to apply good clinical practices, clinical trials design, management, statistical analysis, study monitoring, pharmaceutical research and regulations related to clinical research. Depending on students' background, job opportunities for graduates include clinician researchers leading clinical research teams or as members of research teams who are largely responsible for the methodology to conduct clinical research studies and analyze clinical data. Graduates may also continue their education to pursue a doctoral or professional degree.

Fully Offered At:

- Online
- Kent Campus (hybrid online/on-ground)

Accreditation

Council on Education for Public Health (CEPH)

Admission Requirements

- Official transcript(s)
- Minimum 3.0 undergraduate GPA
- Goal statement
- Three letters of recommendation
- GRE scores or other standardized graduate admission exam (GMAT, MCAT, LSAT, PCAT)¹
- English Language Proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
 - Minimum 550 TOEFL PBT score - paper-based version
 - Minimum 79 TOEFL IBT - Internet-based version
 - Minimum 77 MELAB score
 - Minimum 6.5 IELTS score
 - Minimum 58 PTE score

Applicants to the program who have limited clinical or science backgrounds may be advised to take additional coursework to prepare them for the field. Determinations will be made by the admissions committee when the student is admitted conditionally to the program.

PROPOSED CATALOG COPY

For more information about graduate admission, please visit the [Graduate Studies website](#).
For more information on international admission, visit the [Office of Global Education's admission website](#).

- 1 GRE scores may be waived, as determined by graduate coordinator using program criteria. Contact the graduate coordinator for more information.

Program Learning Outcomes

Graduates of this program will be able to:

1. Conduct patient-oriented research to understand and modify health outcomes
2. Design and carryout epidemiologic studies
3. Analyze clinical data and understand the sources, strengths and limitations of patient data
4. Design and perform clinical trials
5. Interact with human subjects and describe prognosis, therapies, and outcomes

Program Requirements

Major Requirements

BST 52019	BIostatistics in Public Health	4
BST 63013	Experimental Designs in Public Health Research	3
BST 63014	Applied Regression Analysis of Public Health Data	3
EPI 52017	Fundamentals of Public Health Epidemiology	3
EPI 63018	Observational Designs for Clinical Research (new course)	3
EPI 63019	Experimental Designs for Clinical Research (new course)	3
EPI 63020	Advanced Epidemiology and Clinical Research Methods (new course)	3
EPI 63021	Ethical Issues in Public Health and Clinical Research (new course)	3
Major Electives, choose from the following:		5-6
BST 62020	Data Management and Logic Using SAS® Software (new course)	
EPI 50015	Scientific Writing for Clinical Research	
EPI 50017	Pharmacoepidemiology	
EPI 50018	Regulatory Affairs in Clinical Research	
EPI 50196	Individual Investigation in Epidemiology	
EPI 63014	Epidemiology of Chronic Diseases	
EPI 63015	Epidemiology of Infectious Diseases	
Culminating Requirement, choose from the following ¹ :		6
EPI 63192	Research Practicum in Clinical Epidemiology (new course)	
EPI 63199	Thesis I (new course)	

Minimum Total Credit Hours: 36

- 1 All students will be required to present their thesis or research-based practicum to the College of Public Health at a presentation day, either in person or using videoconferencing technology.

Graduation Requirements

Some students may be required to take science-based courses in addition to the requirements for the degree, and therefore, will graduate with more than the listed credit hours.

APPENDIX C

External Letters of Support



September 14, 2017

Sonia Alemagno, PhD
Dean of the College of Public Health
Kent State University
P.O. Box 5190
326 Lowry Hall
Kent, Ohio 44242

Dear Dr. Alemagno,

Please accept this letter as support for the Masters of Science in Clinical Epidemiology degree that is being developed by the College of Public Health at Kent State University. I am the Director of Research at Cleveland Clinic Akron General. In my role, I work with researchers who would be hired from the new MS program. I can confirm that there is a need in Northeast Ohio for graduates with clinical epidemiology and biostatistics skills.

Cleveland Clinic Akron General is supportive of this new program and would be willing to oversee research practicums and internships for students from this program. I encourage The Ohio Board of Regents to approve the MS in Clinical Epidemiology and look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Nairmeen", written over a horizontal line.

Nairmeen Awad Haller, PhD
Director, Department of Research
Cleveland Clinic Akron General, Akron, Ohio

Adjunct Associate Professor in Medical Research, Internal Medicine
Northeast Ohio Medical University, Rootstown, Ohio



**Louis Stokes
Cleveland Department of
Veterans Affairs Medical Center
10701 East Boulevard
Cleveland, OH 44106**

In Reply Refer To: 541/

August 21, 2017

Sonia Alemagno, PhD
Dean of the College of Public Health
Kent State University
PO Box 5190
326 Lowry Hall
Kent, OH 44242

Dear Dr. Alemagno,

I am pleased to learn of the new Masters of Science in Clinical Epidemiology that is being proposed by the College of Public Health at Kent State University. Please accept this letter as my support of the program. This program is relevant and important as there is a shortage of graduates with clinical research methods training. The new degree will help to curb some of the shortfall. As an institution that has accepted students from your program before, we are happy to support you and your students on their theses or practicums. We would also be very interested in formalizing an ongoing research internship or thesis placement agreement with the new Clinical Epidemiology program.

I encourage The Ohio Board of Regents to approve the request for the MS in Clinical Epidemiology.

If you have further questions, please contact me at 216-791-3800, ext. 6076.

Sincerely,

A handwritten signature in black ink, appearing to read "S Selkirk".

Stephen Selkirk, MD, PhD
Neurologist, Cleveland VA Medical Center, Cleveland Ohio
Director, Cleveland VA ALS Center of Excellence.



ST. VINCENT CHARITY
MEDICAL CENTER

Sonia Alemagno, PhD
Dean of the College of Public Health
Kent State University
PO Box 5190
326 Lowry Hall
Kent, OH 44242

Dear Dr. Alemagno,

I am writing this letter in support of the Masters of Science in Clinical Epidemiology that is being proposed by the College of Public Health at Kent State University. This program is important at this time as there is a local and national shortage of graduates with clinical research methods training.

Given the close proximity between our institutions and having collaborated with Kent State University on other initiatives, we are pleased to support this new program and to work with your students on their theses or practicums. Our clinicians are also willing to serve as adjuncts if you have this need. I expect this relationship will be equally advantageous.

In closing, I encourage The Ohio Dept. of Higher Education to approve the request for the MS in Clinical Epidemiology at Kent State University.

Sincerely,

A handwritten signature in black ink, appearing to read 'Thom Olmstead', with a long horizontal flourish extending to the right.

Thom Olmstead
Director, University Partner Collaborations
Saint Vincent Charity Medical Center

Cc: file

August 16, 2017

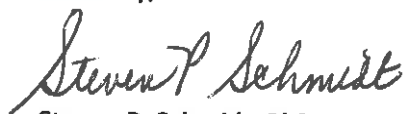
Sonia Alemagno, PhD
Dean of the College of Public Health
Kent State University
PO Box 5190
326 Lowry Hall
Kent, OH 44242

Dear Dr. Alemagno,

I am writing this letter in support of the Masters of Science in Clinical Epidemiology that is being proposed by the College of Public Health at Kent State University. This program is timely as there is a local and national need to train students in clinical research methods. As a university in proximity to Kent State, NEOMED is willing to support this new program and work with Kent students on research practicums. Our faculty are willing to serve as adjuncts in the new program if you have this need. I expect that this relationship will be mutually beneficial.

I encourage The Ohio Board of Regents to approve the request for the MS in Clinical Epidemiology.

Sincerely,



Steven P. Schmidt, PhD

Vice President for Research & Dean of the College of Graduate Studies
Northeast Ohio Medical University
Rootstown, OH 44272



Rebecca D. Considine Research Institute

August 8, 2017

Sonia Alemagno, PhD
Dean of the College of Public Health
Kent State University
PO Box 5190
326 Lowry Hall
Kent, OH 44242

Dear Dr. Alemagno,

I am writing this letter in support of the Masters of Science in Clinical Epidemiology degree that is being developed by the College of Public Health at Kent State University. I am the new Chief Research Officer in the Rebecca D. Considine Research Institute at Akron Children's Hospital. As we develop a regional approach to pediatric research, I have identified a need for graduates of an MS program.

Graduates with the MS in Clinical Epidemiology are in demand by health research organizations. The Rebecca D. Considine Research Institute has a focus on pediatric population research. Our organization will benefit from both graduates of this program and students in training in Clinical Epidemiology. We are interested in supervising students during research practicums and in partnering with the College of Public Health by offering lectures or physicians as adjunct instructors if you have this need.

I encourage The Ohio Board of Regents to approve the request for the MS in Clinical Epidemiology and look forward to partnering with you.

Sincerely,

A handwritten signature in blue ink that reads "Michael Kelly". The signature is fluid and cursive, with a large loop at the end.

Michael Kelly, MD, PhD
Chief Research Officer
Rebecca D. Considine Research Institute
Akron Children's Hospital
1 Perkin's Square
Akron, OH 44302
Phone: 330-543-3193
Fax: 330-543-3166



UH Clinical Research Center

11100 Euclid Avenue
Cleveland, OH 44106
Lakeside 1400
(216) 844-5936

August 21st, 2017

Sonia Alemagno, PhD
Dean of the College of Public Health
Kent State University
PO Box 5190
326 Lowry Hall
Kent, OH 44242

Dear Dr. Alemagno,

Please accept this letter as support for the Masters of Science in Clinical Epidemiology degree that is developed by the College of Public Health at Kent State University. I am the Associate Chief Scientific Officer and the Director of the Clinical Research Center at University Hospitals Health System, and my observations are that there is a pressing local need for graduates of an MS program in clinical research.

Graduates with the MS in Clinical Epidemiology will be sought after in health research organizations, like ours. University Hospitals will no doubt benefit from these students' training in Clinical Epidemiology. Our organization is interested in placing students in research practicums and in partnering with the College of Public Health.

I hereby encourage the Ohio Board of Regents to approve the MS in Clinical Epidemiology and look forward to this partnership.

A handwritten signature in black ink, appearing to read 'G. McComsey', written over a horizontal line.

Sincerely,

Grace A McComsey, MD, FIDSA
Associate Chief Scientific Officer, University Hospitals Health System
Director, UH Clinical Research Center
Director, Dahms Clinical Research Unit
John Kennell Endowed Chair
Chief, Pediatric Infectious Diseases and Rheumatology
Professor of Pediatrics and Medicine
Case Western Reserve University

Richard A. Josephson, M.S., M.D.
Professor of Medicine
Case Western Reserve University
School of Medicine
Director, Cardiac Intensive Care
Director, Cardiovascular & Pulmonary Rehabilitation

June 26, 2017

Sonia Alemagno, PhD
Dean of the College of Public Health
Kent State University
PO Box 5190
326 Lowry Hall
Kent, OH 44242

Dear Dr. Alemagno,

Please accept this letter in support of the planned Masters of Science in Clinical Epidemiology at Kent State University in the College of Public Health. I strongly support this program because of our need for epidemiologists who are trained in clinical epidemiology research methods.

Students with a graduate degree in clinical epidemiology will be able to find work as research associates, research scientists, or epidemiologists at companies including University Hospitals. Our facility recognizes the need for graduate level training in clinical research. In addition, our doctors and staff can serve as research advisors on a thesis project.

I look forward to the opportunity to work with your faculty and students. I strongly encourage The Ohio Board of Regents to approve the request for the MS in Clinical Epidemiology.

Sincerely,



Richard A. Josephson, M.S., M.D.
FACC, FAHA, FACP, FAACVP

11100 Euclid Avenue, LKS 5038
Cleveland, Ohio 44106-5028

richard.josephson@UHHospitals.org
Office: (216) 844-2775
Cell: (330) 414-2905
Fax: (216) 844-7116



Akron City Hospital Campus
Research Administration
55 Arch Street, Suite G1
Akron, OH 44304
tel 330-375-7891
summahealth.org

December 6, 2016

Sonia Alemagno, PhD
Dean of the College of Public Health
Kent State University
PO Box 5190
326 Lowry Hall
Kent, OH 44242

Dear Dr. Alemagno:

I am pleased to write this letter in support of the proposed Masters of Science in Clinical Epidemiology in the College of Public Health at Kent State University. There is a strong local and national need to train students in the methods specific to clinical epidemiology and your new degree will do this.

Graduates with the MS in Clinical Epidemiology will be well prepared to substantively contribute to teams conducting clinical health-related research. Summa Health will benefit from these students' intensive training in biostatistics and epidemiology which are needed to address pressing and important issues in health care. Determining how to provide optimal, affordable and patient centered care requires researchers with the training your program will provide.

Many of our researchers may serve as adjunct faculty and research advisors on a thesis or capstone project. We look forward to collaborating with your faculty and students in the development of relevant and timely projects of mutual interest that will support population health goals. I am also able to assist in identifying potential research placements at Summa Health. I look forward to a strong and mutually beneficial relationship.

I encourage The Ohio Board of Regents to approve the request for the MS in Clinical Epidemiology.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jennifer L. Eaton".

Jennifer L. Eaton, PhD, CHRC
Vice President, Research, Sponsored Programs & Innovation

Sonia Alemagno, PhD
Dean of the College of Public Health
Kent State University
PO Box 5190
326 Lowry Hall
Kent, OH 44242

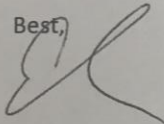
Dear Dr. Alemagno,

I am writing this letter to express my support of the proposed Masters of Science in Clinical Epidemiology in the College of Public Health at Kent State University. In my experience, there is a need to train students in the methods of clinical research and your new degree will do this.

Graduates with the MS in Clinical Epidemiology will be able to be employed in healthcare settings and research organizations. Akron General will benefit from these students' training in biostatistics and epidemiology.

I encourage The Ohio Board of Regents to approve the request for the MS in Clinical Epidemiology.

Best,



Erin Simon DO, FACEP

Attending Emergency Medicine Physician

Emergency Medicine Research Director

Cleveland Clinic Akron General

Associate Professor Northeast Ohio Medical University

APPENDIX F

Letters of Support from Programs on Kent State University Campus



September 12, 2017

Sonia Alemagno, Dean
Melissa Zullo, Associate Professor
College of Public Health
Kent State University
Kent, Ohio 44242

Dear Dr. Alemagno and Dr. Zullo,

The College of Nursing is pleased to support the proposal from the College of Public Health to create an online Master of Science (MS) in Clinical Epidemiology. This degree does not duplicate or overlap with any graduate programs in the College of Nursing.

We believe that this program will be a good opportunity for nurses who see themselves working in clinical research roles. There are over 500 open positions in Ohio in clinical research and the proposed program will provide graduate-trained clinicians who can manage clinical trials. With employers such as the Cleveland Clinic and University Hospitals of Cleveland here in our area, we are confident the added credential of the MS in Clinical Epidemiology will make our students very competitive for these jobs.

We look forward to collaborating with the College of Public Health.

Sincerely,

A handwritten signature in blue ink that reads "Barbara Broome PhD, RN, FAAN".

Barbara Broome, PhD, RN, FAAN
Dean and Professor

College of Nursing

P.O. Box 5190 • Kent, Ohio 44242-0001
Main Office: 330-672-7930 • Fax: 330-672-5003
Email: nursing@kent.edu • <http://www.kent.edu/nursing>

September 12, 2017

Sonia Alemagno, Dean, College of Public Health
Melissa Zullo, Associate Professor, College of Public Health
Kent State University
Kent, Ohio 44242

Dear Dr. Alemagno and Dr. Zullo,

The College of Podiatric Medicine is pleased to support the proposal from the College of Public Health to create an online Master of Science (MS) in Clinical Epidemiology. This degree does not duplicate or overlap with any graduate programs in the College of Podiatric Medicine.

We believe that this program will be a good opportunity for Podiatric Physicians who see themselves working in clinical research roles. There are over 500 open positions in Ohio in clinical research and the proposed program will provide graduate-trained clinicians who can manage clinical trials. With the growing number of diabetic patients and the research required in this area alone, the benefit to our graduates would be significant.

We look forward to collaborating with the College of Public Health.

Sincerely,

Allan M. Boike, DPM, FACFAS
Dean, CEO, Professor of Foot&Ankle Surgery
Kent State University College of Podiatric Medicine



September 14, 2017

Sonia Alemagno, Dean
Melissa Zullo, Associate Professor
College of Public Health
Kent State University Kent, Ohio 44242

Dear Dr. Alemagno and Dr. Zullo:

The College of Education, Health, and Human Services is pleased to support the proposal from the College of Public Health to create an online Master of Science (MS) in Clinical Epidemiology. This degree does not duplicate or overlap with any graduate programs in the College of Education, Health, and Human Services.

We believe that this program could be beneficial for our students in appropriate graduate degree areas, such as exercise physiology, who may be interested in pursuing clinical research roles. There are currently more than 500 open positions in Ohio in clinical research and the proposed program will provide graduate-trained clinicians who can manage clinical trials. With employers such as the Cleveland Clinic and University Hospitals of Cleveland here in our area, we are convinced the added credential of the MS in Clinical Epidemiology will make students with an interest in this area very competitive for these positions.

We welcome opportunities to work collaboratively with the College of Public Health for the benefit of Kent State University, our students, and community.

Sincerely,

A handwritten signature in cursive script that reads "James C. Hannon".

Dr. James C. Hannon, C.S.C.S., FNAK #561
Dean and Professor
Kent State University
College of Education, Health, and Human Services
jhannon5@kent.edu
330-672-0566

Office of the Dean

APPENDIX B

Student Surveys

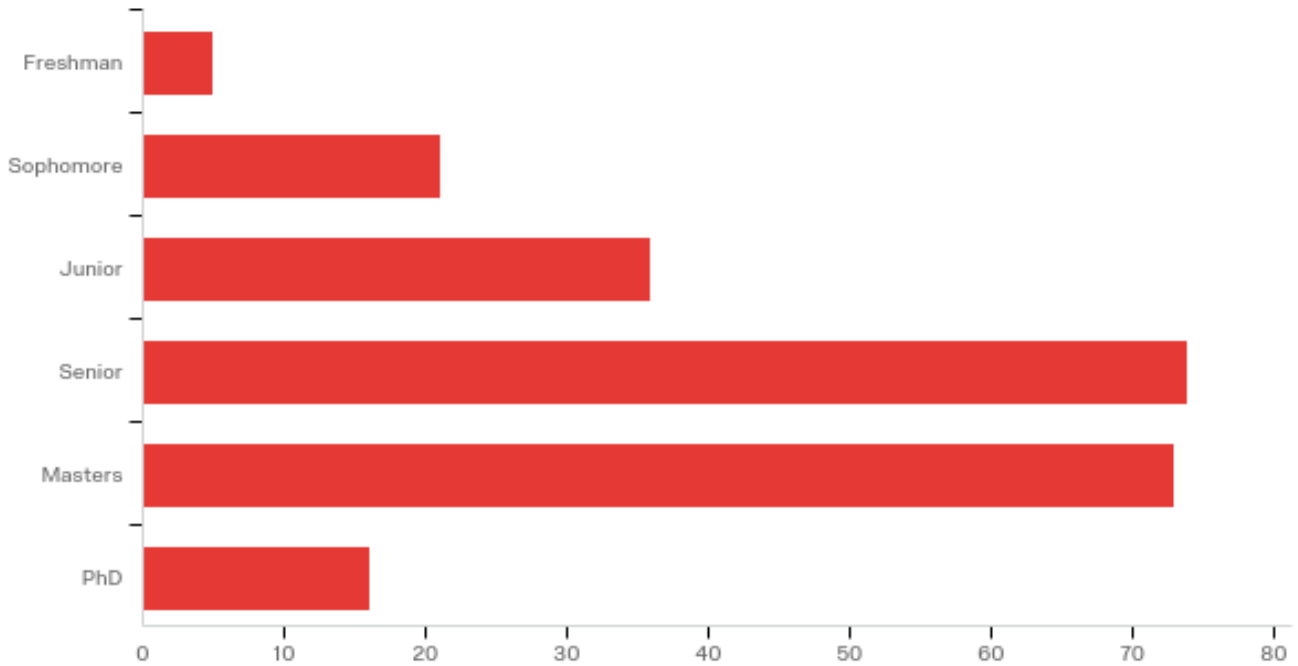
The first survey to follow is from the College of Public Health BSPH and graduate students. It was administered in November, 2016.

Default Report

Clinical Epidemiology Survey

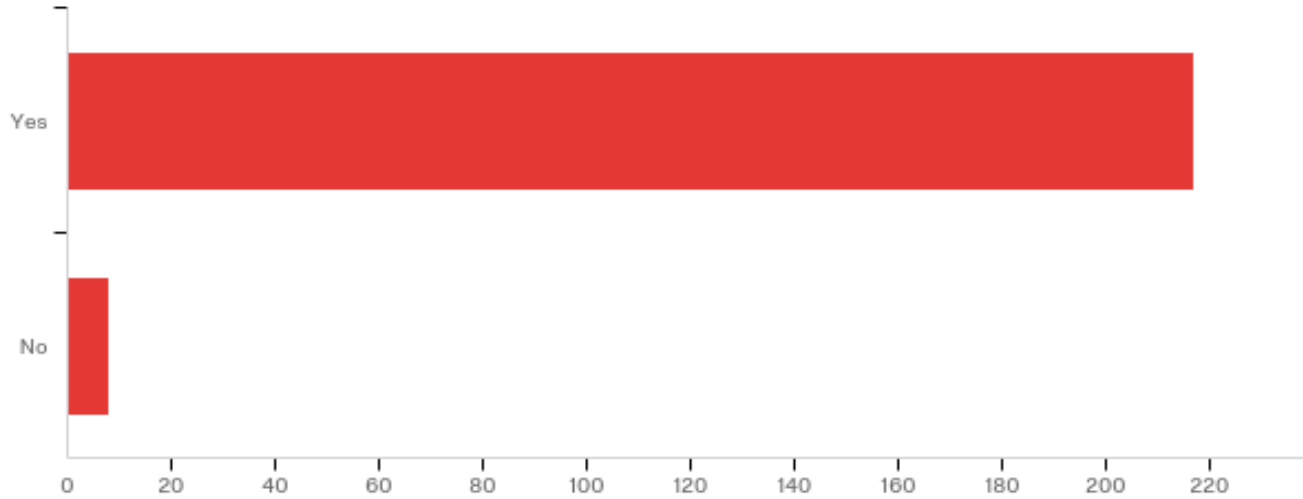
September 12th 2017, 11:15 am EDT

Q3 - What is your class rank?



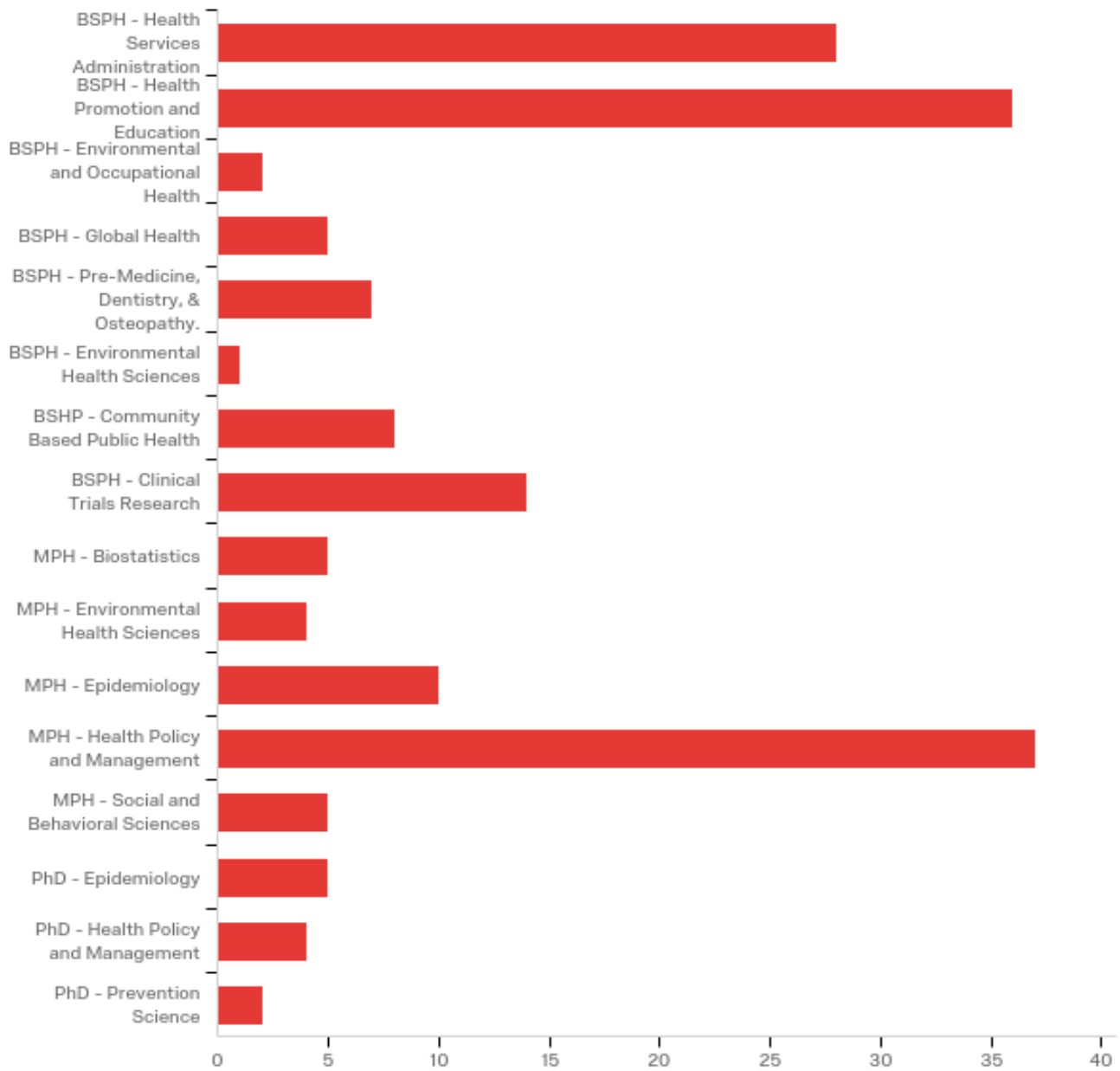
#	Answer	%	Count
1	Freshman	2.22%	5
2	Sophomore	9.33%	21
3	Junior	16.00%	36
4	Senior	32.89%	74
5	Masters	32.44%	73
6	PhD	7.11%	16
	Total	100%	225

Q10 - Are you currently a student at Kent State University?



#	Answer	%	Count
1	Yes	96.44%	217
2	No	3.56%	8
	Total	100%	225

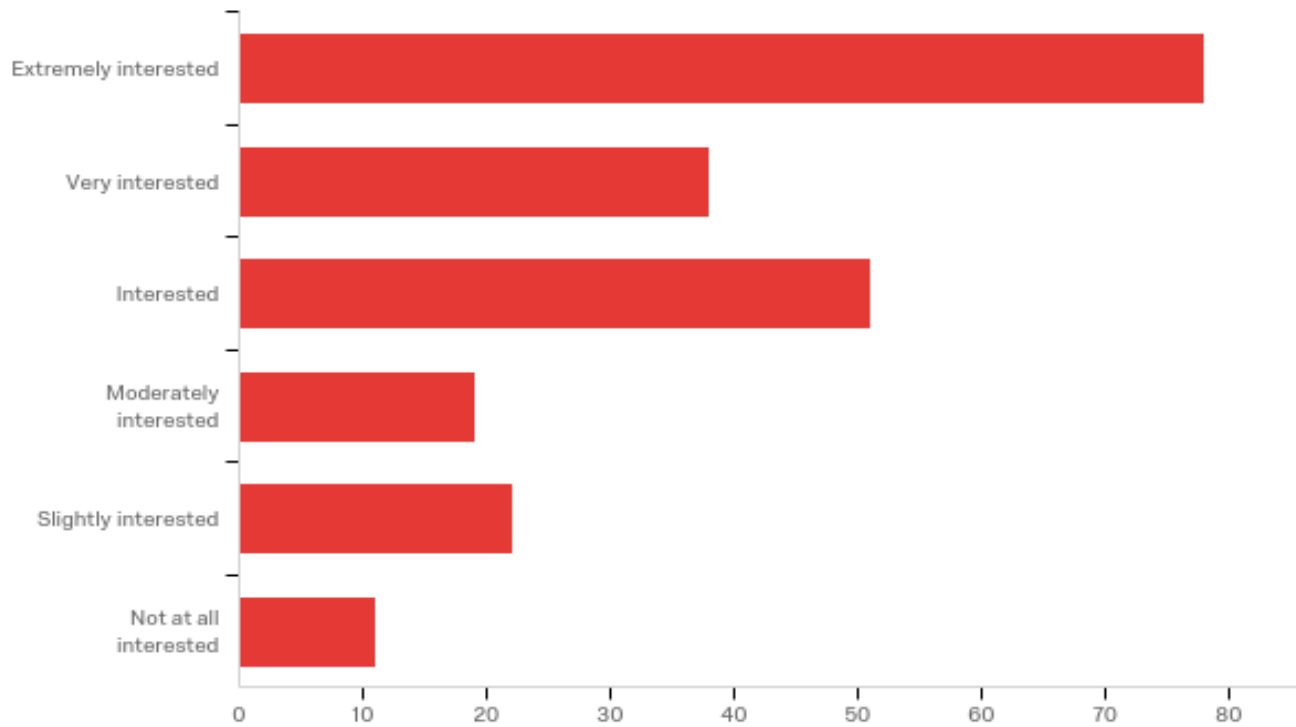
Q4 - What is your area of concentration?



#	Answer	%	Count
1	BSPH - Health Services Administration	16.18%	28
2	BSPH - Health Promotion and Education	20.81%	36
3	BSPH - Environmental and Occupational Health	1.16%	2
4	BSPH - Global Health	2.89%	5
5	BSPH - Pre-Medicine, Dentistry, & Osteopathy.	4.05%	7
6	BSPH - Environmental Health Sciences	0.58%	1

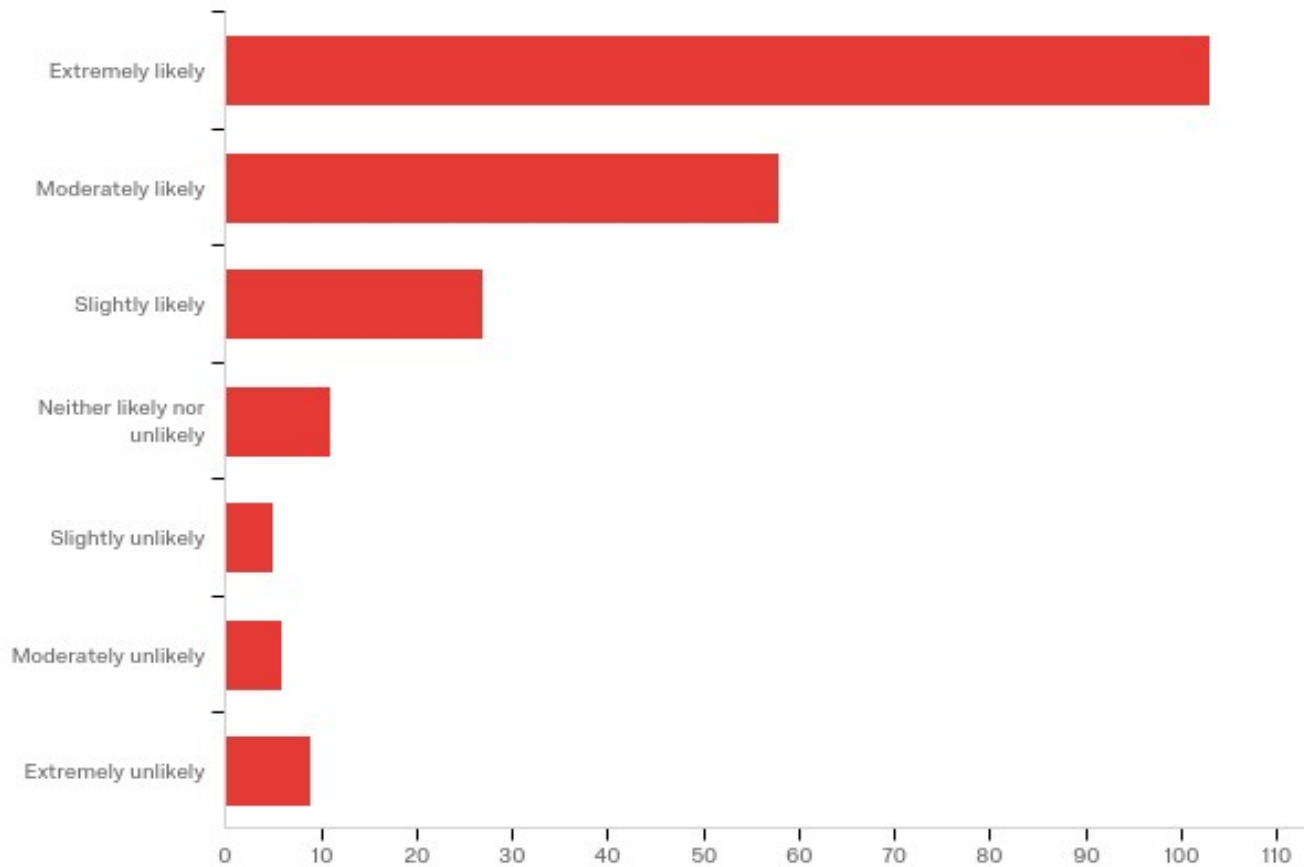
7	BSHP - Community Based Public Health	4.62%	8
8	BSPH - Clinical Trials Research	8.09%	14
9	MPH - Biostatistics	2.89%	5
10	MPH - Environmental Health Sciences	2.31%	4
11	MPH - Epidemiology	5.78%	10
12	MPH - Health Policy and Management	21.39%	37
13	MPH - Social and Behavioral Sciences	2.89%	5
14	PhD - Epidemiology	2.89%	5
15	PhD - Health Policy and Management	2.31%	4
16	PhD - Prevention Science	1.16%	2
	Total	100%	173

Q8 - How interested are you in a Clinical Epidemiology MS degree?



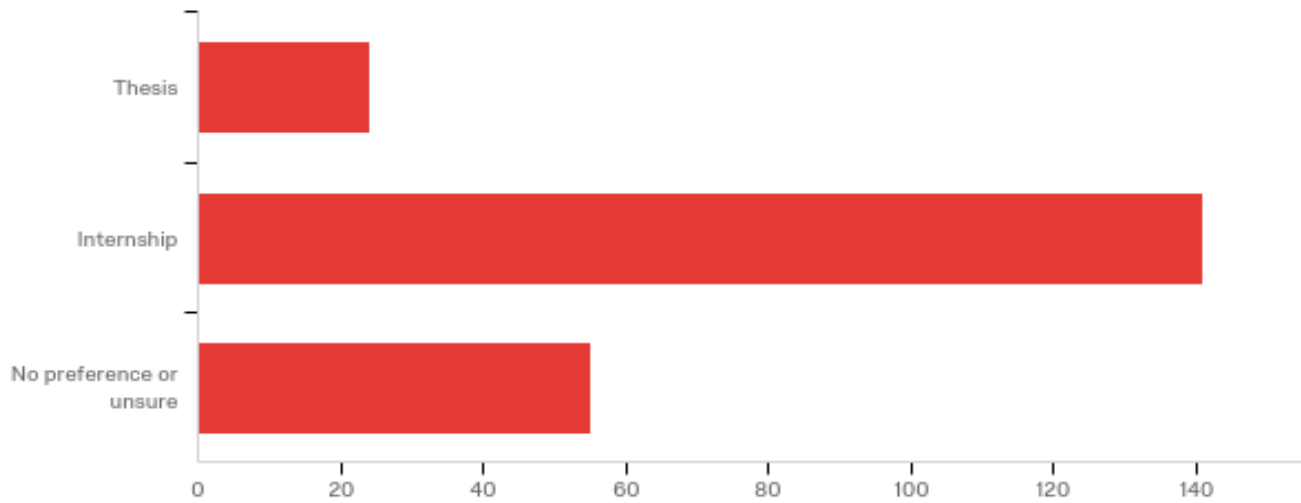
#	Answer	%	Count
1	Extremely interested	35.62%	78
2	Very interested	17.35%	38
3	Interested	23.29%	51
4	Moderately interested	8.68%	19
5	Slightly interested	10.05%	22
6	Not at all interested	5.02%	11
	Total	100%	219

Q5 - How likely are you to take a class in Clinical Epidemiology as an elective?



#	Answer	%	Count
1	Extremely likely	47.03%	103
2	Moderately likely	26.48%	58
3	Slightly likely	12.33%	27
4	Neither likely nor unlikely	5.02%	11
5	Slightly unlikely	2.28%	5
6	Moderately unlikely	2.74%	6
7	Extremely unlikely	4.11%	9
	Total	100%	219

Q9 - Would you be more interested in a Masters in Clinical Epidemiology that requires 1) a thesis (research project) or 2) an internship (experiential learning)?



#	Answer	%	Count
1	Thesis	10.91%	24
2	Internship	64.09%	141
3	No preference or unsure	25.00%	55
	Total	100%	220

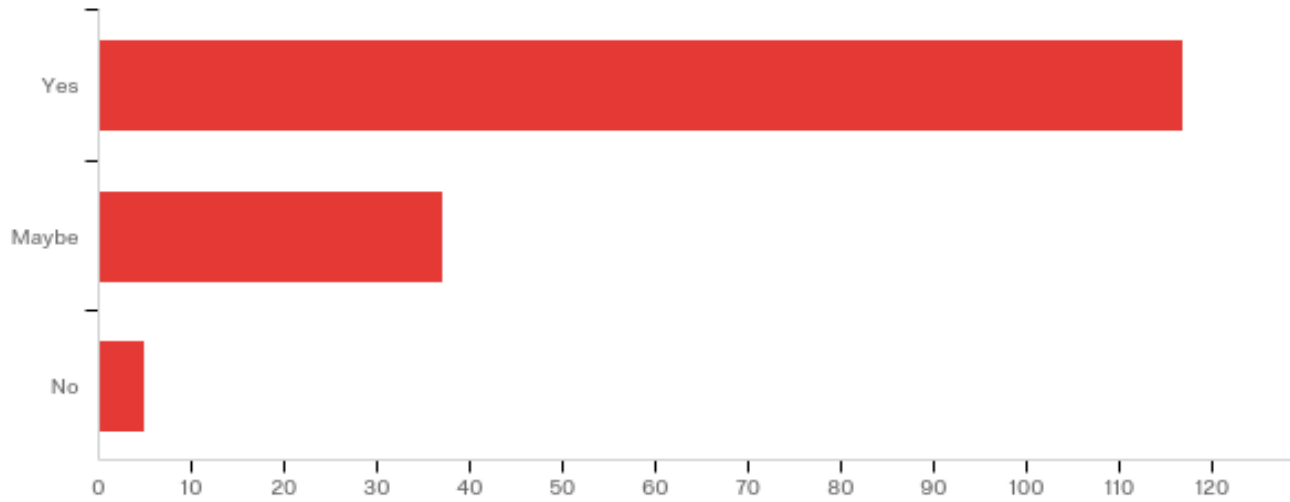
The survey to follow is from the College of Nursing students. It was administered in August, 2017.

Default Report

Nursing Student Survey

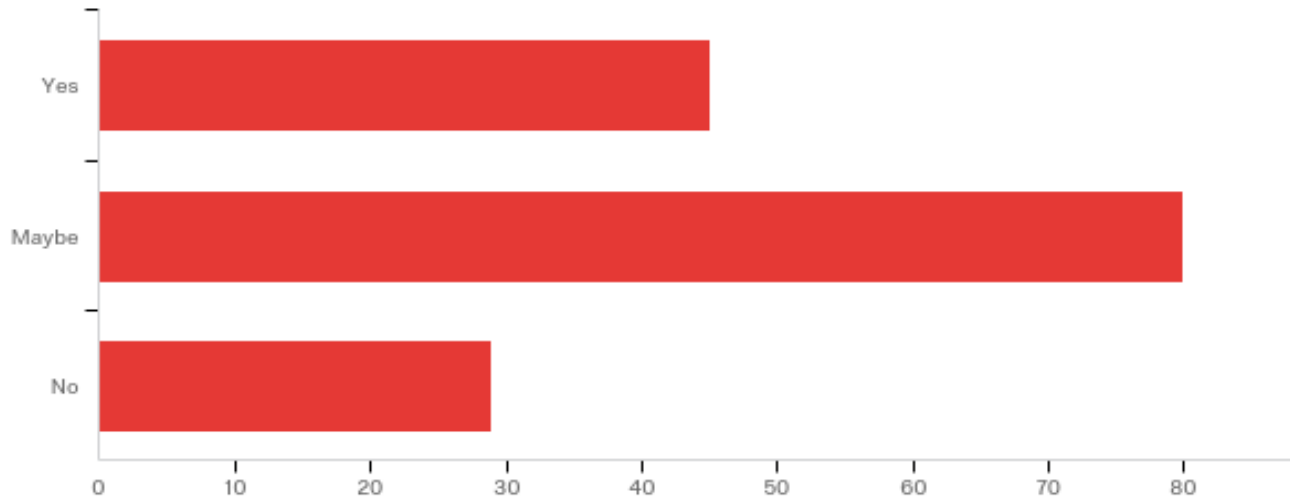
September 12th 2017, 11:20 am EDT

Q1 - Are you interested in a graduate degree after you complete your BSN?



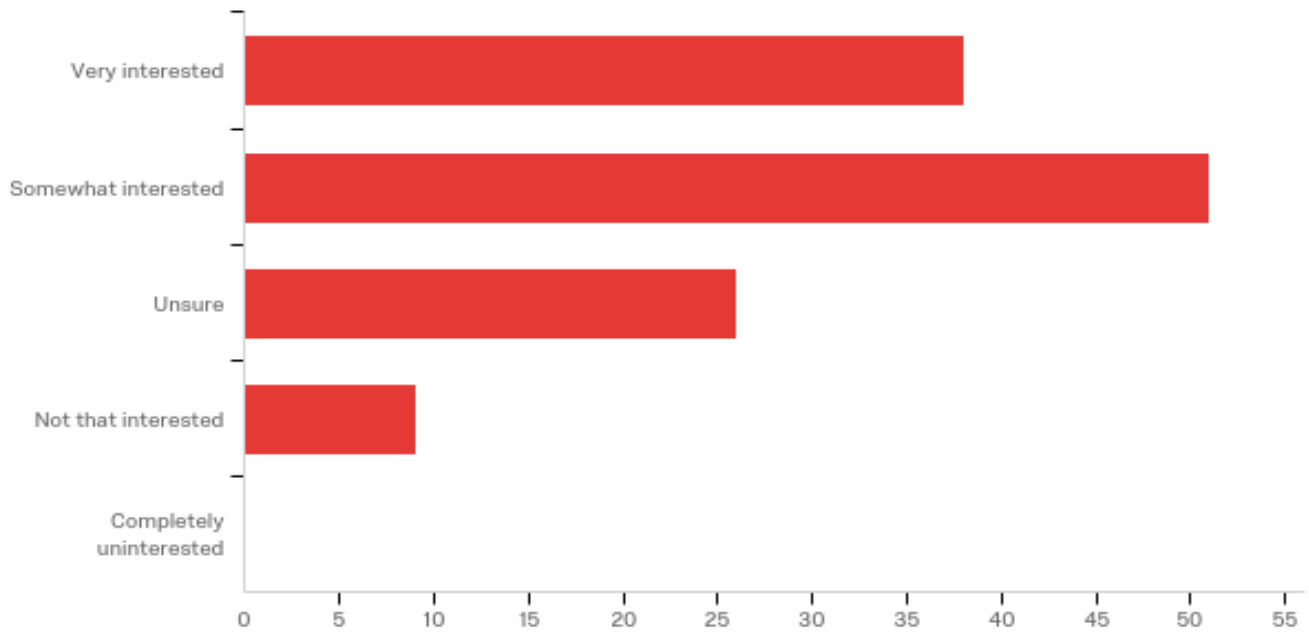
#	Answer	%	Count
1	Yes	73.58%	117
2	Maybe	23.27%	37
3	No	3.14%	5
	Total	100%	159

Q2 - Are you interested in doing nursing research (working as a clinical nurse researcher)?



#	Answer	%	Count
1	Yes	29.22%	45
2	Maybe	51.95%	80
3	No	18.83%	29
	Total	100%	154

Q3 - After you complete your BSN, how interested would you be in a Masters of Science in Clinical Epidemiology that can be taken completely online through the College of Public Health?



#	Answer	%	Count
1	Very interested	30.65%	38
2	Somewhat interested	41.13%	51
3	Unsure	20.97%	26
4	Not that interested	7.26%	9
5	Completely uninterested	0.00%	0
	Total	100%	124

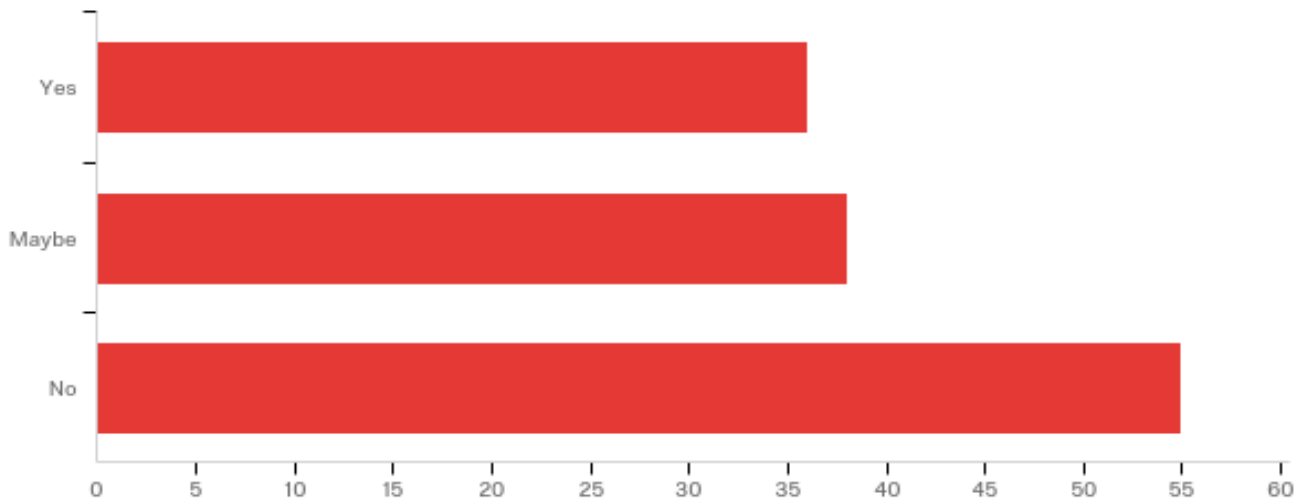
The survey to follow is from the College of Podiatric Medicine students. It was administered in August, 2017.

Default Report

Podiatry Student Survey

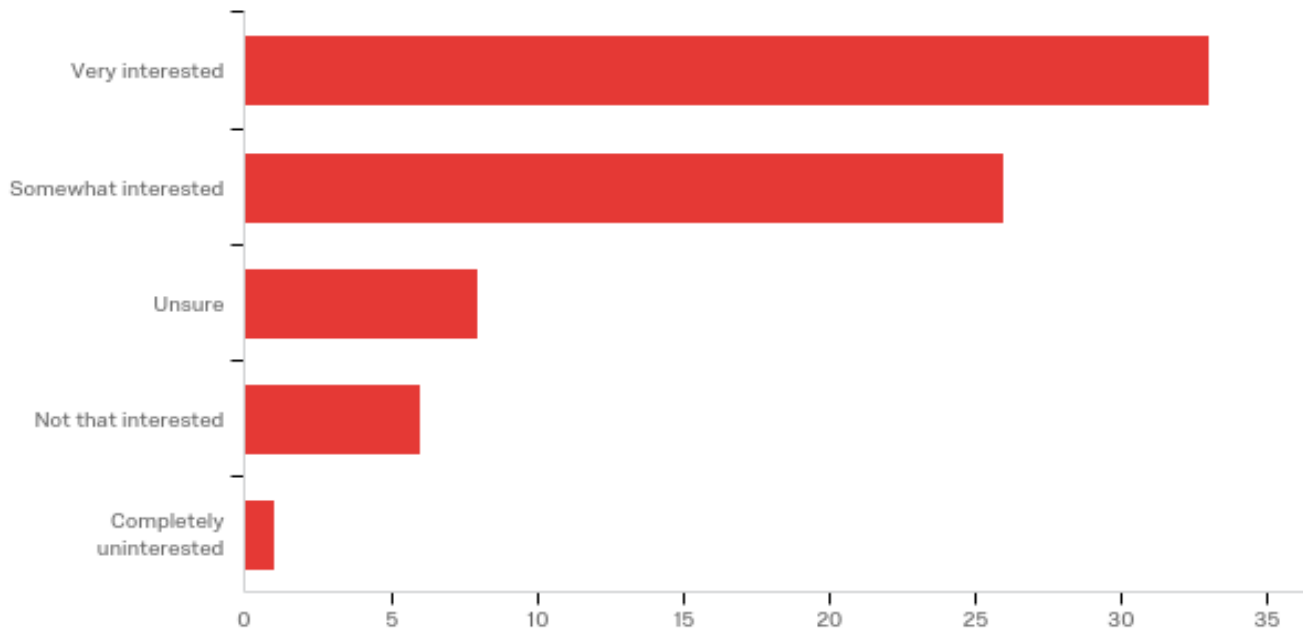
September 12th 2017, 11:35 am EDT

Q1 - Are you interested in a graduate research degree after you complete your Podiatric Medicine degree?



#	Answer	%	Count
1	Yes	27.91%	36
2	Maybe	29.46%	38
3	No	42.64%	55
	Total	100%	129

Q2 - After you complete your Podiatric Medicine degree, how interested would you be in a Masters of Science in Clinical Epidemiology that can be taken completely online through the College of Public Health?



#	Answer	%	Count
1	Very interested	44.59%	33
2	Somewhat interested	35.14%	26
3	Unsure	10.81%	8
4	Not that interested	8.11%	6
5	Completely uninterested	1.35%	1
	Total	100%	74

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date ^{Aug} 26-ago-17 Curriculum Bulletin _____
 Effective Date ~~select one~~ ^{asap} Approved by EPC _____

Department **MCLS**
 College **AS - Arts and Sciences**
 Degree **MA - Master of Arts**
 Program Name **Spanish** Program Banner Code **SPAN**
 Concentration(s) **Literature and Culture** Concentration(s) Banner Code(s) **LIT**
 Proposal **Temporarily suspend admissions**

Description of proposal:

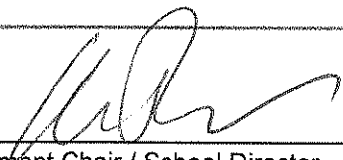
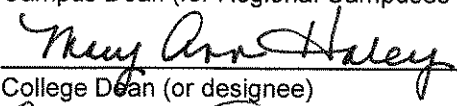
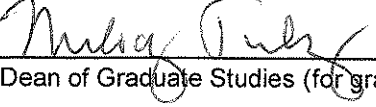
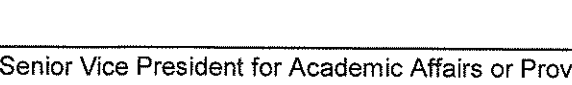
The Spanish Unit within the department of MCLS is proposing to temporarily suspend admissions to the MA in Spanish program. The unit is planning to revise its graduate curriculum substantially. Suspension of admissions will prevent students from being affected negatively by the changes mid-program.

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., 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

	9/7/17
Department Chair / School Director	
	9/22/17
Campus Dean (for Regional Campuses proposals)	
	10/03/17
College Dean (or designee)	
	____/____/____
Dean of Graduate Studies (for graduate proposals)	
____	____/____/____
Senior Vice President for Academic Affairs or Provost (or designee)	

MCLS SPAN LIT
27



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

REQUEST FOR SUSPENSION OF ADMISSIONS OR DISCONTINUATION OF GRADUATE PROGRAM

Institutions use this form to notify the Chancellor of a change of status for a graduate program.

Note: Institutions that intend to suspend admissions or discontinue a graduate program that leads to educator preparation licenses or endorsements should contact Matt Exline (mexline@highered.ohio.gov) for direction on completing the Program Dormancy form.

Please check one:

Suspension of Admissions

A university may suspend admissions into a graduate degree program if 1) the institution plans to reactivate admissions into the program within five (5) years of the suspension (seven (7) years if requested before October 21, 2015), or 2) the program has existing students that need to complete their degrees prior to discontinuation of the program.

If, after suspension of admissions into a graduate degree program, the program is not reactivated within the specified period, the program will be declared permanently discontinued. Reinstatement of a discontinued program will require formal approval as a new graduate degree program.

Immediate Discontinuation

An institution may immediately discontinue a program if there are no students currently enrolled in the program, and there is no intent to reactivate the program in the future. Reinstatement of a discontinued program will require formal approval as a new graduate degree program.

Date of Request:

10/6/17

Implementation Date:

Fall 2018

Name of institution:

Kent State University

Name of program: (one form per program)

MA in Spanish , Literature Concentration

Primary institutional contact for this request:

Name	Tankersley, Melody J
Title	Sr Assoc Prov & Grad Std Dean

Phone number	330-672-8613
E-mail	mtankers@kent.edu

Please respond to the following:

1. Provide a rationale for the suspension of admission or immediate discontinuation of the program.

With the exception of a few minor changes, the curriculum for the literature concentration in the MA in Spanish has not been revised in several decades. Over that time, the student demographic, the employment contexts for graduates in Spanish, and the Spanish faculty at Kent State have changed considerably. We are seeking temporary suspension of admission to enable us to make substantial revisions to the MA Spanish, Literature Concentration without causing major disruptions to students' academic progress. We plan to modernize our curriculum and be more responsive to today's market by eliminating courses that are no longer relevant and creating new courses that are relevant.

2. Indicate number of students currently enrolled in the program.

4 students currently enrolled. The majority will have only 3 credit hours remaining after fall 2017; one will have 9 credit hours.

3. Describe how the suspension of admissions and any plan for discontinuation of program will affect the program and the students currently in the program. Explain plans for notifying current students and assisting them in the completion of their degrees, when applicable.

The Spanish Unit will continue to offer the courses in the current MA program until the last students actively enrolled graduates. Our undergraduate program remains strong. Thus, we have been able to offer 4/50000 Spanish courses regularly. Additionally, we have been offering 60000-level courses to our small graduate population and to College Credit Plus teachers who need graduate courses in Spanish.

4. Will there be a loss of faculty or staff positions? If so, indicate when the faculty or staff members were or will be informed.

There will be no loss of faculty positions. On the contrary, the present curriculum was developed by faculty who have long ago retired. The revised program will make better use of the expertise of our current faculty.

5. Describe the plan for communicating the suspension of admissions or discontinuation.

The suspension of admission to a program goes through various levels of curricular approval. Notification of suspension of admissions will appear in the appropriate online university catalog.

The signature below verifies that this request has received the necessary institutional approval and that this information is truthful and accurate.

Respectfully,

Signature of the institution's Provost or Graduate School Dean

Name (printed)

Title

CCGS institutions submitting requests for graduate programs should submit the request to Steve Nameth (snameth@highered.ohio.gov) and copy Matt Exline (mexline@highered.ohio.gov). Documents may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents.

*Revised by CCGS, May 20, 2016

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Apr-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **School of Journalism and Mass Communication**
 College **CI - Communication and Information**
 Degree **MA - Master of Arts**
 Program Name **Journalism and Mass Communication** Program Banner Code **JMC**
 Concentration(s) **Public Relations (online delivery only)** Concentration(s) Banner Code(s) **PR**
 Proposal **Revise program**

Description of proposal:

Requesting to remove the ONLINE DELIVERY of the Public Relations concentration. Also, requesting to revise the program description in the catalog for the Public Relations concentration to remove the language about the concentration being able to be completed 100 percent online.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

There is no impact on other programs.

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

CCI Dean's Office

REQUIRED ENDORSEMENTS

Traci Webster 6/23/17
 Department Chair / School Director

Amy Reynolds 7/11/17
 Campus Dean (for Regional Campuses proposals)

 //17
 College Dean (or designee)

Melody Johnson 7/24/17
 Dean of Graduate Studies (for graduate proposals)

 //17
 Senior Vice President for Academic Affairs and Provost (or designee)

Proposal Summary
[Revise CI-MA-JMC-PR program (Online Delivery ONLY)]

Description of Action, Including Intended Effect

Requesting to remove the ONLINE DELIVERY of the CI-MA-JMC-PR program. The in-person delivery of this concentration will continue. Also requesting to revise the catalog copy for the PR concentration to remove the language about online delivery.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

There will be no impact to other programs. The School is focusing on redesigning the graduate program and curriculum.

Fiscal, Enrollment, Facilities and Staffing Considerations

The School and its third-party provider (Pearson Embanet) have terminated an agreement to continue the program.

Evidence of Need and Sustainability if Establishing

N/A

Provisions for Phase-Out if Inactivating

The School will continue to work with Pearson Embanet to service the program's existing students through graduation.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Approval by JMC Graduate Curriculum Committee: March 3, 2017

Approval by JMC FAC: March 17, 2017

Approval by CCI Graduate Coordinators Council: April 13, 2017

Approval by EPC: August 21, 2017

Approval by ODHE: Fall 2017

JOURNALISM AND MASS COMMUNICATION - M.A.

College of Communication and Information
School of Journalism and Mass Communication
201 Franklin Hall
Kent Campus
330-672-2572
jmc@kent.edu
www.kent.edu/jmc

Description

The Master of Arts degree in Journalism and Mass Communication is designed to give students a solid background in preparation for a professional or academic career. Courses are dynamic, challenging and professionally relevant. With small class sizes, students are able to learn from their professors and from the experiences of their fellow classmates; many of whom are working media professionals. As one of two nationally accredited journalism schools in the State of Ohio, Kent State's School of Journalism and Mass Communication provides its students with a strong foundation to achieve their future goals in the rapidly changing media industry.

The Journalism and Mass Communication major comprises the following concentrations:

- **Media Management** concentration provides a stimulating and challenging environment in which students can learn the principles of effective management from professors who are accomplished both professionally and academically.
- **Public Relations** concentration accommodates the needs of students who wish to pursue a management-level career at an in-house marketing communication or public relations department or at a public relations or integrated marketing communications agency.
- **Reporting/Editing: Journalism Educators** concentration caters to those who want to teach high school journalism. By offering hands-on, engaging courses (such as reporting public affairs, computer-assisted reporting, online journalism, legal problems for mass media and design for cybermedia), the program readies students to better prepare their students upon graduation.
- **Reporting/Editing: Broadcasting** concentration focuses on educating students who want to become reporters or producers of broadcast content. Curriculum covers broadcast documentary, advanced broadcast news and online journalism.
- **Reporting/Editing: Magazine** concentration is for students who want to become writers, editors or magazine publishers. Curriculum focuses on magazine publishing, feature writing and specialized reporting and design.
- **The Reporting/Editing: Newspaper** concentration is for students who want to become writers or editors for traditional newspapers and their online units. The curriculum covers reporting public policy, computer-assisted reporting and specialized reporting.
- **The Reporting/Editing: Convergence** concentration is for students who want to become content providers for traditional and online media companies, across all platforms. This concentration features a combination of elements, including reporting public policy, computer-

assisted reporting and design, along with online journalism and collaborative online production. *a.k.*

Fully Offered At:

- Online (Reporting/Editing: Journalism Educators concentration only)
- Kent Campus

Admission Requirements

- Official transcript(s)
- Three letters of recommendation
- GRE scores (may be waived for applicants with significant professional experience, as determined by the graduate studies committee)
- Goal statement and statement of desired concentration
- Résumé or vitae

English Language Proficiency Requirements for International

Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 587 TOEFL score (94 on the Internet-based version), minimum 82 MELAB score, minimum 7.0 IELTS score or minimum 65 PTE Academic score. For more information on international admission, visit the Office of Global Education's admission website. **Effective spring 2018.**

For more information about graduate admissions, please visit the Graduate Studies website.

Program Learning Outcomes

Graduates of this program will be able to:

1. Communicate effectively across multiple platforms.
2. Demonstrate an understanding of relevant ethical and legal frameworks in their disciplines.
3. Ground their professional work in relevant theories.
4. Represent high levels of professionalism.

Program Requirements

Major Requirements

Major Requirements		
JMC 60000	INTRODUCTION TO GRADUATE STUDIES IN JOURNALISM AND MASS COMMUNICATION	3
JMC 60001	THEORY OF MASS COMMUNICATION ¹	3
JMC 60002	LEGAL PROBLEMS IN MASS COMMUNICATION ²	3
JMC 60003	ETHICS OF MASS COMMUNICATION ³	3
JMC 60007	RESEARCH METHODS IN MASS COMMUNICATION ⁴	3
Culminating Experience, choose from the following:		6
JMC 60199	THESIS I	
JMC 60396	MASTER'S PROFESSIONAL PROJECT ⁵	
and coursework from concentration		

Concentrations

Choose from the following:	15-19
Media Management	
Public Relations	
Reporting/Editing - Broadcast	
Reporting/Editing - Convergence	
Reporting/Editing - Journalism Educators	

Reporting/Editing - Magazine
Reporting/Editing - Newspaper

Minimum Total Credit Hours: 36-40

- ¹ Students declared in the Public Relations concentration may take JMC 68000 in place of JMC 60001.
- ² Students declared in the Public Relations concentration may take JMC 50016 in place of JMC 60002.
- ³ Students declared in the Public Relations concentration may take JMC 68006 in place of JMC 60003.
- ⁴ Students declared in the Public Relations concentration may take JMC 68008 in place of JMC 60007.
- ⁵ Students who select JMC 60396 for their culminating experience must take an additional coursework to meet the minimum credit hours for graduation.

Graduation Requirements

- Minimum 50 percent of coursework must be at the 60000 level and must have JMC course subject.
- Maximum 4 credit hours of workshop courses (xxx93) may count toward the degree.

Media Management Concentration Requirements

[CI-MA-JMC-MEDM]

Concentration Requirements

JMC 50015	MEDIA MARKETPLACE	3
JMC 60015	ADVANCED MEDIA MANAGEMENT	3
Management/Marketing Elective, choose from the following:		3
JMC 60195	SPECIAL TOPICS SEMINAR ¹	
JMC 68001	PUBLIC RELATIONS MANAGEMENT	
Marketing Upper-Division Course (MKTG 50000 or 60000 level)		
Media Management Electives, choose from the following:		6
JMC 66092	INTERNSHIP IN JOURNALISM AND MASS COMMUNICATION	

Other electives in relevant discipline areas approved by a student's advisor

Minimum Total Credit Hours: 15

- ¹ For JMC 60195, students should see advisor for appropriate topic(s).

Public Relations Concentration Requirements

[CI-MA-JMC-PR]

Concentration Requirements

JMC 68001	PUBLIC RELATIONS MANAGEMENT	3
Public Relations Electives, choose from the following:		12
JMC 58001	MEDIA RELATIONS AND PUBLICITY	
JMC 58003	DIGITAL PUBLIC RELATIONS	
JMC 66092	INTERNSHIP IN JOURNALISM AND MASS COMMUNICATION	
JMC 68004	SOCIAL MEDIA AND PUBLIC RELATIONS	
JMC 68005	STRATEGIC WRITING AND MESSAGING IN PUBLIC RELATIONS	

Other electives in relevant discipline areas approved by a student's advisor

Minimum Total Credit Hours: 15

Reporting/Editing - Broadcast Concentration Requirements

[CI-MA-JMC-REBR]

Concentration Requirements

JMC 50004	COMPUTER-ASSISTED REPORTING	3
JMC 56009	REPORTING PUBLIC POLICY	3
JMC 56052	ADVANCED BROADCAST REPORTING	3
JMC 60195	SPECIAL TOPICS SEMINAR ¹	3
JMC 66092	INTERNSHIP IN JOURNALISM AND MASS COMMUNICATION ²	1
Broadcast Electives, choose from the following:		3
JMC 50012	ONLINE JOURNALISM	
JMC 56054	BROADCAST DOCUMENTARY	
JMC 60009	SOCIAL ROLE OF THE MASS MEDIA	
JMC 60195	SPECIAL TOPICS SEMINAR	

Minimum Total Credit Hours: 16

- ¹ For JMC 60195, students should see advisor for appropriate topic(s).
- ² Internship may be waived if a student has relevant and significant professional experience and approval from faculty.

Professional Prerequisite Courses

The following classes should be taken by students without significant professional news experience as directed by the academic advisor or graduate coordinator. Credit hours for the courses do not count toward the degree program, but the grades do for JMC 50002 and JMC 55051.

JMC 22002	VIDEOGRAPHY BASICS	1
JMC 50002	REPORTING FOR MASS MEDIA	3
JMC 55051	REPORTING BROADCAST NEWS	3

Reporting/Editing - Convergence Concentration Requirements

[CI-MA-JMC-RECJ]

Concentration Requirements

JMC 50012	ONLINE JOURNALISM	3
JMC 55051	REPORTING BROADCAST NEWS	3
JMC 56009	REPORTING PUBLIC POLICY	3
JMC 60195	SPECIAL TOPICS SEMINAR ¹	3
JMC 66092	INTERNSHIP IN JOURNALISM AND MASS COMMUNICATION ²	1

Convergence Electives, choose from the following: 3

JMC 50004	COMPUTER-ASSISTED REPORTING
JMC 56052	ADVANCED BROADCAST REPORTING
JMC 56054	BROADCAST DOCUMENTARY
JMC 60009	SOCIAL ROLE OF THE MASS MEDIA
JMC 60195	SPECIAL TOPICS SEMINAR ¹

Other electives in relevant discipline areas approved by a student's advisor

Minimum Total Credit Hours: 16

- ¹ For JMC 60195, students should see advisor for appropriate topic(s).
- ² Internship may be waived if a student has relevant and significant professional experience and approval from faculty.

Professional Prerequisite Courses

The following classes should be taken by students without significant professional news experience as directed by the academic advisor or graduate coordinator. Credit hours the courses do not count toward the degree program, but the grades do for JMC 50002 and JMC 50003.

JMC 22002	VIDEOGRAPHY BASICS	1
JMC 50002	REPORTING FOR MASS MEDIA	3
JMC 50003	EDITING FOR MASS MEDIA	3

Reporting/Editing - Journalism Educators Concentration Requirements

[CI-MA-JMC-REJO]

Concentration Requirements

JMC 50002	REPORTING FOR MASS MEDIA	3
JMC 50015	MEDIA MARKETPLACE	3
JMC 60195	SPECIAL TOPICS SEMINAR ¹	3
Journalism Educators Electives, choose from the following:		
JMC 56006	EDITORIAL WRITING	
JMC 67076	TEACHING BROADCAST JOURNALISM	
JMC 67079	TEACHING PHOTO EDITING	
JMC 67083	TEACHING NEWS DESIGN	
JMC 67085	TEACHING PHOTOJOURNALISM	
JMC 67087	ADVISING YEARBOOK	
JMC 60195	SPECIAL TOPICS SEMINAR ¹	

Minimum Total Credit Hours: 15

¹ For JMC 60195, students should see advisor for appropriate topic(s).

Reporting/Editing - Magazine Concentration Requirements

[CI-MA-JMC-REMA]

Concentration Requirements

JMC 56016	BUSINESS OF PUBLISHING	3
JMC 56018	FEATURE WRITING	3
JMC 60021	LITERARY JOURNALISM	3
or JMC 66010	SPECIALIZED REPORTING	
JMC 66092	INTERNSHIP IN JOURNALISM AND MASS COMMUNICATION ¹	1

Magazine Electives, choose from the following: 6

JMC 50004	COMPUTER-ASSISTED REPORTING	
JMC 50012	ONLINE JOURNALISM	
JMC 56009	REPORTING PUBLIC POLICY	
JMC 56020	MAGAZINE DESIGN	
JMC 60009	SOCIAL ROLE OF THE MASS MEDIA	
JMC 60021	LITERARY JOURNALISM	
JMC 66010	SPECIALIZED REPORTING	

Other electives in relevant discipline areas approved by a student's advisor

Minimum Total Credit Hours: 16

¹ Internship may be waived if a student has relevant and significant professional experience and approval from faculty.

Professional Prerequisite Courses

The following classes should be taken by students without significant professional news experience as directed by the academic advisor or

graduate coordinator. Credit hours for the courses do not count toward the degree program, but the grade for JMC 50003 does.

JMC 22002	VIDEOGRAPHY BASICS	1
JMC 50003	EDITING FOR MASS MEDIA	3
VCD 37000	VISUAL DESIGN FOR MEDIA: ADVANCED	3

Reporting/Editing - Newspaper Concentration Requirements

[CI-MA-JMC-RENE]

Concentration Requirements

JMC 50004	COMPUTER-ASSISTED REPORTING	3
JMC 56009	REPORTING PUBLIC POLICY	3
JMC 56018	FEATURE WRITING	3
JMC 56021	ADVANCED MAGAZINE WRITING	3
or JMC 66010	SPECIALIZED REPORTING	
JMC 66092	INTERNSHIP IN JOURNALISM AND MASS COMMUNICATION ¹	1

Newspaper Electives, choose from the following: 6

JMC 50012	ONLINE JOURNALISM	
JMC 56016	BUSINESS OF PUBLISHING	
JMC 56020	MAGAZINE DESIGN	
JMC 56021	ADVANCED MAGAZINE WRITING	
JMC 60009	SOCIAL ROLE OF THE MASS MEDIA	
JMC 66010	SPECIALIZED REPORTING	

Other electives in relevant discipline areas approved by a student's advisor

Minimum Total Credit Hours: 19

¹ Internship may be waived if a student has relevant and significant professional experience and approval from faculty.

Professional Prerequisite Courses

The following classes should be taken by students, without significant professional news experience as directed by the academic advisor or graduate coordinator. Credit hours do not count toward the degree program, but the grades do.

JMC 50002	REPORTING FOR MASS MEDIA	3
JMC 50003	EDITING FOR MASS MEDIA	3



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

REQUEST FOR SUSPENSION OF ADMISSIONS OR DISCONTINUATION OF GRADUATE PROGRAM

Institutions use this form to notify the Chancellor of a change of status for a graduate program.

Note: Institutions that intend to suspend admissions or discontinue a graduate program that leads to educator preparation licenses or endorsements should contact Matt Exline (mexline@highered.ohio.gov) for direction on completing the Program Dormancy form.

Please check one:

Suspension of Admissions (to the ONLINE delivery of the program ONLY)

A university may suspend admissions into a graduate degree program if 1) the institution plans to reactivate admissions into the program within five (5) years of the suspension (seven (7) years if requested before October 21, 2015), or 2) the program has existing students that need to complete their degrees prior to discontinuation of the program.

If, after suspension of admissions into a graduate degree program, the program is not reactivated within the specified period, the program will be declared permanently discontinued. Reinstatement of a discontinued program will require formal approval as a new graduate degree program.

Immediate Discontinuation

An institution may immediately discontinue a program if there are no students currently enrolled in the program, and there is no intent to reactivate the program in the future. Reinstatement of a discontinued program will require formal approval as a new graduate degree program.

Date of Request:

4/5/17

Implementation Date:

Fall 2018

Name of institution:

Kent State University – School of Journalism and Mass Communication

Name of program: (one form per program)

Master of Arts (MA) degree in Journalism and Mass Communication with a Public Relations concentration – suspending admissions to the ONLINE DELIVERY of the program ONLY; we will still continue to offer the in-person delivery of the Public Relations concentration.

Primary institutional contact for this request:

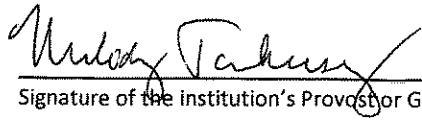
Name	Dr. Melody J. Tankersley
Title	Senior Associate Provost and Dean, Graduate Studies
Phone number	330-672-8613
E-mail	mtankers@kent.edu

Please respond to the following:

1. Provide a rationale for the suspension of admission or immediate discontinuation of the program.
 - a. The program has seen a dramatic decrease in enrollment in the online delivery of the PR program over the past two years. We had more than 250 students enrolled in the program in 2012, more than 200 in 2014, fewer than 130 in 2016, and currently, there are fewer than 70 in the online program. As a result, the School of Journalism and Mass Communication has decided to increase resources to other programs. The School and its third-party provider (Pearson Embanet) have entered into an agreement to dissolve the program once the current students have graduated. The School is continuing the on-ground program in Public Relations.
2. Indicate number of students currently enrolled in the program.
 - a. There are approximately 65 students currently enrolled in the online program (this accounts for students who have stopped taking classes for one session). The program is not accepting new students.
3. Describe how the suspension of admissions and any plan for discontinuation of program will affect the program and the students currently in the program. Explain plans for notifying current students and assisting them in the completion of their degrees, when applicable.
 - a. The School and Pearson Embanet continue to service the current students in the program and will do so through graduation. The School sent emails to every student currently enrolled and contacted those students who needed additional guidance to ensure progress toward graduation. The director contacted each prospective student who expressed interest in the program to notify them the program was no longer admitting students.
4. Will there be a loss of faculty or staff positions? If so, indicate when the faculty or staff members were or will be informed.
 - a. No loss of faculty or staff positions as a result of this decision. The on-ground program will continue.
5. Describe the plan for communicating the suspension of admissions or discontinuation.
 - a. As stated above, the School sent emails and made phone calls to students, both current and prospective, to explain the decision and the plan moving forward. These emails and calls took place within the week of making this decision. Pearson Embanet is communicating to students as well. Our faculty and administration in the School are working with all current students on an appropriate path toward graduation.

The signature below verifies that this request has received the necessary institutional approval and that this information is truthful and accurate.

Respectfully,



Signature of the institution's Provost or Graduate School Dean

Melody Tankersley

Name (printed)

Sr. Associate Provost, Dean Graduate Studies

Title

Submit this form and supporting materials to Matt Exline (mexline@highered.ohio.gov) and copy Megan Johnson (mjohnson@highered.ohio.gov). Documents may be submitted as Microsoft Office documents (e.g. Word or Excel) or as PDF documents.

*Revised by CCGS, May 20, 2016



TO: Educational Policies Council
FROM: Senior Vice President and Provost Todd A. Diacon
SUBJECT: Agenda for Monday, 20 November 2017
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center
DATE: 13 November 2017

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by 17 November 2017, to ensure that the materials are available at the meeting for review.

[Joint Educational Policies Council Agenda](#)
[Graduate Educational Policies Council Agenda](#)
[Undergraduate Educational Policies Council Agenda](#)
[Course Revisions](#)

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Minutes of meeting on 16 October 2017
[Attachment 1](#)

Office of the Provost

2. Revision of the Definition of Instructional Arrangements and Guidelines for the Awarding of Academic Credit policy to provide more guidance and code consistency in course development. Effective Fall 2018 | [Attachment 2](#)

College of Arts and Sciences

3. Restructure of the Liquid Crystal Institute to be more inclusive and include materials science research. The institute will be renamed Advanced Materials and Liquid Crystal Institute. Effective Fall 2018 | [Attachment 3](#)

GRADUATE EDUCATIONAL POLICIES COUNCIL**ACTION ITEMS****College of the Arts*****School of Art***

1. Consolidation of Crafts [CRFT] and Fine Arts [ARTS] majors into one major—renamed Studio Art [SART]—within the Master of Arts [MA] degree. In addition, course revisions include 13 new ARTS courses. Minimum total credit hours to program completion are 32.
Effective Fall 2018 pending final approval | [Attachment 4](#)

College of Arts and Sciences***Department of Biological Sciences***

2. Revision of name and course requirements for the Biological Sciences–Cell Biology [CELL] major within the Master of Science [MS] degree. Revised name is Biological Sciences–Cell Biology and Molecular Genetics [BSCM]. Revision includes requiring BSCI 60184 and adding BSCI 50142, BSCI 50143, BSCI 60103 and BSCI 60144 as required. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2018 | [Attachment 5](#)
3. Revision of name and course requirements for the Biological Sciences–Cell Biology [CELL] major within the Doctor of Philosophy [PhD] degree. Revised name is Biological Sciences–Cell Biology and Molecular Genetics [BSCM]. Revision includes requiring BSCI 70184 as required and adding BSCI 70103, BSCI 70142, BSCI 70143, and BSCI 70144 as required. Minimum total credit hours to program completion are unchanged at 60.
Effective Fall 2018 | [Attachment 6](#)
4. Revision of name and course requirements for the Biological Sciences–Ecology [ECOL] major within the Master of Science [MS] degree. Revised name is Biological Sciences–Ecology and Evolutionary Biology [BSEE]. Revision includes requiring BSCI 60184 and adding BSCI 60103 as required. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2018 | [Attachment 7](#)
5. Revision of name and course requirements for the Biological Sciences–Ecology [ECOL] major within the Doctor of Philosophy [PhD] degree. Revised name is Biological Sciences–Ecology and Evolutionary Biology [BSEE]. Revision includes requiring BSCI 70184 as required and adding BSCI 70103 as required. Minimum total credit hours to program completion are unchanged at 60.
Effective Fall 2018 | [Attachment 8](#)
6. Revision of name and course requirements for the Biological Sciences–Physiology [PSIO] major within the Master of Science [MS] degree. Revised name is Biological Sciences–Integrative Physiology and Neurobiology [BSPN]. Revision includes requiring BSCI 60184 and adding BSCI 60103 and BSCI 60491 as required. Minimum total credit hours to program completion are unchanged at 32
Effective Fall 2018 | [Attachment 9](#)
7. Revision of name and course requirements for the Biological Sciences–Physiology [PSIO] major within the Doctor of Philosophy [PhD] degree. Revised name is Biological Sciences–Integrative Physiology and Neurobiology [BSPN]. Revision includes requiring BSCI 70184 and adding BSCI 70103 and BSCI 70491 as required. Minimum total credit hours to program completion are unchanged at 60.

Effective Fall 2018 | [Attachment 10](#)

GRADUATE EPC AGENDA *continued*

INFORMATION ITEMS

College of Aeronautics and Engineering

1. Program development plan to establish an Aviation Logistics and Management major within the Master of Science degree. A full proposal will come to EPC for a vote at a later date.
[Attachment 11](#)

College of Business Administration

Department of Management and Information Systems

2. Revision of instructional delivery for the Business Analytics [BA] within the Master of Science [MS] degree. The program will be offered fully online in addition to on-ground on the Kent Campus. Admission, course and graduation requirements are unchanged.
Effective Fall 2018 | [Attachment 12](#)

LESSER ACTION ITEMS

College of Architecture and Environmental Design

1. Revision of admission requirements for the Architecture [ARCH] major within the Master of Architecture [MARC] degree. Revision includes changing the requirement of a “pre-professional degree in architecture” to a “bachelor’s degree,” with the condition that some students lacking the necessary background may be required to take additional coursework. Minimum total credit hours to program completion are unchanged at 44.
Effective Fall 2018

College of Communication and Information

School of Communication Studies

2. Revision of course requirements for the Communication Studies [COMM] major within the Master of Arts [MA] degree. Revision includes adding COMM 65040 as either/or option to COMM 65020. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2018

School of Journalism and Mass Communication

3. Inactivation of concentrations and revision of admission and course requirements for the Journalism and Mass Communication [JMC] major within the Master of Arts [MA] degree. Six of seven concentrations are inactivated: Public Relations [PR], Media Management [MEDM], Reporting/Editing–Magazine [REMA], Reporting/Editing–Broadcast [REBR], Reporting/Editing–Newspaper [RENE] and Reporting/Editing–Convergence [RECN]. The seventh concentration, Reporting/Editing–Journalism Educator [REJO], will become optional and be renamed Journalism Education [JNED]. Admission revision includes adding a minimum 152 GRE score in verbal reasoning and minimum 3.5 GRE in analytical writing; requiring a writing sample; and revising TOEFL requirements to match the college policy. Minimum total credit hours to program completion decrease, from 36 to 33.
Effective Fall 2018

GRADUATE EPC AGENDA *continued***LESSER ACTION ITEMS *continued*****College of Communication and Information *continued******School of Visual Communication Design***

4. Revision of course requirements for the Visual Communication Design [VCD] major within the Master of Arts [MA] degree. Revision includes removing VCD 53004 and adding UXD 60001. Minimum total credit hours to program completion are unchanged at 31.
Effective Fall 2018

College of Education, Health and Human Services***School of Foundations, Leadership and Administration***

5. Establishment of admission requirements for the Disability Studies and Community Inclusion [C618] post-baccalaureate certificate. Applicants must submit official transcript(s), two letters of recommendation and a statement of personal goals and professional objectives.
Effective Fall 2018
6. Revision of course requirements for the Evaluation and Measurement [EVAL] major within the Master of Education [MED] degree. Revision includes removing EVAL 55610; adding EVAL 65515, EVAL 65516, EVAL 68715 as required; and decreasing major electives, from 20 to 3 credit hours. Minimum total credit hours to program completion decrease, from 32 to 30.
Effective Fall 2018
7. Revision of course requirements for the Qualitative Research [C641] post-baccalaureate certificate. Revision includes moving SOC 62221 from one elective list to another; and adding CULT 60050 as elective. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018

School of Lifespan Development and Educational Sciences

8. Establishment of admission requirements for the Deaf Education Multiple Disabilities [C616] post-baccalaureate certificate. Applicants must submit official transcript(s); two letters of recommendation; a statement of personal goals and professional objectives; and either be declared in a deaf education graduate degree program, or submit evidence of a current deaf education teaching license.
Effective Fall 2018
9. Establishment of admission requirements for the Early Childhood Deaf Education [C617] post-baccalaureate certificate. Applicants must submit official transcript(s); two letters of recommendation; a statement of personal goals and professional objectives; and hold a bachelor's degree in speech or audiology, or be declared in a deaf education graduate degree program, or submit evidence of a current deaf education teaching license.
Effective Fall 2018
10. Revision of graduation requirements for the Educational Psychology [EPSY] major within the Master of Arts [MA] degree. Revision includes adding, as a note, the university policy that no more than one-half of a graduate student's coursework may be taken at the 50000 level. Minimum total credit hours to program completion are unchanged at 39.
Effective Fall 2018

GRADUATE EPC AGENDA *continued***LESSER ACTION ITEMS *continued*****College of Education, Health and Human Services *continued******School of Lifespan Development and Educational Sciences continued***

11. Revision of graduation requirements for the Educational Psychology [EPSY] major within the Master of Education [MED] degree. Revision includes adding, as a note, the university policy that no more than one-half of a graduate student's coursework may be taken at the 50000 level. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2018
12. Inactivation of concentration and revision of admission and course requirements for the Educational Psychology [EPSY] major within the Doctor of Philosophy [PHD] degree. The Instructional Technology [ITEC] optional concentration is inactivated. Course revisions change the focus on the program to training researchers in cognition, learning and development using existing EPSY and PSYC courses. Admission revision includes allowing post-baccalaureate students to be admitted. Minimum total credit hours to program completion are unchanged for post-master's students at 75 and (new) 108 for post-baccalaureate students.
Effective Fall 2018
13. Establishment of admission requirements for the Gerontology [C603] post-baccalaureate certificate. Applicants must submit official transcript(s), two letters of recommendation and a statement of personal goals and professional objectives.
Effective Fall 2018
14. Revision of graduation requirements for the Instructional Technology [ITEC] major within the Master of Education [MED] degree. Revision includes adding, as a note, the university policy that no more than one-half of a graduate student's coursework may be taken at the 50000 level. Minimum total credit hours to program completion are unchanged at 34-36, depending on concentration.
Effective Fall 2018
15. Establishment of admission requirements for the Nursing Home Administration [C637] post-baccalaureate certificate. Applicants must submit official transcript(s), two letters of recommendation and a statement of personal goals and professional objectives.
Effective Fall 2018
16. Establishment of admission requirements for the Online Learning and Teaching [C614] post-baccalaureate certificate. Applicants must submit official transcript(s), two letters of recommendation and a statement of personal goals and professional objectives.
Effective Fall 2018
17. Revision of graduation requirements for the Rehabilitation Counseling [RHAB] major within the Master of Education [MED] degree. Revision includes adding, as a note, the university policy that no more than one-half of a graduate student's coursework may be taken at the 50000 level. Minimum total credit hours to program completion are unchanged at 53.
Effective Fall 2018
18. Revision of graduation requirements for the School Psychology [SPSY] major within the Master of Education [MED] degree. Revision includes adding, as a note, the university policy that no more than one-half of a graduate student's coursework may be taken at the 50000 level. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2018

GRADUATE EPC AGENDA *continued***LESSER ACTION ITEMS *continued*****College of Education, Health and Human Services *continued******School of Lifespan Development and Educational Sciences continued***

19. Revision of graduation requirements for the Special Education [SPED] major within the Master of Education [MED] degree. Revision includes adding, as a note, the university policy that no more than one-half of a graduate student's coursework may be taken at the 50000 level. Minimum total credit hours to program completion are unchanged at 33. Effective Fall 2018

School of Teaching, Learning and Curriculum Studies

20. Revision of graduation requirements for the Career-Technical Teacher Education [CTTE] major within the Master of Education [MED] degree. Revision includes adding, as a note, the university policy that no more than one-half of a graduate student's coursework may be taken at the 50000 level. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2018
21. Establishment of admission requirements for the Career-Technical Teacher Education [C625] post-baccalaureate certificate. Applicants must submit official transcript(s), two letters of recommendation and a statement of personal goals and professional objectives. Effective Fall 2018
22. Revision of graduation requirements for the Reading Specialization [READ] major within the Master of Arts [MA] degree. Revision includes adding, as a note, the university policy that no more than one-half of a graduate student's coursework may be taken at the 50000 level. Minimum total credit hours to program completion are unchanged at 37. Effective Fall 2018
23. Revision of graduation requirements for the Reading Specialization [READ] major within the Master of Education [MED] degree. Revision includes adding, as a note, the university policy that no more than one-half of a graduate student's coursework may be taken at the 50000 level. Minimum total credit hours to program completion are unchanged at 37. Effective Fall 2018

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL**ACTION ITEMS****College of Aeronautics and Engineering**

1. Establishment of a Mechanical Engineering Technology [MERT] major within the Bachelor of Science [BS] degree, to be offered at the Kent Campus. The major replaces the Mechanical Engineering Technology concentration within the Applied Engineering major. Minimum total credit hours to program completion are 120.
Effective Fall 2018 pending final approval | Attachment 13: [Proposal](#) | [Additional Information](#)
2. Establishment of a Mechatronics Engineering [MENG] major within the Bachelor of Science [BS] degree, to be offered at the Kent Campus. Minimum total credit hours to program completion are 121.
Effective Fall 2018 pending final approval | Attachment 14: [Proposal](#) | [Additional Information](#)
3. Establishment of a Mechatronics Engineering Technology [MCET] major within the Bachelor of Science [BS] degree, to be offered at the Kent Campus. The major replaces the Mechatronics concentration within the Applied Engineering major. Minimum total credit hours to program completion are 120.
Effective Fall 2018 pending final approval | Attachment 15: [Proposal](#) | [Additional Information](#)

Regional College

4. Revision of name for the Computer Technology [COMT] major within the Associate of Applied Business [AAB] degree. The revised name will be Information Technology [IT]. In addition, the course subject for computer technology courses is revised, from COMT to IT. The program is offered fully online and on-ground at the Ashtabula, East Liverpool, Geauga, Salem, Trumbull and Tuscarawas campuses, and at the Twinsburg Regional Academic Center.
Effective Fall 2018 | [Attachment 16](#)
5. Establishment of an Information Technology [IT] major within the Bachelor of Science in Information Technology [BSIT] degree. The proposed program replaces five computer technology concentrations within the Technical and Applied Studies major. The program will be offered fully online and hybrid online/on-ground at all seven regional campuses and the Twinsburg Regional Academic Center. The Trumbull Campus will be the admitting campus for first-time applicants to the online program. The major will comprise six concentrations: Networking [NET], Internet/Multimedia [INMM], Application Development [ADEV], Health Information Technology [HIT], Integrated Information Technology [IIT] and Applied Computer Security and Forensics [ACSF]. Minimum total credit hours to program completion are 120.
Effective Fall 2018 pending final approval | Attachment 17: [Proposal](#) | [Additional Information](#)
6. Inactivation of the Legal Assisting Technology [LEGT] major within the Associate of Applied Science [AAS] degree on the East Liverpool Campus. The program has had no enrollment for several years, and there are no faculty associated with the program on the campus. The program is and will continue to be offered at the Trumbull Campus.
Effective Fall 2018 | [Attachment 18](#)
7. Establishment of a Peace Officers Training Academy [C152] technical certificate, to be offered at the Kent and Trumbull campuses. Only students accepted to the Kent State Basic Peace Officer Training Academy will be able to declare the certificate. Four courses—POTA 11001, POTA 11002, POTA 11003, POTA 11004—will be established for the certificate. Minimum total credit hours to program completion are 22.
Effective Fall 2018 pending final approval | [Attachment 19](#)

UNDERGRADUATE EPC AGENDA *continued***INFORMATION ITEMS****College of Arts and Sciences*****Department of Mathematical Sciences***

1. Initial inquiry to establish an Actuarial Mathematics major within the Bachelor of Science degree. The major will replace the Actuarial Mathematics concentration in the Mathematics major. A full proposal will come to EPC for a vote at a later date.
[Attachment 20](#)

Regional College

2. Initial inquiry to establish a Criminology and Justice Studies major within the Associate of Applied Science degree. The major will replace the Justice Studies major within the Associate of Arts degree. A full proposal will come to EPC for a vote at a later date.
[Attachment 21](#)
3. Initial inquiry to establish a Modeling, Animation and Game Creation major within the Bachelor of Science degree. The major will replace the Computer Design, Animation and Game Design concentration in the Engineering Technology major. A full proposal will come to EPC for a vote at a later date.
[Attachment 22](#)

LESSER ACTION ITEMS**College of Aeronautics and Engineering**

1. Revision of course requirements for the Aeronautics [AERN] major within the Bachelor of Science [BS] degree. Revision includes replacing AERN 35340 with AERN 25100 in the major; moving AERN 35340 as required into Aviation Management [AVMN] concentration; and replacing AERN 45350 with aeronautics electives in Flight Technology [FLGT], Air Traffic Control [ATC] and Aeronautical Studies [AEST] concentrations. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

College of the Arts***School of Art***

2. Revision of course requirements for the Ceramics [CERM] minor. Revision includes replacing ARTS 14055 with ARTS 24051. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018
3. Revision of course requirements for the Glass [GLSS] minor. Revision includes replacing ARTS 14055 with ARTS 24051. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018
4. Revision of course requirements for the Sculpture and Expanded Media [SEM] minor. Revision includes replacing ARTS 14055 with ARTS 24051; and revising elective list by adding ARTS 34051, ARTS 34052, ARTS 34053, ARTS 44051, and removing ARTS 24055, ARTS 34055, ARTS 44055. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018

UNDERGRADUATE EPC AGENDA *continued***LESSER ACTION ITEMS *continued*****College of the Arts *continued******School of Fashion Design and Merchandising***

5. Revision of course requirements for the Fashion Merchandising [FM] major within the Bachelor of Science [BS] degree. Revision includes decreasing the upper-division FDM electives, from 9 to 6 credit hours; and adding 3 credits of FDM electives. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

College of Arts and Sciences***Department of Geology***

6. Revision of course requirements for the Geology [GEOL] major within the Bachelor of Science [BS] degree. Revision includes adding GEOG 49070 to science elective for students not declaring a concentration. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

College of Education, Health and Human Services***School of Foundations, Leadership and Administration***

7. Revision of course requirements for the Disability Studies and Community Inclusion [DSC] minor. Revision includes adding GERO 14029 and PSYC 40122 to elective list. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018

College of Public Health

8. Revision of course requirements for the Pre-Medicine, Dental, Osteopathy [PMD] concentration in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Revision includes creating a list of science-specific required courses and an elective list. Minimum total credit hours are unchanged at 120.
Effective Fall 2018

Regional College

9. Revision of course requirements for the Respiratory Care [RSPC] major within the Bachelor of Science [BS] degree. Revision includes adding LIB 30010 as required. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
10. Revision of progression requirements for the Respiratory Therapy Technology [RTT] major within the Associate of Applied Science [AAS] degree. Revision includes requiring students to complete or place out of MATH 00022, instead of MATH 00023, in order to be accepted to technical study, which is required to register for major coursework. Minimum total credit hours to program completion are unchanged at 65.
Effective Fall 2018

UNIVERSITY REQUIREMENTS COURSE REVISIONS

Experimental Learning Requirement Course Revisions for Fall 2018

COMT 21092	Computer Practicum (1-3) to:	
IT	.....	Revise
COMT 36392	Internship for Computer Technology Students (1-3) to:	
IT	.....	Revise
INS 49192	Property and Casualty Insurance Practicum (3).....	Inactive
INS 49292	Life and Health Insurance Practicum (3).....	Inactive

Writing Intensive Requirement Course Revisions for Fall 2018

COMT 36318	Survey of Information Security, Internet Fraud and Computer Forensics (3) to:	
IT	.....	Revise
INS 49020	Life and Health Insurance Operations (3).....	Inactive
INS 49021	Property and Casualty Insurance Operations (3).....	Inactive
NURS 40005	Professional Nursing Development (3) [removing WIC].....	Revise

COURSE REVISIONS

Course Revisions Effective Fall 2018

AERN 15300	Introduction to Engineering Analysis using MATLAB® (3).....	Revise
AERN 15500	Introduction to Aerospace Engineering (3).....	Revise
AERN 15741	Private Pilot Flight (3).....	Revise
AERN 20000	Professional Development in Aeronautics I (1).....	Revise
AERN 25100	Introduction to Aviation Management (2).....	New
AERN 25252	Thunderstorms and Severe Weather (3).....	Revise
AERN 25400	Dynamics (3).....	Revise
AERN 35200	Thermal Fluid Engineering (3).....	Revise
AERN 35300	Aerospace Vehicle Performance (3).....	Revise
AERN 35645	Instrument Pilot Flight (2).....	Revise
AERN 35647	Commercial Pilot Flight II (2).....	Revise
AERN 45010	Aircraft Dispatch I (3).....	Revise
AERN 45649	Flight Instructor/Airplanes (2).....	Revise
AERN 45651	Flight Instructor-Instruments (2).....	Revise
AERN 45653	Multi-Engine Pilot Flight (1).....	Revise
ARTS 24051	Introduction to Sculptural Practice (3).....	New
ARTS 24055	Sculpture I (3).....	Inactive
ARTS 34051	Sculptural Object (3).....	New

Course Revisions Effective Fall 2018 *continued*

ARTS 34052	Time Arts (3)	.....	New
ARTS 34053	Site and Context (3)	.....	New
ARTS 34055	Sculpture II (3)	.....	Inactive
ARTS 44051	Advanced Sculptural Practice (3)	.....	New
ARTS 44055	Sculpture IV (3)	.....	Inactive
ARTS 54091	Seminar: Studio (3) to: Variable Content Seminar: Studio Art	.....	Revise
ARTS 54092	Field Experience: Travel Study in Fine Art (1-3)	.....	Inactive
ARTS 55080	Studio Experience in Crafts (1-6) to: Kent Blossom Art	.....	Revise
ARTS 55092	Field Experience: Travel Studies in Crafts (1-3) to: Field Experience: Travel Studies in Studio Art	.....	Revise
ARTS 55095	Crafts: Selected Topics (1-6) to: Studio Arts: Special Topics	.....	Revise
ARTS 64000	Graduate Seminar I: Studio Art (3)	.....	New
ARTS 64001	Graduate Seminar II: Studio Art (3)	.....	New
ARTS 64040	Printmaking: Individual Study (2-10) to: Graduate Studio: Print Media and Photography I (1-9)	.....	Revise
ARTS 64041	Graduate Studio: Print Media and Photography II (1-9)	.....	New
ARTS 64050	Sculpture: Individual Study (2-10) to: Graduate Studio: Sculpture and Expanded Media I (1-9)	.....	Revise
ARTS 64051	Graduate Studio: Sculpture and Expanded Media II (1-9)	.....	New
ARTS 64060	Painting: Individual Study (2-10) to: Graduate Studio: Drawing and Painting I (1-9)	.....	Revise
ARTS 64061	Graduate Studio: Drawing and Painting II (1-9)	.....	New
ARTS 64096	Individual Investigation Fine Arts (2-10) to: Individual Investigation Studio Art (1-3)	.....	Revise
ARTS 65095	Crafts: Selected Topics (1-6) to: Studio Art: Advanced Special Topics	.....	Revise
ARTS 65300	Graduate Studio: Textiles I (1-9)	.....	New
ARTS 65301	Graduate Studio: Textiles II (1-9)	.....	New
ARTS 65400	Graduate Studio: Ceramics I (1-9)	.....	New
ARTS 65401	Graduate Studio: Ceramics II (1-9)	.....	New
ARTS 65600	Graduate Studio: Glass I (1-9)	.....	New
ARTS 65601	Graduate Studio: Glass II (1-9)	.....	New
ARTS 65700	Graduate Studio: Jewelry, Metals, Enameling I (1-9)	.....	New
ARTS 65701	Graduate Studio: Jewelry, Metals, Enameling II (1-9)	.....	New

Course Revisions Effective Fall 2018 *continued*

ARTS 65996	Individual Study: Crafts (1-15).....	Inactive
ARTS 64098	Research (1-15) to: Research in Studio Art.....	Revise
BST 60192	Practicum Experience in Biostatistics (6) to: (1-6)	Revise
COMT	Computer Technology course subject to: IT Information Technology course subject.....	Revise
COMT 11000	Introduction to Office Productivity Apps (3) to: IT	Revise
COMT 11002	Visual Basic Programming (3) to: IT	Revise
COMT 11004	Survey of Information Technology (3) to: IT	Revise
COMT 11005	Introduction to Operating Systems and Networking Technology (3) to: IT	Revise
COMT 11006	Introduction to Web Site Technology (3) to: IT	Revise
COMT 11009	Computer Assembly and Configuration (4) to: IT	Revise
COMT 12000	Intermediate Office Productivity Apps (3) to: IT	Revise
COMT 20001	C++ Programming (3) to: IT	Revise
COMT 20011	Java Programming (3) to: IT	Revise
COMT 20021	C Sharp Programming (3) to: IT	Revise
COMT 21002	Network Setup and Configuration (4) to: IT	Revise
COMT 21005	Visual Basic Database Programming (4) to: IT	Revise
COMT 21007	Internet Ethics and Policies (3) to: IT	Revise
COMT 21008	Computer Methods in Science and Engineering (3) to: IT	Revise
COMT 21009	Seminar in Computer Technology (3) to: IT	Revise
COMT 21010	Workgroup Productivity Software (3) to: IT	Revise
COMT 21011	Techniques of Multimedia Web Design (3) to: IT	Revise

Course Revisions Effective Fall 2018 *continued*

COMT 21036	Web Scripting I (3) to:	
IT	.....	Revise
COMT 21095	Special Topics in Computer Technology (1-4) to:	
IT	.....	Revise
COMT 21096	Individual Investigation in Computer Technology (1-4) to:	
IT	.....	Revise
COMT 21100	Local Area Network Troubleshooting (3) to:	
IT	.....	Revise
COMT 21110	Introduction to Routing and Switching (3) to:	
IT	.....	Revise
COMT 21200	Ethical Hacking (3) to:	
IT	.....	Revise
COMT 31002	Health Information Technology Support (3) to:	
IT	.....	Revise
COMT 32002	Linux Networking (4) to:	
IT	.....	Revise
COMT 36095	Special Topics in Computer Technology (2-3) to:	
IT	.....	Revise
COMT 36301	Advanced C++ Programming (4) to:	
IT	.....	Revise
COMT 36302	Advanced C Sharp Programming (3) to:	
IT	.....	Revise
COMT 36303	Digital Image Manipulation (3) to:	
IT	.....	Revise
COMT 36308	Ergonomics in Computer Systems (3) to:	
IT	.....	Revise
COMT 36309	Programming Mobile Applications (3) to:	
IT	.....	Revise
COMT 36310	Multimedia Development Tools (3) to:	
IT	.....	Revise
COMT 36311	Advanced Java Programming (4) to:	
IT	.....	Revise
COMT 36314	Seminar in Emerging Computer and Information Technologies (3) to:	
IT	.....	Revise
COMT 36315	Certification Preparation in Computer Technology (3) to:	
IT	.....	Revise
COMT 36320	Computer Forensics (3) to:	
IT	.....	Revise
COMT 36321	Network Forensics (3) to:	
IT	.....	Revise

Course Revisions Effective Fall 2018 *continued*

COMT 36322	Social Media and Mobile Device Forensics (3) to:	
IT	.....	Revise
COMT 36330	Local Area Network Security Fundamentals (3) to:	
IT	.....	Revise
COMT 36331	Advanced Routing and Switching (3) to:	
IT	.....	Revise
COMT 36336	Web Scripting II (3) to:	
IT	.....	Revise
COMT 36340	Help Desk Support (3) to:	
IT	.....	Revise
COMT 36350	Programming Office Productivity Applications (3) to:	
IT	.....	Revise
COMT 36355	Command Line Utilities (3) to:	
IT	.....	Revise
COMT 40000	Cybersecurity (3) to:	
IT	.....	Revise
COMT 41002	Cloud Technology (3) to:	
IT	.....	Revise
COMT 41010	Mobile Applications for Information Technology (3) to:	
IT	.....	Revise
COMT 42000	Social Media Security (3) to:	
IT	.....	Revise
COMT 42002	Wireless and Mobile Device Security (3) to:	
IT	.....	Revise
COMT 43000	Healthcare Information Systems (3) to:	
IT	.....	Revise
COMT 46300	Advanced Computer Assembly and Configuration (3) to:	
IT	.....	Revise
COMT 46303	Digital Video Editing (3) to:	
IT	.....	Revise
COMT 46308	Advanced Visual Basic Programming (3) to:	
IT	.....	Revise
COMT 46309	Visual Basic Web Programming (3) to:	
IT	.....	Revise
COMT 46310	Technology of Operating Systems (3) to:	
IT	.....	Revise
COMT 46311	Technology of Networking (3) to:	
IT	.....	Revise
COMT 46312	Scripting for Network Administrators (3) to:	
IT	.....	Revise

Course Revisions Effective Fall 2018 *continued*

COMT 46313	Virtual Machine Configuration and Administration (3) to:	
IT	.....	Revise
COMT 46314	Advanced Server Configuration (3) to:	
IT	.....	Revise
COMT 46315	SQL With Oracle (3) to:	
IT	.....	Revise
COMT 46320	Cloud Forensics (3) to:	
IT	.....	Revise
COMT 46321	Web Database Integration (3) to:	
IT	.....	Revise
COMT 46331	Local Area Network Security and Firewalls (3) to:	
IT	.....	Revise
COMT 46340	Data Design and Implementation (3) to:	
IT	.....	Revise
CRIM 66762	Proseminar in Issues in Contemporary Justice (3) to:	
66875	Proseminar Capstone: Issues in Contemporary Justice	Revise
DAN 17001	Studio Modern Dance I (1)	Revise
DAN 17002	Studio Modern Dance II (1).....	Revise
DAN 17004	Studio Jazz I (1).....	Revise
DAN 17005	Studio Jazz II (1)	Revise
DAN 17007	Studio Tap I (1).....	Revise
DAN 17008	Studio Tap II (1)	Revise
DAN 17010	Studio Ballet I (1).....	Revise
DAN 17011	Studio Ballet II (1)	Revise
DAN 17012	Studio Ballet III (1).....	Revise
DAN 17013	Studio African Dance I (1)	Revise
DAN 17016	Studio Swing Dance (1)	Revise
DAN 17019	Studio Hip Hop I (1).....	Revise
DAN 17020	Studio Hip Hop II (1)	Revise
DAN 17049	Fundamentals of Ballet and Modern Dance (2)	Revise
DAN 17051	Modern Dance Technique I-A (3)	Revise
DAN 17052	Ballet I-A (2).....	Revise
DAN 17151	Modern Dance Technique I-B (3).....	Revise
DAN 17152	Ballet I-B (2)	Revise
DAN 27070	Jazz Styles I (2).....	Revise
DAN 27071	Modern Dance Technique II-A (3).....	Revise

Course Revisions Effective Fall 2018 *continued*

DAN	27072	Ballet II-A (2)	Revise
DAN	27170	Jazz Styles II (2)	Revise
DAN	27171	Modern Dance Technique II-B (3).....	Revise
DAN	27172	Ballet II-B (2).....	Revise
EDUC		Education course subject to:	
EHHS		Education, Health and Human Services course subject.....	Revise
EDUC	10095	Special Topics in Education, Health and Human Services (1-4) to:	
EHHS		.....	Revise
EDUC	20092	Practical Experience in Education, Health and Human Services (1-12) to:	
EHHS		.....	Revise
EDUC	49526	Student Teaching in Health and Physical Education (10) to:	
EHHS		.....	Revise
EHHS	12017	Exploring Professional Literacy Practices (3).....	New
EHS	50109	Laboratory Safety and Hygiene (3).....	New
EHS	60192	Practicum Experience in Environmental Health Sciences (6) to: (1-6)	Revise
EPI	60192	Practicum Experience in Epidemiology (6) to: (1-6)	Revise
EPI	80196	Individual Investigation in Epidemiology (1-3)	New
FIN	86098	Research in Finance (3) to:	
		Research Topics in Finance	Revise
HPM	52017	Healthcare Law and Regulation (3).....	New
HPM	60192	Practicum Experience in Health Policy and Management (6) to: (1-6)	Revise
HPM	80196	Individual Investigation in Health Policy and Management (1-3).....	New
JMC	40017	Media Enterprise (3).....	Revise
JMC	50017	Media Enterprise (3).....	Revise
JMC	60007	Research Methods in Mass Communication (3)	Revise
JMC	60011	Theory and Societal Role of Mass Media (3).....	New
JMC	60012	Mass Communication Law and Ethics (3).....	New
JMC	61001	Principles and Practices of Social Media (3)	New
JMC	66011	Reporting, Writing and Editing for Media (3).....	New
JMC	80011	Theory and Societal Role of Mass Media (3).....	New
LIS	60000	Tools for Master of Library and Information Science Success (1)	Inactive
LIS	60001	Access to Information (3)	Inactive
LIS	60002	Organization of Information (3)	Inactive
LIS	60003	Information Technology for Library and Information Professionals (3)	Inactive
LIS	60600	Foundations of Library and Information Science (3)	Inactive

Course Revisions Effective Fall 2018 *continued*

LIS	60610	Management of Libraries and Information Centers (3).....	Inactive
LIS	60635	Cultural Heritage Informatics (3).....	New
LIS	60636	Knowledge Organization Structures, Systems and Services (3).....	Revise
LIS	60638	Digital Libraries (3).....	Revise
LIS	60639	Implementation of Digital Libraries (3)	Revise
LIS	60641	Information Storage and Retrieval Systems (3).....	Revise
LIS	60645	Database Systems (3).....	Revise
LIS	60648	Web Site Development, Design and Management (3).....	Revise
LIS	80001	Access to Information (3)	Inactive
LIS	80002	Organization of Information (3)	Inactive
LIS	80003	Information Technology for Library and Information Professionals (3)	Inactive
LIS	80600	Foundations of Library and Information Science (3)	Inactive
LIS	80610	Management of Libraries and Information Centers (3).....	Inactive
LIS	80613	Information Needs, Seeking and Use (3).....	Revise
LIS	80635	Cultural Heritage Informatics (3).....	New
LIS	80638	Digital Libraries (3).....	Revise
LIS	80639	Implementation of Digital Libraries (3)	Revise
LIS	80641	Information Storage and Retrieval Systems (3).....	Revise
LIS	80645	Database Systems (3).....	Revise
LIS	80648	Web Site Development, Design and Management (3).....	Revise
MIS	34165	Dynamics of Leadership (3).....	Revise
MIS	34175	Learning to Lead (3).....	Revise
PEB		Physical Education–Basic course subject to:	
PWS		Physical Activity, Wellness and Sport course subject	Revise
PEB	10020	Development and Conditioning (1) to:	
PWS		.....	Revise
PEB	10035	Lifetime Fitness (2) to:	
PWS		.....	Revise
PEB	10036	Fitness Walking (1) to:	
PWS		.....	Revise
PEB	10095	Selected Topics: Physical Education Activities (1-2) to:	
PWS		.....	Revise
PEB	10101	Scuba Diving (1) to:	
PWS		.....	Revise
PEB	10125	Basketball (1) to:	
PWS		.....	Revise

Course Revisions Effective Fall 2018 *continued*

PEB	10204	Badminton (1) to:	
PWS		.....	Revise
PEB	10304	Bowling (1) to:	
PWS		.....	Revise
PEB	10305	Billiards (1) to:	
PWS		.....	Revise
PEB	10306	Jogging (1) to:	
PWS		.....	Revise
PEB	10325	Soccer (1) to:	
PWS		.....	Revise
PEB	10403	Beginning Ballroom Dance (1) to:	
PWS		.....	Revise
PEB	10413	Latin Social Dance (1) to:	
PWS		.....	Revise
PEB	10504	Sand Volleyball (1) to:	
PWS		.....	Revise
PEB	10505	Volleyball (1) to:	
PWS		.....	Revise
PEB	10515	Wallyball (1) to:	
PWS		.....	Revise
PEB	10604	Beginning Golf (1) to:	
PWS		.....	Revise
PEB	10612	Lifeguard Training (2) to:	
PWS		.....	Revise
PEB	10704	Intermediate Golf (1) to:	
PWS		.....	Revise
PEB	10904	Tennis (1) to:	
PWS		.....	Revise
PEB	10906	Racquetball (1) to:	
PWS		.....	Revise
PEB	10916	Intermediate Racquetball (1) to:	
PWS		.....	Revise
PEB	11126	Flag Football I (1) to:	
PWS		.....	Revise
PEB	11325	Advanced Ice Hockey (1) to:	
PWS		.....	Revise
PEB	11327	Kettlebells (1) to:	
PWS		.....	Revise
PEB	11425	Varsity Sports (1) to:	
PWS		.....	Revise

Course Revisions Effective Fall 2018 *continued*

PEB	11426	Varsity Sport Training and Conditioning (1) to:	
PWS		.....	Revise
PEB	11435	Sports Conditioning (1) to:	
PWS		.....	Revise
PEB	11604	Beginning Karate (1) to:	
PWS		.....	Revise
PEB	11605	Intermediate Karate (1) to:	
PWS		.....	Revise
PEB	11633	Ju Jitsu (1) to:	
PWS		.....	Revise
PEB	11634	Self-Defense (1) to:	
PWS		.....	Revise
PEB	11663	Beginning Yoga (1) to:	
PWS		.....	Revise
PEB	11664	Pilates (1) to:	
PWS		.....	Revise
PEB	11665	Zumba (1) to:	
PWS		.....	Revise
PEB	11666	Beginning Spinning (1) to:	
PWS		.....	Revise
PEB	11667	Boot Camp (1) to:	
PWS		.....	Revise
PEB	11673	Intermediate Yoga (1) to:	
PWS		.....	Revise
PEB	11674	Intermediate Pilates (1) to:	
PWS		.....	Revise
PEB	11675	Zumba Toning (1) to:	
PWS		.....	Revise
PEB	11684	Ball Pilates (1) to:	
PWS		.....	Revise
PEB	11904	Beginning Ice Skating (1) to:	
PWS		.....	Revise
PEB	12004	Basic Figure Skating (1) to:	
PWS		.....	Revise
PEB	12204	Beginning Broomball (1) to:	
PWS		.....	Revise
PEB	12324	Weight Training (1) to:	
PWS		.....	Revise
PEB	12325	Women's Weight Training (1) to:	
PWS		.....	Revise

Course Revisions Effective Fall 2018 *continued*

PEB	12424	Exercise and Weight Control (1) to:	
PWS		.....	Revise
PEB	12425	Nautilus Exercises (1) to:	
PWS		.....	Revise
PEB	13003	Dance Exercise (1) to:	
PWS		.....	Revise
PEB	13008	Intermediate Volleyball (1) to:	
PWS		.....	Revise
PEB	13010	Judo-Jujitsu (1) to:	
PWS		.....	Revise
PEB	13012	Backpacking (2) to:	
PWS		.....	Revise
PEB	13016	Cycling (1) to:	
PWS		.....	Revise
PEB	13022	Camping (2) to:	
PWS		.....	Revise
PEB	13028	Introduction to Kayaking (1) to:	
PWS		.....	Revise
PEB	13030	Beginning Rock Climbing (1) to:	
PWS		.....	Revise
PEB	13036	Indoor Cycling (1) to:	
PWS		.....	Revise
PEB	13040	Cardio Kickboxing (1) to:	
PWS		.....	Revise
PEB	13041	Hardcore Abs (1) to:	
PWS		.....	Revise
PEB	13093	Variable Title Workshop in Exercise, Leisure and Sport (1-3) to:	
PWS		.....	Revise
PH	30020	Fundamentals of Health Privacy (1)	New
PH	30025	Fundamentals of Healthcare Compliance (1)	New
PH	32005	Emerging Issues in Social and Behavioral Sciences (3) to: Emerging Issues in Community Health	Revise
PH	40109	Laboratory Safety and Hygiene (3).....	Revise
PH	43013	Sex: A Wicked Public Health Problem (3)	withdrawn New
POTA		Peace Officer Training Academy course subject.....	New
POTA	11001	Peace Officers Academy I (6)	New
POTA	11002	Peace Officers Academy II (5)	New
POTA	11003	Peace Officers Academy III (6)	New
POTA	11004	Peace Officers Academy IV (5)	New

Course Revisions Effective Fall 2018 *continued*

SBS	60192	Practicum Experience in Social and Behavioral Sciences (6) to: (1-6)	Revise
SBS	80196	Individual Investigation in Social and Behavioral Sciences (1-3)	New
SBS	54634	Social Determinants of Health Behaviors (3).....	Revise
SBS	74634	Social Determinants of Health Behaviors (3).....	New
TECH	20004	Fundamentals of Electronic Circuits (4) to: Fundamentals of Circuit Analysis (3).....	Revise
TECH	26200	Programming for Engineering I (3)	New
TECH	31087	Design for Technology (3)	Inactive
TECH	33220	Electronic Devices (4).....	Revise
TECH	33333	Industrial Robotics (3)	New
TECH	36200	Programming for Engineering II (3).....	New
TECH	36336	Information Technology Security (3)	New
TECH	37666	Kinematics and Dynamics of Machinery (3)	New
TECH	41003	Methods and Organization in Technology Education (3).....	Inactive
TECH	46300	Network Security (3)	New
TECH	46316	Server Administration and Configuration (3).....	New
TECH	49525	Inquiry into Professional Practice (3)	Inactive
THEA	41562	Advanced Projection Design (3)	New
VCD	13000	Introduction to Visual Communication Design (3) to: Design: Principles, Processes and Practice	Revise
VCD	40025	Professional Portfolio (2) to: (3).....	Revise
VCD	40035	Professional Portfolio BFA Design (2) to: (3).....	Revise
VCD	50025	Professional Portfolio (2) to: (3).....	Revise

Agenda prepared by the Office of Curriculum Services



Educational Policies Council
Minutes of the Meeting
Monday, 16 October 2017

Ex-Officio Members present (or represented): Senior Vice President for Academic Affairs and Provost Todd A. Diacon; Faculty Senate Chair Deborah C. Smith; Deans Sonia A. Alemagno, Alison J. Smith, Deborah F. Spake, Melody J. Tankersley; Interim Deans Kenneth J. Burhanna, Nathan Ritchey, Robert G. Sines, Jr.; Senior Associate Dean Vincent J. Hetherington; Associate Deans Alicia R. Crowe (representing Dean James C. Hannon), Robert D. Hisrich, Stephen A. Mitchell, Wendy A. Umberger; Interim Associate Dean Danielle S. Coombs; Assistant Dean Matthew M. Rollyson (representing Dean Amy L. Reynolds); Interim Assistant Dean Kara L. Robinson; Director James R. Campbell (representing Dean John Crawford-Spinelli)

Ex-officio Members not present (or represented): Deans James L. Blank, Barbara A. Broome, Mark S. Mistur, Eboni J. Pringle; Associate Deans Janis H. Crowther, I. Richmond Nettey, Cynthia R. Stillings, William T. Willoughby

Faculty Senate-Appointed Representatives present (or represented): Professors Edward Dauterich, Christopher J. Fenk, Darci L. Kracht, Robert J. Twieg, Donald L. White; Associate Professors Albert L. Ingram, Linda L. Williams; Assistant Professor Jennifer M. Cunningham

Faculty Senate-Appointed Representatives not present (or represented): Professor Susan Roxburgh; Associate Professor Vanessa J. Earp; Assistant Professor Vinay K. Cheruvu

Council Representatives present (or represented): Associate Professors Jillian S. Coorey, Jan C. Leach, Richard L. Mangrum, Denise M. McEnroe-Petitte, Robert D. Sturr, Melissa D. Zullo; Assistant Professors Insook Kim, James D. (Derek) Kingsley, Mary A. Mooney, Amy B. Petrincec, Debra S. Shelestak

Council Representatives not present (or represented): Professors Michael C. Chunn, Richard Meindl, Shin-Min (Simon) Song, Jonathan B. VanGeest; Associate Professors Pamela K. Evans, Jayaram (Jay) Muthuswamy, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Jonathan P. Fleming

Observers present: Graduate Student Senate Vice Executive Chair Kathryn Klonowski; Undergraduate Student Government Senator Samantha Scozzaro

Consultants and Guests present: Steven Antalvari, Larry G. Froehlich, Julie A. Gabella, Mary Ann Haley, Jennifer S. Kellogg, Jennifer L. Miller, Kathleen J. Spicer, Therese E. Tillett, Aimee J. VanDomelen, Catherine M. Zingrone

Senior Vice President for Academic Affairs and Provost Todd A. Diacon called the meeting to order at 3:23 p.m., on Monday, 16 October 2017, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of 15 May 2017 meeting minutes.

Assistant Professor Debra S. Shelestak moved for approval of the minutes, and the motion was seconded by Associate Dean Robert D. Hisrich. No changes, corrections or clarifications were requested. The motion passed unanimously.

Undergraduate EPC Action Item 1: Inactivation of Technology [TECH] major within the Bachelor of Science [BS] degree. Admission to the degree program was suspended for spring 2018 (November 2016 EPC). Effective Fall 2018.

Professor Edward Dauterich's motion for approval of the item was seconded by Associate Professor Linda L. Williams.

Interim Dean Robert G. Sines, Jr. stated that the program is past its time and, only has a minimal number of students enrolled. With the college changing its focus, the decision was made to inactivate the program.

Members did not have any questions, and the item passed unanimously.

Undergraduate EPC Action Item 2: Establishment of an Insurance Studies [INS] minor to be offered online only, administered through the Salem Campus. Minimum total credit hours to program completion are 18. Effective Fall 2018.

Interim Dean Sines moved for the approval of the item, and the motion was seconded by Professor Darci L. Kracht.

Associate Professor Larry G. Froehlich advised that after consultations with the Insurance Studies Advisory Board and the College of Business Administration, the decision was made to propose a minor in Insurance Studies. It is felt that this minor will make graduates more attractive to perspective employers.

After recent meetings with the College of Business Administration, the college has decided to amend the proposal by deleting Note 3 "Students may substitute MKTG 45046 for BMRT 21052". The note made it appear that the courses were equal. While the Regional College will accept MKTG 45046 as a substitute for BMRT 21052, the College of Business Administration will not accept BMRT 21052 for MKTG 45046. Both colleges agreed and recommended that the note be deleted from the proposal.

An EPC member asked if there was a statistics course included in the curriculum as it may be relevant for the insurance industry. Associate Professor Froehlich replied that there was not a statistics course for the minor and that the math requirement would follow with what the student's major would be. The insurance industry covers various types of occupations from sales, information technology and marketing just to name a few. Dean Deborah F. Spake added that this minor would be for a business student who may want to go in the insurance field, and business students do take analytics and statistics courses as part of their major.

An EPC member asked if there was an Insurance Studies major. Associate Professor Froehlich affirmed that there is a Bachelor of Science degree in Insurance Studies; all of the courses being offered in the minor are existing courses in the major. Provost Diacon mentioned that both the major and the minor are offered entirely online.

Members did not have additional questions or discussion and passed the item unanimously.

Provost Diacon reviewed, per meeting custom, that Information Items or Lesser Action Items typically are not discussed or voted on unless someone wishes to do so. He asked the committee if there was any questions or comments for the remaining items on the Undergraduate EPC agenda. With no questions or discussion presented, Provost Diacon excused the members of the undergraduate committee. All Information Items #1-9 were approved by assent.

Graduate EPC Action Item 1: Revision of major and degree names and course requirements for the Fashion [FASH] major within the Master of Fashion [MFASH] degree. Name changes to Fashion Industry Studies [FIS] major within the Master of Fashion Industry Studies [MFIS] degree. Revision includes establishing six FDM courses; revising 16 FDM courses; adding two FDM courses as required; moving courses from required to electives; and reducing credit hours, from 6 to 3, in the cognate areas. Minimum total credit hours to program completion are unchanged at 30. Effective Fall 2018.

Associate Dean Stephen A. Mitchell moved for approval of the item, which was seconded by Associate Dean Wendy A. Umberger.

Director James R. (J.R.) Campbell explained that the department is reinstating the previous graduate program with some minor modifications. The program disciplinary and advising body, the National Association of School of Art and Design, interpreted the word “fashion” essentially in a way to always mean design, but the scope of the program is much broader. The accreditation agency’s suggestion was to refine the title and subsequent courses.

Members passed the item unanimously with no questions or discussion.

Graduate EPC Action Item 2: Establishment of a Clinical Epidemiology [CEPI] major within the Master of Science [MS] degree. The program will be offered fully online and hybrid online/on-ground at the Kent Campus. One BST and seven EPI courses are being established for the degree program. Minimum total credit hours to program completion are 36. Effective Fall 2018.

Assistant Professor Mary A. Mooney motioned for approval of the item was seconded by Associate Dean Hisrich.

Dean Sonia A. Alemagno stated that the program has the full support of all the major hospital systems, University Hospitals, Cleveland Clinic and Akron Children’s. The professionals with these systems will help man and implement the major clinical trial emphasis in Northeast Ohio that the hospitals have been asking for.

Dean Alemagno introduced Associate Professor Melissa D. Zullo as the author of the proposal and to answer any questions. An EPC member inquired about the role of Everspring. Dean Alemagno replied that Everspring will be providing the same service as they do with the other online Public Health programs. They assist with needs assessments, marketing the program nationally and onboarding students into the program up until they are admitted.

An EPC member asked about projected student enrollment long term. Associate Professor Zullo replied that they have projected no more than 40 students per cohort. Provost Diacon asked how many fully online programs are offered in the college. Dean Alemagno replied they currently have an MPH degree, Health Policy Management concentration with approximately 150 students; an MPH degree, Social Behavioral Sciences concentration, that will begin in spring 2018; and BSPH degree with five concentrations that has approximately 200 students.

A question was asked about location and advisors for practicum if program is fully online. Associate Professor Zullo replied the Kent Campus. Dean Alemagno stated that in order to do a practicum in the accredited College of Public Health; a student must have both a faculty advisor and a community-based qualified preceptor. The hospital systems who are supporting the degree proposal all are willing to take on students. The EPC member asked if there were enough faculty to support the students in the practicums. Dean Alemagno replied that there are currently five epidemiology faculty members to oversee the students at the start.

Members did not have any additional questions or discussions; and the item passed unanimously.

Provost Diacon asked if there were any questions or discussion wanted for the Information Items or Lesser Action Items on the Graduate EPC agenda. Executive Director Therese E. Tillett made note that the first information item was being amended.

Graduate EPC Information Item 1: Temporary suspension of admission for the Literature and Culture [LIT] concentration in the Spanish [SPAN] major within the Master of Arts [MA] degree. Admission will be suspended for one year, at which time the program will be reevaluated and a decision made to either reopen admission or to inactivate the program.

The department would like admission to the program suspended for five years, per university policy, instead of one year as requested.

Executive Director Tillett also stated that four courses were being withdrawn from the agenda pending further discussion. The courses being withdrawn from the agenda are:

- PH 44000 Health Disparities (3) to:
Health Equity and Social JusticeRevise
- PH 43014 Incarceration: A Public Health Crisis (3)New
- SBS 54634 Social Determinants of Health Behaviors (3)Revise
- SBS 74634 Social Determinants of Health Behaviors (3)New

With no requests for additional discussion, Provost Diacon adjourned the meeting at 3:42 p.m.

Respectfully submitted,



Jennifer L. Rogers
Administrative Secretary, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **24-Oct-17** Curriculum Bulletin _____

Effective Date **Fall 2018** Approved by EPC _____

Department **Curriculum Services**
College **PR - Provost**
Proposal **Revise Policy**
Proposal Name **Definition of Course Instructional Formats**

Description of proposal:

Proposal seeks to merge and revise two policies in the Curriculum Guideline: (a) courses with designated numbers and (b) definition of instructional arrangements and guidelines for awarding of academic credit.

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

Some courses may need to have their schedule type and/or course number revised. The Office of Curriculum Services will work with those academic units to streamline the approval and implementation process so those changes do not create a workload issue for those units.

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

Associate and Assistant Deans Committee, Graduate Dean's Advisory Council

REQUIRED ENDORSEMENTS

_____/_____/_____
Department Chair / School Director

_____/_____/_____
Campus Dean (for Regional Campuses proposals)

_____/_____/_____
College Dean (or designee)

_____/_____/_____
Dean of Graduate Studies (for graduate proposals)

_____/_____/_____
Senior Vice President for Academic Affairs and Provost (or designee)

Proposal Summary for a Policy Definition of Course Instructional Formats

Subject Specification:

Proposal seeks to merge and revise two course policies in the Curriculum Guideline to provide a comprehensive overview of course types offered by Kent State.

Background Information:

In the Kent State University Curriculum Guidelines,¹ there are two sections that contain descriptions of different instructional types of courses:

1. “Courses with Designated Numbers” covers all courses that fall into a specified numbering system (e.g., xxx92 Internship; 8x199 Dissertation I) and includes description of the course type, course name, permitted credit hour ranges and grade mode if applicable.
2. “Definition of Instructional Arrangements and Guidelines for the Awarding of Academic Credit” covers Kent State’s different course types (e.g., lecture, laboratory, internship) and includes description of the course type and the minimum semester hour that can be assigned for each nominal contact hour (50 clock minutes) per Kent State policy and/or state and federal regulations.

These two sections have overlapping content, and a reader must flip between the two to form a whole picture on what is expected for each course type. In addition, several course types are missing from both sections, and descriptions for course types in either section are either incomplete or outdated.

The proposed revisions on the next pages seek to merge the two sections to create a complete listing of all Kent State course types with consistent and updated information on definitions, designated numbers if applicable, schedule type, grade modes permitted, variable credit permitted and required credit-to-contact ratios.

The intent of the proposed revisions is not to prohibit the development of new courses, but to provide more accurate schedule types, ensure the minimum instructional contact is met and make it easier to find and report off of specific non-traditional coursework (e.g., find all courses that are practical experiences or offered off-campus only).

The one, merged policy will be renamed “Definition of Course Instructional Formats.”

Below is a synopsis of some of the changes occurring:

1. For all course types, the grade mode and variable credit are specified.
2. In the description for a lecture course, the note of educational field trips is included when formalized instruction may occur off campus.
3. Simulation experiences is added to the description for a laboratory course.

¹ <http://provostdata.kent.edu/roadmapweb/06/curriculum-guidelines-2015.pdf>

4. Internship, Practicum and Field Experience are grouped together under the new designation Practical Experience. Student teaching and directed practice are added to this designation. All will have the xxx92 course number designator.
5. An International Experience course type is created for courses that are offered exclusively outside the United States; they are given the xxx89 course number designator.
6. A Study Away course type is created for courses that are offered exclusively within the United States but not on any Kent State campus or location. These courses will be given the xxx90 course number designator.
7. A statement is added to the description for a seminar course to clarify the difference between a regular seminar course and a variable-content seminar course.
8. Description and credit-to-contact ratio for a workshop is added, including language to clarify the difference between a regular workshop and a variable topic workshop.
9. Variable topic colloquium is revised to variable content. Description and credit-to-contact ratio for a colloquium is added, including language to clarify the difference between a regular colloquium and a variable content colloquium.
10. Credit-to-contact ratio is added to college teaching course.
11. The Senior Project course type is revised to Project or Capstone, to encompass both undergraduate and graduate, including master's project. Description and credit-to-contact ratio are added.
12. The Research or Master's Project course type is revised to focus solely on research. Master's Project is moved to a new Project or Capstone type.
13. Description and credit-to-contact ratio is added for Master's Thesis and Dissertation.
14. More information is added about when the In-Progress mark is appropriate for a course.
15. Information is added about which courses are approved automatically for the Experiential Learning Requirement (ELR).

Alternatives and Consequences:

The alternative is status quo, which do not provide as much guidance to faculty as desired.

Specific Recommendation and Justification:

It is recommended that revisions to the policies be approved to provide more guidance and consistency when developing, offering and reporting on courses.

Timetable and Actions Required:

November 2017..... Approval by Provost
November 2017..... Approval by Educational Policies Council
December 2017 Approval by Faculty Senate
Following Faculty Senate Implementation

DEFINITION OF COURSE INSTRUCTIONAL FORMATS**COURSES WITH DESIGNATED NUMBERS****~~DEFINITION OF INSTRUCTIONAL ARRANGEMENTS AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT~~****LECTURE**

A lecture is formalized instruction, conducted on- or off-campus ([including educational field trips](#)), in which the instructor presents an educational experience to students, applying any combination of instructional methods. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all the students in the class. Students will be expected to work on out-of-class assignments on a regular basis over the length of the course, which will normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the lecture hour for credit.

Designated number: none

Schedule type: lecture (LEC)

[Grade modes permitted: letter, satisfactory/unsatisfactory](#)

[Variable credit permitted: no](#)

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

LABORATORY

A laboratory is an educational activity with students conducting experiments, perfecting skills, ~~or~~ practicing procedures [or completing simulation experiences](#) under the direction of a faculty member.

Designated number: none

Schedule type: laboratory (LAB)

[Grade modes permitted: letter, satisfactory/unsatisfactory](#)

[Variable credit permitted: no](#)

Credit-to-contact ratio:

- For laboratory instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (150 clock minutes or 2.5 clock hours) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) in a semester.
- For laboratory instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the laboratory experience, one credit hour is awarded for two nominal hours (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

CLINICAL LABORATORY

A clinical laboratory allows for medical- or healthcare-focused experimental work where students meet at a health-related agency rather than in on-campus laboratory facilities to test, observe, experiment or practice a profession in a hands-on ~~or simulated~~ environment. A Kent State faculty member or a university-approved skilled practitioner (preceptor) directly supervises the [clinical laboratory](#) instruction.

Designated number: none

Schedule type: [clinical laboratory](#) (CLN)

[Grade modes permitted: letter, satisfactory/unsatisfactory](#)

[Variable credit permitted: no](#)

Credit-to-contact ratio: Credit hour is awarded on the same basis as [a laboratory course instruction](#).

* [An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.](#)

** [Any undergraduate course with the number xxx89, \(international experience\), xxx90 \(study away\), xxx92 \(practical experience\), xxx98 \(research\) or xxx99 \(project or capstone\) fulfills students' experiential learning requirement \(ELR\). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.](#)

COMBINED LECTURE AND LABORATORY

A combined lecture and laboratory integrates both activities into one course with one grade.

Designated number: none

Schedule type: combined lecture/laboratory (LLB), lecture (LEC), laboratory (LAB)

[Grade modes permitted: letter, satisfactory/unsatisfactory](#)

[Variable credit permitted: no](#)

Credit-to-contact ratio: Credit hour is awarded on the same basis as lecture and laboratory courses and dependent on how the credit hours are allocated for each instruction.

Example: A 3-credit combined lecture/laboratory course (with lab having out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:

- 2 credits lecture + 1 credit laboratory = two nominal hours (100 clock minutes) lecture per week + two nominal hours (100 clock minutes) laboratory per week
- 1.5 credits lecture + 1.5 credits laboratory = one-and-a-half nominal hours (75 clock minutes) lecture per week + three nominal hours (150 clock minutes) laboratory per week
- 1 credit lecture + 2 credit laboratory = one nominal hour (50 clock minutes) lecture per week + four nominal hours (200 clock minutes) laboratory per week

SPECIAL TOPICS

Special topics courses are used to sample new offerings to determine whether or not formal adoption is desirable. Academic units may offer [a specific special topics courses under this course designation](#) a maximum three times prior to full curricular review [to become a regular course](#). Specific [offerings topics](#) under this course designation cannot be required in an academic program. [The full title of the course includes the words "Special Topics," and the individual title of each offering begins](#) [All titles of special topics courses begin](#) with "ST:" in the *Schedule of Classes* and [the title](#) is printed on each [student's enrollee's](#) transcript. Special topics [offerings courses](#) should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being [scheduled](#). [introduced into the Schedule of Classes](#).

Designated number: xxx95

Schedule type: any schedule type

Grade modes permitted: letter, [satisfactory/unsatisfactory](#), in-progress*

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: Credit hour is awarded based on the schedule type assigned.

PRACTICAL EXPERIENCE (INTERNSHIP, PRACTICUM, FIELD EXPERIENCE, STUDENT TEACHING, DIRECTED PRACTICE)

[A practical experience is](#) [Internship or practicum courses are](#) credit-bearing work experiences that are integrated with academic instruction and relate to an individual student's occupational goal. Students concurrently apply learned concepts to practical situations within an occupational field [under some degree of supervision](#). The experience is coordinated by a Kent State faculty member, who assists the student in planning the experience and assigns the course grade to the student after appropriate consultation with the employer/supervisor. The student is expected to complete pre-determined assignments. Examples may include a weekly journal, final paper and experience report. Whether the [practical experience internship or practicum](#) is paid or unpaid is determined by [state or federal regulations, an accreditor or](#) the employer in compliance with the Fair Labor Standards Act. [The term used by a program to label its practice experience may vary in the course title](#) [Use of "practicum" or "internship" for the course title may be](#) to accommodate the differences in accreditation nomenclature.

[Designated number: xxx92**](#)

[Schedule type: practical experience \(PRA\)](#)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, between 1-12

* [An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.](#)

** [Any undergraduate course with the number xxx89, \(international experience\), xxx90 \(study away\), xxx92 \(practical experience\), xxx98 \(research\) or xxx99 \(project or capstone\) fulfills students' experiential learning requirement \(ELR\). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.](#)

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

INTERNATIONAL EXPERIENCE

A Kent State faculty-led study abroad experience that integrates traditional classroom learning with experiential activities and site visits outside the United States. International experience courses may have pre- and post-travel classroom study. Course activities include, but are not limited to, classroom study, research, field work, internships and service learning. The course is created specifically for the study abroad experience; course content is not offered domestically and does not already have its own course number. The full title of the course includes the words "International Experience," and, if variable title, the individual title of each offering begins with "Intl Exp.:" in the *Schedule of Classes* and is printed on each student's transcript. International experience variable offerings should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being scheduled.

Designated number: xxx89**

Schedule type: international experience (INT) course may also have pre-/post-travel lecture schedule type

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: One credit hour is awarded for minimum one clock hour in a standard week of a 15-week semester, or for minimum 15 clock hours in a semester. No credit can be awarded for travel time.

STUDY AWAY

A Kent State faculty-led out-of-classroom experience that integrates traditional classroom learning with experiential activities and site visits within the United States. Study away courses may have pre- and post-travel classroom study. Course activities include, but are not limited to, classroom study, research, field work internships and service learning. The course is created specifically for the study away experience; course content is not offered on a Kent State campus/location and does not already have its own course number. Topics and/or content may be variable or relatively unchanged for each offering. Study away variable offerings should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being scheduled.

Designated number: xxx90**

Schedule type: study away (STA) course may also have pre-/post-travel lecture schedule type

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: One credit hour is awarded for minimum one clock hour in a standard week of a 15-week semester, or for minimum 15 clock hours in a semester. No credit can be awarded for travel time.

COOPERATIVE EDUCATION WORK EXPERIENCE

Cooperative education Work Experience is administered by the University College and is full-time off-campus paid employment that enhances students' degree program by relating theory to practice and applying what they have learned in the classroom to real-life workplace scenarios. ~~This process of "learning by doing" increases student motivation and employability after graduation and maximizes student growth and development.~~ Through a co-op experience, students explore career and academic options, test career choices, increase professional skills and earn money to contribute to educational expenses. ~~Cooperative education experiences are highly desired, selective and in the student's chosen field.~~

Designated number: COOP 20095

Schedule type: cooperative education (COP)

Grade modes permitted: complete/not complete

Variable credit permitted: no credit awarded

Credit-to-contact ratio: no credit awarded; students are expected to be working full time

* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.

** Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students' experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.

SEMINAR

A seminar is a less formal educational experience than a lecture, in which a relatively small number of students engage in discussions directed by a faculty member. [Content of course is relatively unchanged for each offering; a seminar with content that varies per offering should be designated as variable content seminar \(see definition below\).](#)

Designated number: none

Schedule type: seminar (SEM)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: [One credit hour is awarded for one nominal hour \(50 clock minutes\) in a standard week of a 15-week semester, or for 15 nominal hours \(12.5 clock hours\) in a semester.](#) ~~Credit hour is awarded on the same basis as lecture instruction.~~

VARIABLE CONTENT SEMINAR

[A variable content seminar has the same definition of a seminar, except that the content varies per course offering while overarching focus and learning outcomes are unchanged. Variable content seminars are not the same as special topics courses, the latter of which allows for each offering to be distinct with different learning outcomes.](#) ~~Courses offered under xxx91 have changing content or are not offered with sufficient regularity to warrant status as a normal offering. Variable content seminars~~ [Specific offerings under this course designation](#) cannot be required in an academic program. [The full title of the course includes the word "Seminar," and the individual title of each offering begins](#) ~~All titles of variable content seminars begin~~ with "SEM:" in the *Schedule of Classes* and ~~the title~~ is printed on each [student's enrollee's](#) transcript. ~~A Sseminars that has have a~~ relatively unchanging content and ~~is are~~ offered with regularity should be assigned an unreserved number (see definition above).

Designated number: xxx91

Schedule type: seminar (SEM)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

WORKSHOP

[A workshop is a brief, intensive and interactive educational activity, usually for a small group of people, in which the content is practical and concentrates on the acquisition of specific information or skills. The workshop's topic is relatively unchanged for each offering; a workshop with topics that varies per offering should be designated as variable topic workshop \(see definition below\).](#)

Designated number: none

Schedule type: workshop (WSP)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: [One credit hour is awarded for one nominal hour \(50 clock minutes\) in a standard week of a 15-week semester, or for 15 nominal hours \(12.5 clock hours\) in a semester.](#)

VARIABLE TOPIC WORKSHOP

[Variable topic w](#)Workshops are administered through the [Office College](#) of Continuing and Distance Education and ~~are~~ typically [are](#) directed toward ~~post-degree~~ professional renewal or to the mastery and application of knowledge and skills that address a narrowly defined range of problems or issues related to practice. Variable-topic workshops cannot be required in an academic program. [The full title of the course includes the word "Workshop," and the individual title of each offering begins](#) ~~All titles of variable topic workshops begin~~ with "WKSP:" in the *Schedule of Classes*, and ~~the title~~ is printed on each [student's](#)

* [An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.](#)

** [Any undergraduate course with the number xxx89, \(international experience\), xxx90 \(study away\), xxx92 \(practical experience\), xxx98 \(research\) or xxx99 \(project or capstone\) fulfills students' experiential learning requirement \(ELR\). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.](#)

[enrollee's](#) transcript. All initial workshop offerings should be approved by departmental curriculum committees and forwarded for review by college curriculum committees. Generally, the Ohio Department of Higher Education does not support awarding graduate credit for attendance at a conference or workshop experience with limited additional work, as this does not meet the rigor appropriate to graduate level work. [A workshop that has relatively unchanging topics and is offered with regularity should be assigned an unreserved number \(see definition above\).](#)

Designated number: xxx93

Schedule type: workshop (WSP)

Grade modes permitted: satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-6

[Credit-to-contact ratio: One credit hour is awarded for one nominal hour \(50 clock minutes\) in a standard week of a 15-week semester, or for 15 nominal hours \(12.5 clock hours\) in a semester.](#)

COLLOQUIUM

[A colloquium is an exchange of scholarly information on a specific topic, usually in a small group setting with lectures by several different specialists in that field. Content of course is relatively unchanged for each offering; a colloquium with content that varies per offering should be designated as variable content colloquium \(see definition below\).](#)

[Designated number: none](#)

[Schedule type: colloquium \(COL\)](#)

[Grade modes permitted: letter, satisfactory/unsatisfactory](#)

[Variable credit permitted: no](#)

[Credit-to-contact ratio: One credit hour is awarded for one nominal hour \(50 clock minutes\) in a standard week of a 15-week semester, or for 15 nominal hours \(12.5 clock hours\) in a semester.](#)

VARIABLE ~~CONTENT~~ TOPIC COLLOQUIUM

[A variable content colloquium has the same definition of a colloquium \(see definition above\), except that the content varies per course offering while overarching focus and learning outcomes are unchanged. ~~Colloquia have changing content or are not offered with sufficient regularity to require status as a normal offering. All titles of the variable topic colloquium begin~~ The full title of the course includes the word "Colloquium," and the individual title of each offering begins with "COLL:" in the *Schedule of Classes*; and ~~the title~~ is printed on each ~~student's enrollee's~~ transcript. ~~A cColloquia~~ that \[has relatively unchanging\]\(#\) ~~have a stable, repeating~~ content and ~~is are~~ offered with regularity should be assigned an unreserved number.](#)

Designated number: xxx97

Schedule type: colloquium (COL)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-3

[Credit-to-contact ratio: One credit hour is awarded for one nominal hour \(50 clock minutes\) in a standard week of a 15-week semester, or for 15 nominal hours \(12.5 clock hours\) in a semester.](#)

STUDIO

A studio is a workplace for the teaching or practice of an art.

Designated number: none

Schedule type: studio (STU)

[Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*](#)

[Variable credit permitted: yes](#)

Credit-to-contact ratio:

- For studio instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 clock minutes) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) in a semester.

* [An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.](#)

** [Any undergraduate course with the number xxx89, \(international experience\), xxx90 \(study away\), xxx92 \(practical experience\), xxx98 \(research\) or xxx99 \(project or capstone\) fulfills students' experiential learning requirement \(ELR\). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.](#)

- For studio instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the studio experience, one credit hour is awarded for two nominal hours (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

~~FIELD EXPERIENCE is a form of experiential learning obtained by going on an educational field trip, usually organized by Kent State and led by a Kent State faculty member, in order to meet the needs of the curriculum and to develop practical skills in an environment beyond the classroom and campus.~~

- ~~▪ One credit hour is awarded for minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.~~

EMPORIUM

~~An emporium is~~ ~~courses are~~ offered in a computer-learning center utilizing software to provide an essential resource for students working collaboratively in a problem-based instructional setting or to provide individualized pathways that allow students to progress through the curriculum, based on assessment results of their mastery of the material. An instructional team provides student assistance.

Designated number: none

Schedule type: emporium (EMP)

[Grade modes permitted: letter, satisfactory/unsatisfactory](#)

[Variable credit permitted: no](#)

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

RECITATION

A recitation is a less formal educational experience than a lecture with a smaller number of students, or a subsection of a larger (lecture) course, designed to include more time for discussion, questions and answers directly related to the lecture course and/or for students to demonstrate the application of ideas, theories or methods.

Designated number: none

Schedule type: recitation (RCT)

[Grade modes permitted: letter, satisfactory/unsatisfactory](#)

[Variable credit permitted: no](#)

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

CLERKSHIP

A clerkship applies only to the podiatric medical training program, during which students in third and fourth years of medical school are required to participate in clinical sciences and patient care. Clerkships expose students to all facets of podiatric medicine and surgery in the hospital, surgery center, professional office and other clinical settings. In addition to podiatric clerkships, students are required to complete clerkships in general medicine. Elective and international clerkships may also be available. The student clerk gains essential experience managing the care of patients and learning the roles and responsibilities a podiatric physician. They also witness first-hand the interaction with other health-care professionals. They are expected to observe and participate in patient care including the performance of basic podiatric and medical procedures under direct supervision. Students elicit patient histories, complete physical examinations, write progress notes, and assist in surgeries and medical procedures. Students are evaluated by the clerkship coordinator at each affiliated site. No stipend or pay is provided to the students.

Designated number: none

Schedule type: clerkship (CLR)

[Grade modes permitted: satisfactory/unsatisfactory, in-progress*](#)

Variable credit permitted: no; courses are 4 credits each

* [An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.](#)

** [Any undergraduate course with the number xxx89, \(international experience\), xxx90 \(study away\), xxx92 \(practical experience\), xxx98 \(research\) or xxx99 \(project or capstone\) fulfills students' experiential learning requirement \(ELR\). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.](#)

Credit-to-contact ratio: Four credit hours are awarded for a clerkship that typically comprises five mandatory months and one optional month of rotations, during which the work hours are that of a full-time job (i.e., 40 clock hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.

FLIGHT TRAINING

Flight training comprises individualized practical flight instruction in aircraft and associated ground-based instruction in aircraft flight theory. Flight training is offered under the authority of an Air Agency Certificate issued by the Federal Aviation Administration (FAA) under 14 Code of Federal Regulations Part 141. Flight instruction is offered in the form of flight courses composed of instructional blocks made up of flight lessons that comply with standards of proficiency and competency stipulated in the FAA-approved Training Course Outline and Federal Aviation Regulations Parts 61 and 141.

Designated number: none

Schedule type: flight training (FLT)

[Grade modes permitted: letter](#)

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio:

- Three credit hours are awarded for a minimum 45 hours† of flight instruction in aircraft and 30 hours of ground-based flight theory instruction towards the Private Pilot Certificate in a standard 15-week semester.
- Two credit hours are awarded for a minimum 17 hours† of flight instruction in aircraft and 15 hours of ground-based flight theory instruction towards the Commercial Pilot Flight I, II, III, Instrument Rating, Flight Instructor Airplanes in a standard 15-week semester
- One credit hour is awarded for a minimum 14 hours† of flight instruction in aircraft and 10 hours of ground-based flight theory instruction towards the Multi-Engine Pilot Flight Rating, Advanced Multi-Engine Pilot Flight Rating and the Multi-Engine Flight Instructor Rating in a standard 15-week semester.

† In the context of flight training hours, flight time is measured in Hobbs time, which is an aeronautical equivalent of clock hours. As dictated by equipment related constraints, pilot health and weather conditions, the total actual flight time will exceed the stipulated minimum number of flight hours in aircraft and associated number of hours of ground-based flight theory instruction.

APPLIED MUSIC LESSON

An applied music lesson is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and practice outside the lesson and studio session.

Designated number: none

Schedule type: private lesson (PRL)

[Grade modes permitted: letter](#)

Variable credit permitted: no; courses are either 2 or 4 credits

Credit-to-contact ratio:

- Two credit hours are awarded for a minimum 30-minute private lesson, a one-nominal-hour (50 minutes) group studio and an expectation of seven clock hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a minimum one-clock-hour private lesson, a one-nominal-hour (50 minutes) group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.

* [An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student’s extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.](#)

** [Any undergraduate course with the number xxx89, \(international experience\), xxx90 \(study away\), xxx92 \(practical experience\), xxx98 \(research\) or xxx99 \(project or capstone\) fulfills students’ experiential learning requirement \(ELR\). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.](#)

COLLEGE TEACHING

College teaching is designed to provide supervision and/or instruction in the special aspects of college teaching.

Designated number: xxx94

Schedule type: lecture (LEC)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

INDIVIDUAL INVESTIGATION

~~Individual enrollment for independent study carried out by a student under the supervision of a faculty member.~~ An individual investigation (or independent study) is a student-initiated experience to pursue an area of interest not covered by a regular course offering, with the guidance of a Kent State faculty member. The faculty member, who teaches such courses, has the primary responsibility to decide the subject content, objectives to be achieved and the effort to be expended by the student, and personally provides whatever instruction is required. The student is expected to complete pre-determined assignments, which may include a final research paper and a presentation on the findings of the study. The faculty member periodically assesses the student's progress, determines the evaluation methods of the work presented and assigns the final grade. Independent investigation should not be confused with individualized instruction, which is the teaching of a regular, existing course to a single student. Individualized instruction is offered only when the department or school is not offering a course according to the schedule or with sufficient frequency and it is needed by a student for a critical reason. In the case of an individualized instruction, the student should be registered into a section of the regular course, and not an individual investigation course, so that completion of the course is accurately reflected on the student's transcript.

Designated number: xxx96

Schedule type: individual investigation (IND)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

RESEARCH ~~or MASTER'S PROJECT~~

Individual enrollment for research is used to award credit for work carried out by a student under the supervision of a faculty member. The work is designed to promote inquiry on a topic, and it normally should result in a paper or some other appropriate product.

Designated number: xxx98**

Schedule type: research (RES)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, between ~~1-6~~ 1-15

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

SENIOR PROJECT OR CAPSTONE

A project or capstone (with may include a senior or honor's thesis) culminates in a scholarly, comprehensive paper or project that integrates knowledge attained through coursework, research experience. The paper or project demonstrates competence in a given academic field or profession and makes a contribution within a well-defined theoretical, applied or creative knowledge domain. It may include, but is not limited to, such products as original empirical research projects, case studies, reports

* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.

** Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students' experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.

[or research results, theoretical or applied design projects, manuscripts for professional journals, theoretical essays, creative works and projects for identified clients.](#)

Designated number: [xxx99**](#) ~~4xx99~~

Schedule type: [project or capstone \(PRJ\)](#) ~~senior project or honor's thesis (SRP)~~

Grade modes permitted: letter, [satisfactory/unsatisfactory](#), in-progress*

Variable credit permitted: yes, between [1-9](#) ~~4-3~~

[Credit-to-contact ratio: One credit hour is awarded for one nominal hour \(50 clock minutes\) in a standard week of a 15-week semester, or for 15 nominal hours \(12.5 clock hours\) in a semester.](#)

MASTER'S THESIS I, THESIS II

[A master's thesis is a highly individualized investigative study that results in the development and writing a scholarly, comprehensive paper. The thesis topic is formulated by the student in consultation with the advisor and should be one that will further the student's educational development by developing research or other skills that will help the student keep abreast of the field and enable the student to pursue independent work.](#)

Designated number: 6x199 (master's thesis I), 6x299 (master's thesis II)

Schedule type: [master's](#) thesis (MST)

Grade modes permitted: satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, 2-6 (master's thesis I), 2 (master's thesis II)

[Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.](#)

DISSERTATION I, DISSERTATION II

[A dissertation is a highly individualized investigative study that results in the development and writing a scholarly, comprehensive paper. The dissertation must demonstrate that the student has acquired the ability to conduct research in a discriminating and original manner. The dissertation should make a significant enough contribution to the field in which it is written that at least one scholarly article suitable for publication in a professional journal may be derived from it or that the findings of the dissertation would be otherwise publishable.](#)

Designated number: 8x199 (dissertation I), 8x299 (dissertation II)

Schedule type: dissertation (DSR)

Grade modes permitted: satisfactory/unsatisfactory, in-progress*

Variable credit permitted: no; courses are 15 credits each

[Credit-to-contact ratio: One credit hour is awarded for one clock hour in a standard week of a 15-week semester, or for 15 clock hours in a semester.](#)

DISTANCE LEARNING

[A course designated as "distance learning" is a classroom-type course \(i.e., the course is not an internship or individual investigation as two examples\) whereby ~~Distance learning takes place when~~ the instructor and students are separated by location and/or time, but are able to communicate through the use of technology such as videoconferencing and the Internet. The exchange between instructor and students may be synchronous or asynchronous and may be a hybrid delivery, whereby a specific percentage of in-class activities are required. \[Regular and substantive interaction between the instruction and students must occur.\]\(#\)](#)

Credit-to-contact ratio: Credit hours are determined as the equivalent amount of instruction and student effort leading to equivalent learning outcomes as required for the on-campus instructional delivery as defined above.

* [An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.](#)

** [Any undergraduate course with the number xxx89, \(international experience\), xxx90 \(study away\), xxx92 \(practical experience\), xxx98 \(research\) or xxx99 \(project or capstone\) fulfills students' experiential learning requirement \(ELR\). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.](#)

COURSE NUMBERING

The second and third digits of the course number may be assigned at the discretion of the department. The fourth and fifth digits of the course number may be assigned at the discretion of the department, except for the numbers from xxx88 through xxx90, which are restricted for future expansion, and the numbers xxx~~89~~⁹⁴ through xxx99, which have the following prescribed meanings:

xxx89	International Experience	xxx96	Individual Investigation
xxx90	Study Away	xxx97	Variable Topic Colloquium
xxx91	Variable Content Seminar	xxx98	Research or Master's Project
xxx92	Practical Experience (Internship, Practicum, Field Experience, Student Teaching , Directed Practice)	xxx99	Project or Capstone
xxx93	Variable Topic Workshop	4xx99	Senior Project
xxx94	College Teaching	6x199	Master's Thesis I
xxx95	Special Topics	6x299	Master's Thesis II
		8x199	Dissertation I
		8x299	Dissertation II

SCHEDULE TYPES

The following schedule types and their Banner codes identify the course format/delivery and must comply with course type (e.g., workshop course must be identified with the workshop schedule type).

CLN	Clinical Laboratory	MPR	Master's Project
CLR	Clerkship	MST	Master's Thesis
COL	Colloquium	PRA	Practical Experience
COP	Cooperative Education		Practicum or Internship
DSR	Dissertation	PRJ	Project or Capstone
EMP	Emporium (not new, just missing)	PRL	Private Lesson
FLD	Field Experience	RCT	Recitation
FLT	Flight Training	RES	Research
IND	Individual Investigation	SEM	Seminar
INT	International Experience	SRP	Senior Project or Honors Thesis
LAB	Laboratory	STA	Study Away
LEC	Lecture	STU	Studio
LLB	Combined Lecture and Laboratory	WSP	Workshop

* [An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.](#)

** [Any undergraduate course with the number xxx89, \(international experience\), xxx90 \(study away\), xxx92 \(practical experience\), xxx98 \(research\) or xxx99 \(project or capstone\) fulfills students' experiential learning requirement \(ELR\). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.](#)

DEFINITION OF COURSE INSTRUCTIONAL FORMATS

LECTURE

A lecture is formalized instruction, conducted on- or off-campus (including educational field trips), in which the instructor presents an educational experience to students, applying any combination of instructional methods. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all the students in the class. Students will be expected to work on out-of-class assignments on a regular basis over the length of the course, which will normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the lecture hour for credit.

Designated number: none

Schedule type: lecture (LEC)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

LABORATORY

A laboratory is an educational activity with students conducting experiments, perfecting skills, practicing procedures or completing simulation experiences under the direction of a faculty member.

Designated number: none

Schedule type: laboratory (LAB)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio:

- For laboratory instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (150 clock minutes or 2.5 clock hours) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) in a semester.
- For laboratory instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the laboratory experience, one credit hour is awarded for two nominal hours (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

CLINICAL LABORATORY

A clinical laboratory allows for medical- or healthcare-focused experimental work where students meet at a health-related agency rather than in on-campus laboratory facilities to test, observe, experiment or practice a profession in a hands-on environment. A Kent State faculty member or a university-approved skilled practitioner (preceptor) directly supervises the clinical instruction.

Designated number: none

Schedule type: clinical laboratory (CLN)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: Credit hour is awarded on the same basis as a laboratory course.

* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.

** Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students' experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.

COMBINED LECTURE AND LABORATORY

A combined lecture and laboratory integrates both activities into one course with one grade.

Designated number: none

Schedule type: combined lecture/laboratory (LLB), lecture (LEC), laboratory (LAB)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: Credit hour is awarded on the same basis as lecture and laboratory courses and dependent on how the credit hours are allocated for each instruction.

Example: A 3-credit combined lecture/laboratory course (with lab having out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:

- 2 credits lecture + 1 credit laboratory = two nominal hours (100 clock minutes) lecture per week + two nominal hours (100 clock minutes) laboratory per week
- 1.5 credits lecture + 1.5 credits laboratory = one-and-a-half nominal hours (75 clock minutes) lecture per week + three nominal hours (150 clock minutes) laboratory per week
- 1 credit lecture + 2 credit laboratory = one nominal hour (50 clock minutes) lecture per week + four nominal hours (200 clock minutes) laboratory per week

SPECIAL TOPICS

Special topics courses are used to sample new offerings to determine whether or not formal adoption is desirable. Academic units may offer a specific topic under this course designation a maximum three times prior to full curricular review to become a regular course. Specific offerings under this course designation cannot be required in an academic program. The full title of the course includes the words "Special Topics," and the individual title of each offering begins with "ST:" in the *Schedule of Classes* and is printed on each student's transcript. Special topic offerings should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being scheduled.

Designated number: xxx95

Schedule type: any schedule type

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: Credit hour is awarded based on the schedule type assigned.

PRACTICAL EXPERIENCE (INTERNSHIP, PRACTICUM, FIELD EXPERIENCE, STUDENT TEACHING, DIRECTED PRACTICE)

A practical experience is credit-bearing work experiences that are integrated with academic instruction and relate to an individual student's occupational goal. Students concurrently apply learned concepts to practical situations within an occupational field under some degree of supervision. The experience is coordinated by a Kent State faculty member, who assists the student in planning the experience and assigns the course grade to the student after appropriate consultation with the employer/supervisor. The student is expected to complete pre-determined assignments. Examples may include a weekly journal, final paper and experience report. Whether the practical experience is paid or unpaid is determined by state or federal regulations, an accreditor or the employer in compliance with the Fair Labor Standards Act. The term used by a program to label its practice experience may vary in the course title to accommodate the differences in accreditation nomenclature.

Designated number: xxx92**

Schedule type: practical experience (PRA)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, between 1-12

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.

** Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students' experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.

INTERNATIONAL EXPERIENCE

A Kent State faculty-led study abroad experience that integrates traditional classroom learning with experiential activities and site visits outside the United States. International experience courses may have pre- and post-travel classroom study. Course activities include, but are not limited to, classroom study, research, field work, internships and service learning. The course is created specifically for the study abroad experience; course content is not offered domestically and does not already have its own course number. The full title of the course includes the words "International Experience," and, if variable title, the individual title of each offering begins with "Intl Exp.:" in the *Schedule of Classes* and is printed on each student's transcript. International experience variable offerings should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being scheduled.

Designated number: xxx89**

Schedule type: international experience (INT) *course may also have pre-/post-travel lecture schedule type*

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: One credit hour is awarded for minimum one clock hour in a standard week of a 15-week semester, or for minimum 15 clock hours in a semester. No credit can be awarded for travel time.

STUDY AWAY

A Kent State faculty-led out-of-classroom experience that integrates traditional classroom learning with experiential activities and site visits within the United States. Study away courses may have pre- and post-travel classroom study. Course activities include, but are not limited to, classroom study, research, field work internships and service learning. The course is created specifically for the study away experience; course content is not offered on a Kent State campus/location and does not already have its own course number. Topics and/or content may be variable or relatively unchanged for each offering. Study away variable offerings should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being scheduled.

Designated number: xxx90**

Schedule type: study away (STA) *course may also have pre-/post-travel lecture schedule type*

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: One credit hour is awarded for minimum one clock hour in a standard week of a 15-week semester, or for minimum 15 clock hours in a semester. No credit can be awarded for travel time.

COOPERATIVE EDUCATION

Cooperative education is administered by the University College and is full-time off-campus paid employment that enhances students' degree program by relating theory to practice and applying what they have learned in the classroom to real-life workplace scenarios. Through a co-op experience, students explore career and academic options, test career choices, increase professional skills and earn money to contribute to educational expenses.

Designated number: COOP 20095

Schedule type: cooperative education (COP)

Grade modes permitted: complete/not complete

Variable credit permitted: no credit awarded

Credit-to-contact ratio: no credit awarded; students are expected to be working full time

* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.

** Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students' experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.

SEMINAR

A seminar is a less formal educational experience than a lecture, in which a relatively small number of students engage in discussions directed by a faculty member. Content of course is relatively unchanged for each offering; a seminar with content that varies per offering should be designated as variable content seminar (see definition below).

Designated number: none

Schedule type: seminar (SEM)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

VARIABLE CONTENT SEMINAR

A variable content seminar has the same definition of a seminar, except that the content varies per course offering while overarching focus and learning outcomes are unchanged. Variable content seminars are not the same as special topics courses, the latter of which allows for each offering to be distinct with different learning outcomes. Specific offerings under this course designation cannot be required in an academic program. The full title of the course includes the word "Seminar," and the individual title of each offering begins with "SEM:" in the *Schedule of Classes* and is printed on each student's transcript. A seminar that has relatively unchanging content and is offered with regularity should be assigned an unreserved number (see definition above).

Designated number: xxx91

Schedule type: seminar (SEM)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

WORKSHOP

A workshop is a brief, intensive and interactive educational activity, usually for a small group of people, in which the content is practical and concentrates on the acquisition of specific information or skills. The workshop's topic is relatively unchanged for each offering; a workshop with topics that varies per offering should be designated as variable topic workshop (see definition below).

Designated number: none

Schedule type: workshop (WSP)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

VARIABLE TOPIC WORKSHOP

Variable topic workshops are administered through the Office of Continuing and Distance Education and typically are directed toward professional renewal or to the mastery and application of knowledge and skills that address a narrowly defined range of problems or issues related to practice. Variable-topic workshops cannot be required in an academic program. The full title of the course includes the word "Workshop," and the individual title of each offering begins with "WKSP:" in the *Schedule of Classes* and is printed on each student's enrollee's transcript. All initial workshop offerings should be approved by departmental curriculum committees and forwarded for review by college curriculum committees. Generally, the Ohio Department of Higher Education does not support awarding graduate credit for attendance at a conference or workshop experience with limited additional work, as this does not meet

* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.

** Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students' experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.

the rigor appropriate to graduate level work. A workshop that has relatively unchanging topics and is offered with regularity should be assigned an unreserved number (see definition above).

Designated number: xxx93

Schedule type: workshop (WSP)

Grade modes permitted: satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-6

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

COLLOQUIUM

A colloquium is an exchange of scholarly information on a specific topic, usually in a small group setting with lectures by several different specialists in that field. Content of course is relatively unchanged for each offering; a colloquium with content that varies per offering should be designated as variable content colloquium (see definition below).

Designated number: none

Schedule type: colloquium (COL)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

VARIABLE CONTENT COLLOQUIUM

A variable content colloquium has the same definition of a colloquium (see definition above), except that the content varies per course offering while overarching focus and learning outcomes are unchanged. The full title of the course includes the word “Colloquium,” and the individual title of each offering begins with “COLL:” in the *Schedule of Classes* and is printed on each student’s transcript. A colloquium that has relatively unchanging content and is offered with regularity should be assigned an unreserved number.

Designated number: xxx97

Schedule type: colloquium (COL)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

STUDIO

A studio is a workplace for the teaching or practice of an art.

Designated number: none

Schedule type: studio (STU)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes

Credit-to-contact ratio:

- For studio instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 clock minutes) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) in a semester.
- For studio instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the studio experience, one credit hour is awarded for two nominal hours (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student’s extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.

** Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students’ experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.

EMPORIUM

An emporium is offered in a computer-learning center utilizing software to provide an essential resource for students working collaboratively in a problem-based instructional setting or to provide individualized pathways that allow students to progress through the curriculum, based on assessment results of their mastery of the material. An instructional team provides student assistance.

Designated number: none

Schedule type: emporium (EMP)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

RECITATION

A recitation is a less formal educational experience than a lecture with a smaller number of students, or a subsection of a larger (lecture) course, designed to include more time for discussion, questions and answers directly related to the lecture course and/or for students to demonstrate the application of ideas, theories or methods.

Designated number: none

Schedule type: recitation (RCT)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

CLERKSHIP

A clerkship applies only to the podiatric medical training program, during which students in third and fourth years of medical school are required to participate in clinical sciences and patient care. Clerkships expose students to all facets of podiatric medicine and surgery in the hospital, surgery center, professional office and other clinical settings. In addition to podiatric clerkships, students are required to complete clerkships in general medicine. Elective and international clerkships may also be available. The student clerk gains essential experience managing the care of patients and learning the roles and responsibilities a podiatric physician. They also witness first-hand the interaction with other health-care professionals. They are expected to observe and participate in patient care including the performance of basic podiatric and medical procedures under direct supervision. Students elicit patient histories, complete physical examinations, write progress notes, and assist in surgeries and medical procedures. Students are evaluated by the clerkship coordinator at each affiliated site. No stipend or pay is provided to the students.

Designated number: none

Schedule type: clerkship (CLR)

Grade modes permitted: satisfactory/unsatisfactory, in-progress*

Variable credit permitted: no; courses are 4 credits each

Credit-to-contact ratio: Four credit hours are awarded for a clerkship that typically comprises five mandatory months and one optional month of rotations, during which the work hours are that of a full-time job (i.e., 40 clock hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.

* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.

** Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students' experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.

FLIGHT TRAINING

Flight training comprises individualized practical flight instruction in aircraft and associated ground-based instruction in aircraft flight theory. Flight training is offered under the authority of an Air Agency Certificate issued by the Federal Aviation Administration (FAA) under 14 Code of Federal Regulations Part 141. Flight instruction is offered in the form of flight courses composed of instructional blocks made up of flight lessons that comply with standards of proficiency and competency stipulated in the FAA-approved Training Course Outline and Federal Aviation Regulations Parts 61 and 141.

Designated number: none

Schedule type: flight training (FLT)

Grade modes permitted: letter

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio:

- Three credit hours are awarded for a minimum 45 hours† of flight instruction in aircraft and 30 hours of ground-based flight theory instruction towards the Private Pilot Certificate in a standard 15-week semester.
- Two credit hours are awarded for a minimum 17 hours† of flight instruction in aircraft and 15 hours of ground-based flight theory instruction towards the Commercial Pilot Flight I, II, III, Instrument Rating, Flight Instructor Airplanes in a standard 15-week semester
- One credit hour is awarded for a minimum 14 hours† of flight instruction in aircraft and 10 hours of ground-based flight theory instruction towards the Multi-Engine Pilot Flight Rating, Advanced Multi-Engine Pilot Flight Rating and the Multi-Engine Flight Instructor Rating in a standard 15-week semester.

† In the context of flight training hours, flight time is measured in Hobbs time, which is an aeronautical equivalent of clock hours. As dictated by equipment related constraints, pilot health and weather conditions, the total actual flight time will exceed the stipulated minimum number of flight hours in aircraft and associated number of hours of ground-based flight theory instruction.

APPLIED MUSIC LESSON

An applied music lesson is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and practice outside the lesson and studio session.

Designated number: none

Schedule type: private lesson (PRL)

Grade modes permitted: letter

Variable credit permitted: no; courses are either 2 or 4 credits

Credit-to-contact ratio:

- Two credit hours are awarded for a minimum 30-minute private lesson, a one-nominal-hour (50 minutes) group studio and an expectation of seven clock hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a minimum one-clock-hour private lesson, a one-nominal-hour (50 minutes) group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.

COLLEGE TEACHING

College teaching is designed to provide supervision and/or instruction in the special aspects of college teaching.

Designated number: xxx94

Schedule type: lecture (LEC)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.

** Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students' experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.

INDIVIDUAL INVESTIGATION

An individual investigation (or independent study) is a student-initiated experience to pursue an area of interest not covered by a regular course offering, with the guidance of a Kent State faculty member. The faculty member, who teaches such courses, has the primary responsibility to decide the subject content, objectives to be achieved and the effort to be expended by the student, and personally provides whatever instruction is required. The student is expected to complete pre-determined assignments, which may include a final research paper and a presentation on the findings of the study. The faculty member periodically assesses the student's progress, determines the evaluation methods of the work presented and assigns the final grade. Independent investigation should not be confused with individualized instruction, which is the teaching of a regular, existing course to a single student. Individualized instruction is offered only when the department or school is not offering a course according to the schedule or with sufficient frequency and it is needed by a student for a critical reason. In the case of an individualized instruction, the student should be registered into a section of the regular course, and not an individual investigation course, so that completion of the course is accurately reflected on the student's transcript.

Designated number: xxx96

Schedule type: individual investigation (IND)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

RESEARCH

Individual enrollment for research is used to award credit for work carried out by a student under the supervision of a faculty member. The work is designed to promote inquiry on a topic, and it normally should result in a paper or some other appropriate product.

Designated number: xxx98**

Schedule type: research (RES)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, between 1-6

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

PROJECT OR CAPSTONE

A project or capstone (with may include a senior or honor's thesis) culminates in a scholarly, comprehensive paper or project that integrates knowledge attained through coursework, research experience. The paper or project demonstrates competence in a given academic field or profession and makes a contribution within a well-defined theoretical, applied or creative knowledge domain. It may include, but is not limited to, such products as original empirical research projects, case studies, reports or research results, theoretical or applied design projects, manuscripts for professional journals, theoretical essays, creative works and projects for identified clients.

Designated number: xxx99**

Schedule type: project or capstone (PRJ)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, between 1-9

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.

** Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students' experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.

MASTER'S THESIS

A master's thesis is a highly individualized investigative study that results in the development and writing a scholarly, comprehensive paper. The thesis topic is formulated by the student in consultation with the advisor and should be one that will further the student's educational development by developing research or other skills that will help the student keep abreast of the field and enable the student to pursue independent work.

Designated number: 6x199 (master's thesis I), 6x299 (master's thesis II)

Schedule type: master's thesis (MST)

Grade modes permitted: satisfactory/unsatisfactory, in-progress*

Variable credit permitted: yes, 2-6 (master's thesis I), 2 (master's thesis II)

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

DISSERTATION

A dissertation is a highly individualized investigative study that results in the development and writing a scholarly, comprehensive paper. The dissertation must demonstrate that the student has acquired the ability to conduct research in a discriminating and original manner. The dissertation should make a significant enough contribution to the field in which it is written that at least one scholarly article suitable for publication in a professional journal may be derived from it or that the findings of the dissertation would be otherwise publishable.

Designated number: 8x199 (dissertation I), 8x299 (dissertation II)

Schedule type: dissertation (DSR)

Grade modes permitted: satisfactory/unsatisfactory, in-progress*

Variable credit permitted: no; courses are 15 credits each

Credit-to-contact ratio: One credit hour is awarded for one clock hour in a standard week of a 15-week semester, or for 15 clock hours in a semester.

DISTANCE LEARNING

A course designated as "distance learning" is a classroom-type course (i.e., the course is not an internship or individual investigation as two examples) whereby the instructor and students are separated by location and/or time, but are able to communicate through the use of technology such as videoconferencing and the Internet. The exchange between instructor and students may be synchronous or asynchronous and may be a hybrid delivery, whereby a specific percentage of in-class activities are required. Regular and substantive interaction between the instruction and students must occur.

Credit-to-contact ratio: Credit hours are determined as the equivalent amount of instruction and student effort leading to equivalent learning outcomes as required for the on-campus instructional delivery as defined above.

* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.

** Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students' experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.

COURSE NUMBERING

The second and third digits of the course number may be assigned at the discretion of the department. The fourth and fifth digits of the course number may be assigned at the discretion of the department, except for the numbers from xxx88 through xxx90, which are restricted for future expansion, and the numbers xxx89 through xxx99, which have the following prescribed meanings:

xxx89	International Experience	xxx96	Individual Investigation
xxx90	Study Away	xxx97	Variable Topic Colloquium
xxx91	Variable Content Seminar	xxx98	Research
xxx92	Practical Experience (Internship, Practicum, Field Experience, Student Teaching, Directed Practice)	xxx99	Project or Capstone
xxx93	Variable Topic Workshop	6x199	Master's Thesis I
xxx94	College Teaching	6x299	Master's Thesis II
xxx95	Special Topics	8x199	Dissertation I
		8x299	Dissertation II

SCHEDULE TYPES

The following schedule types and their Banner codes identify the course format/delivery and must comply with course type (e.g., workshop course must be identified with the workshop schedule type).

CLN	Clinical Laboratory	MST	Master's Thesis
CLR	Clerkship	PRA	Practical Experience
COL	Colloquium	PRJ	Project or Capstone
COP	Cooperative Education	PRL	Private Lesson
DSR	Dissertation	RCT	Recitation
EMP	Emporium	RES	Research
FLT	Flight Training	SEM	Seminar
IND	Individual Investigation	STA	Study Away
INT	International Experience	STU	Studio
LAB	Laboratory	WSP	Workshop
LEC	Lecture		
LLB	Combined Lecture and Laboratory		

* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.

** Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students' experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.



Date: 10/16/2017

To: College Curriculum Committee

From: Eric M. Mintz, Associate Dean, College of Arts & Sciences

Attached please find a proposal from the College of Arts & Sciences to rename and restructure the Liquid Crystal Institute into a new Advanced Materials and Liquid Crystal Institute. Additional letters of support from campus academic units will be forthcoming.

Sincerely,

A handwritten signature in blue ink that reads "Eric M. Mintz".

Eric M. Mintz, Ph.D.

Professor of Biological Sciences

Associate Dean, College of Arts & Sciences

Handwritten initials "AS" with a small "L" underneath, written in blue ink.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **11-Oct-17** Curriculum Bulletin _____
Effective Date **Spring 2018** Approved by EPC _____

Department _____
College **AS - Arts and Sciences**
Proposal **Revise Institute**
Proposal Name **Restructure the Liquid Crystal Institute and rename it the Advanced Materials and Liquid Crystal Institute**

Description of proposal:

In order to expand the operating mandate of the Liquid Crystal Institute into a more inclusive research institute devoted to the area of materials science, this proposal restructures the existing LCI and renames it the Advanced Materials and Liquid Crystal Institute.


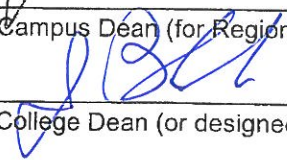
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

Because this is an already existing institute, it will not impact on other units in a negative way or duplicate efforts underway elsewhere.

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

Dept. of Chemistry & Biochemistry, Dept. of Physics, Dept. of Mathematics, Dept. of Computer Science, Dept. of Biological Sciences, Chemical Physics Interdisciplinary Program, College of Architecture and Environmental Design, College of Aeronautics and Engineering, College of Public Health, College of Podiatric Medicine, School of Fashion Design and Merchandising.

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director	<u>10/16/2017</u>
_____ Campus Dean (for Regional Campuses proposals)	<u> / / </u>
 _____ College Dean (or designee)	<u>11/9/17</u>
_____ Dean of Graduate Studies (for graduate proposals)	<u> / / </u>
_____ Senior Vice President for Academic Affairs and Provost (or designee)	<u> / / </u>

AS
2

Proposal Summary to Establish or Revise an Academic Administrative Structure

Restructure the Liquid Crystal Institute (LCI) and rename it the Advanced Materials and Liquid Crystal Institute.

The following is from 3343-2-03 *University Policy Regarding the Establishment or Revision of Academic Administrative Structures*.

Introduction

Recognizing the need to embrace the broad array of advanced materials research conducted at Kent State University we propose to rename the Liquid Crystal Institute as the Advanced Materials and Liquid Crystal Institute (AMLCI) while updating its administrative structure to reflect its new, broader mission to further enhance Kent State's strength in advanced materials research.

1. The quality of the faculty, students and programs.

More than 50 KSU faculty conduct research into the development and application of advanced materials. This faculty includes three state funded endowed chairs, 5 fellows of the American Physical Society and two fellows of the Society for Information Display. In the College of Arts and Sciences, active faculty comes from the departments of Physics, Chemistry & Biochemistry, Biological Sciences, Mathematics, Computer Science and the Chemical Physics Interdisciplinary Program. The Advanced Materials and Liquid Crystal Institute (AMLCI) will also include faculty from the College of the Arts, the College of Architecture and Environmental Design, the College of Aeronautics and Engineering, the College of Podiatric Medicine, and the College of Public Health. Kent State has a 60-year history of leading in diverse aspects of research into solid-state materials. Graduates from the associated advanced materials programs have secured prestigious positions in academia, industry and government. They hold prominent positions in industry such as forming the core cadre of display researchers at Apple. They are also provosts and presidents of prestigious universities.

2. Centrality and coherence to the mission and strategic directions of the university and other academic units.

After extensive consultation with faculty, staff, students and community members, including two listening tours, President Warren announced her strategic roadmap for Kent State University. The establishment of the AMLCI is well aligned with the strategic direction of the university and its five priorities. For example, Priority 1 puts Students First. The AMLCI will offer students from many departments the opportunity to participate in Institute research. The interdisciplinary nature of the research will allow students, at both the undergraduate and graduate levels and from diverse backgrounds, to interact and engage to solve common problems. For example, previous experience in the Liquid Crystal Institute (LCI) has demonstrated how focusing on a common interdisciplinary problem such as detecting diabetic foot ulcers can engage students from Podiatric Medicine, The School of Fashion and the LCI in a single research project.

Proposal Summary to Establish or Revise an Academic Administrative Structure

Priority 2 supports A Distinctive Kent State. The AMLCI will support the campus' culture of research and innovation by joining some of our most prominent academic science and arts programs. While it will embrace the diversity of materials research on campus it will also maintain a unique mission making it distinctively Kent State. This was a great advantage for the LCI and will be continued with the AMLCI. The AMLCI will sustain and enhance the global reputation of the LCI. The external advisory board will assure the Institute enhances our regional impact, expanding our outreach to many more companies and preparing our students for successful careers in the region.

3. Comparative advantage versus other structures.

As stated in University Policy 2-03.1.B.6.A, institutes are "created to facilitate comprehensive research on a major problem or on a cluster of significant related topics or issues." In this case, the AMLCI will bring together researchers across campus with interested in basic research, applied research, productive development and application of advanced materials.

4. What makes the unit particularly appropriate for Kent State University.

AMLCI supports the university's culture of research and innovation by joining some of our most prominent faculty. KSU faculty conduct a wide array of materials research, as noted above. Often this research has gone unnoticed. At present, this research is sometimes impeded because of the lack of an over-arching structure that maximizes its impact and visibility. The AMLCI is designed to embrace the diversity of materials research on campus and to effectively utilize established research facilities. It will take a problem based approach to engage not only STEM units in which new materials are created, analyzed and optimized but also units in other colleges in which the vision and talent resides to develop new and exciting ways of using advanced materials. This will create a vibrant research culture essential for creativity. The AMLCI will exploit our unique materials research strengths and will emphasize research and collaborations that make it distinctively Kent State: areas where we can lead rather than follow.

The AMLCI will continue the LCI's tradition of moving technology quickly from the laboratory to the marketplace and in particular supporting local start-up companies that employ our graduates and provide direct economic reward to the region and the state. The prototyping and related resource facilities of the AMLCI will be utilized to demonstrate the applications of promising materials developed. Start-up companies licensing and utilizing AMLCI technologies will also have access to these unique facilities. As demonstrated with earlier start-ups, such as Kent Displays, AlphaMicron and Crystal Diagnostics, the facilities and support provided by the AMLCI will serve as an anchor, to keep these companies in the region.

5. Demand for the unit and for the graduates of the unit.

The Division of Research and Sponsored Program's Research Advisory Committee proposed five possible research initiatives to focus strategic research investment. KSU community feedback was sought. We received well over 100 responses to the survey inquiring about Research Institutes. This was about triple the typical response rate for university-wide surveys. While there were concerns about how the Institutes would be organized and supported, there was strong support for the AMLCI (as well as the other proposed Research Institutes). The AMLCI will build a more extensive and cohesive research community at Kent State University.

Proposal Summary to Establish or Revise an Academic Administrative Structure

It will offer members ready access to the Institute's combined research facilities. This broader structure will create an attractive environment to secure extramural funding and to broaden our academic offerings and grow enrollments; both are essential for sustaining a fiscally sound institute. Participating faculty will conduct a wide range of research including bioanalytical chemistry, bioinorganic chemistry, biophotonics, nanomedicine, and molecular/cell biology and drug design, quantum materials, organic electronics, magnetism and superconductivity.

While not directly in the Institute, graduates of our advanced materials research programs have excelled. They form a core cadre of display researchers at Apple, and they are provosts and presidents of prestigious universities. Foxconn, a major supplier of displays for Apple and the entire display industry has announced plans to build an LCD manufacturing plant in the midwest. In their selection process they were particularly interested in the research conducted and services provided by the Liquid Crystal Institute and access to our graduates. They were also keen to utilize our established strengths in workforce training.

6. Duplication and interrelatedness of the unit's program(s) within the university, state, and region

Because the AMLCI will incorporate and utilize the facilities and administrative support of the current LCI it will not duplicate other programs on campus. It is designed to support the broader range of advanced materials research at Kent State. It will be important for the AMLCI to distinguish itself from the many other materials science programs across the region (for example the University of Akron's Center of Excellence in Polymers and Advanced Materials), the state (Ohio State University's Department of Materials Science and Engineering), and the nation (MIT's on responsive advanced materials, including liquid crystals).

The formation of the AMLCI will have the most direct impact on the LCI. As outlined above, the LCI will be incorporated into the AMLCI including all supported staff and facilities. It will maintain the reputation and world-wide recognition of the LCI while expanding its reach in the discipline. The most directly engaged departments are from the College of Arts and Sciences. Faculty from Biological Sciences, Chemistry & Biochemistry, Physics, Chemical Physics Interdisciplinary Program, Mathematics and Computer Science will be most directly involved in the development of new materials. We expect several faculty from the College of Aeronautics and Engineering to add their expertise in fuel cells and the mechanical properties of liquid crystals. Participation in the AMLCI will have relevance to faculty in the School of Fashion Design and Merchandising, the School of Art, the College of Architecture and Environmental Design, the College of Podiatric Medicine, and the College of Public Health.

7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.

Because the AMLCI incorporates the current administrative structure, support and facilities of the LCI its establishment will not require additional funds. It will utilize additional funding provided for the new University Institutes to attract two new faculty. The AMLCI will assure the widest use of these facilities and investments.

8. Administrative reporting structure.

Proposal Summary to Establish or Revise an Academic Administrative Structure

The AMLCI Director will hold tenure in one of the affiliated academic units. Their administrative appointment to Director will be made by the Vice President for Research. Their performance reviews will be done jointly with the appropriate academic unit chair and the VP for Research. The Director will report to the Vice President of Research and keep informed the Dean of the College of Arts and Sciences. The Director will be responsible for the budget and direction of the AMLCI. The Vice President for Research will appoint the internal and external advisory board members in consultation with the Director. The Director will chair meetings of the advisory boards. Working with these advisory boards and participating faculty the Director establishes and annually reevaluates the direction and goals for the AMLCI. The Director administers the budget for the AMLCI and oversees faculty and staff appointments within the Institute.

9. Space and capital budget needs.

Because the AMLCI will incorporate all the administrative support and facilities of the current LCI no additional space or capital budget requests are required to establish the AMLCI. Start-up packages and possibly facility modifications will be required to attract the planned two new faculty supported by establishment of the AMLCI. The new faculty will hold tenure in one of the associated departments.

10. A proposed operating budget with any one-time resource needs.

The new AMLCI will operate utilizing the current funding for the LCI, including endowment income. As noted above, this budget will be overseen by the new AMLCI director.

11. Evaluation procedures including academic assessment procedures.

AMLCI will report to the Vice President for Research and will be regularly reviewed following the policies and procedures outlined in the University Policy Register. This includes filing an annual report with the appropriate dean(s), with copies to the provost and the vice president for research. The annual report will include the evaluation of both internal and external advisory boards.

12. A timetable for proposal implementation.

We request that LCI be renamed the AMLCI during the Fall semester 2017. This will require the program be reviewed by the relevant committees on campus in the fall semester. Final approval for the renamed Institute will be obtained and a search begun for the new AMLCI director by the end of Fall Semester, 2017. Our goal will be to conduct the search and select the new director before the start of the Fall Semester 2018.




October 16, 2017

Eric Mintz, Ph.D.
John West, Ph.D.
College of Arts & Sciences
Kent State University
Kent, Ohio

Dear Dr. Mintz and Dr. West,

The College of Public Health supports the proposal to rename the Liquid Crystal Institute as the Advanced Materials and Liquid Crystal Institute (AMLCI). We look forward to working with the new administrative structure and within the broader mission to further enhance Kent State's strength in advanced materials research.

Sincerely,


Sonia A. Alemagno
Dean, College of Public Health

AS
7



College of Aeronautics
and Engineering


October 16, 2017

Kent State University
College of Arts and Sciences
ATTN: Dr. Eric Mintz

Dear Dr. Mintz

The college of Aeronautic and Engineering fully support the restructuring of the Liquid Crystal Institute and renaming it the Advanced Materials and Liquid Crystal Institute. This move will directly support the strategic direction of this college.

Sincerely,


Robert G. Sines, Jr
Interim Dean

Office of the Dean

AS
8

Kent State University

Memo

To: Eric Mintz
From: Laura Leff
cc:
Date: October 17, 2017
Re: Advanced Materials and Liquid Crystal Institute

I have shared the Advanced Materials and Liquid Crystal Institute proposal with the FAC who have expressed support for this proposal. I concur with their assessment and am writing to inform you that the Department of Biological Sciences supports this proposal.





October 23, 2017

Eric M. Mintz, Ph.D.
Associate Dean, College of Arts & Sciences
Professor of Biological Sciences
Kent State University
Kent, OH

Dear Dr. Mintz:

I am writing this letter in support of the proposed restructuring and renaming of the Kent State University Liquid Crystal Institute (LCI) into the Advanced Materials and Liquid Crystal Institute (AMLCI). Over the past several years, faculty members from the College of Podiatric Medicine have been collaborating with investigators from the LCI and the School of Fashion to develop advanced liquid crystal materials that will allow for patients to self-monitor for the early onset of serious foot disorders. These materials may prove invaluable as a tool for the successful treatment of conditions related to the diabetic or high risk foot, such as diabetic foot ulcers. This is significant in that if a diabetic foot ulcer becomes infected, it could lead to a lower extremity amputation. It has been reported that the five-year mortality rate after a lower extremity amputation is greater than 40%.

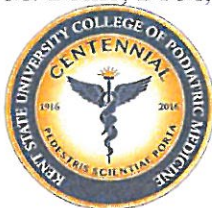
As this field of study is further developed, the restructuring of the LCI into the AMLCI will facilitate collaboration in this interdisciplinary research area. The creative environment that will naturally develop from the AMLCI will result in additional ideas for advanced materials and their use in the podiatric medical field. Additionally, the AMLCI will bring together researchers who provide unique areas of expertise, thus leading to the establishment of strong, qualified teams that will be attractive to extramural funding agencies, including the National Institutes of Health. The availability of combined facilities and resources in the AMLCI will improve and enhance research on the development of advanced diagnostic materials, thus potentially increasing the opportunities to obtain extramural funding and to support local start-up companies. Finally, the restructuring of the Institute will introduce opportunities for our students who are interested in research to become involved in the area of advanced materials for medical purposes, and will give them experience in working with a team to find solutions to a common problem.

I fully support the creation of the AMLCI and look forward to our faculty participating in this exciting Institution!

Sincerely,

A handwritten signature in black ink, appearing to read "Allan M. Boike".

Allan M. Boike, DPM, FACFAS
Dean



College of Podiatric Medicine

6000 Rockside Woods Boulevard • Independence, Ohio 44131
216-231-3300 • 800-238-7903 • Fax: 216-447-1631 • www.kent.edu/cpm

AS
10



November 4, 2017

Dear Dean Blank,

This letter is to express our support to rename Kent State's 'Liquid Crystal Institute' to 'Advanced Materials and Liquid Crystal Institute'. We wish the reorganized institute will continue to be the flagship of innovation and research. We look forward to collaborate with the institute.

Sincerely,

A handwritten signature in black ink that reads "Javed I. Khan".

Javed I. Khan, Ph.D.
Chair and Professor

Department of Computer Science
P.O. Box 5190 • Kent, Ohio 44242-0001
Phone: (330) 672-9980 • <http://www.kent.edu/cs>

AS
11



November 6, 2017

Dear Dean Blank,

I am writing this letter in support of renaming Kent State's "Liquid Crystal Institute" to "Advanced Materials and Liquid Crystal Institute". I appreciate that the name change will more accurately reflect the breadth of activities that the current LCI faculty are involved in. Further, I anticipate that the Institute will continue to be the flagship of innovation and research it has become known for. I look forward to continued collaboration between our faculty in the School of Biomedical Sciences and the faculty in the Institute.

Sincerely,

A handwritten signature in black ink, appearing to read "Ernest Freeman".

Ernest Freeman, Ph.D.
Director, School of Biomedical Sciences



November 6, 2017

Dr. James Blank
Dean
College of Arts and Sciences
Kent State University
Kent, OH 44242

Dear Dean Blank,

Based on the majority vote from the tenure track faculty in the department of Chemistry and Biochemistry I support the name Advanced Materials and Liquid Crystal Institute (AMLCI) proposed for the new materials institute.

Best Regards


A handwritten signature in blue ink that reads "Soumitra Basu".

Soumitra Basu, PhD, MBA
Professor and Chair
Department of Chemistry and Biochemistry

Department of Chemistry and Biochemistry

KENT STATE UNIVERSITY

To: James Blank, Dean, College of Arts and Sciences
From: Andrew Tonge, Chair, Department of Mathematical Sciences
Date: November 6, 2017
Subject: Liquid Crystal Institute: Change of Name



The Department of Mathematical Sciences supports changing the name of the "Liquid Crystal Institute" to the "Advanced Materials and Liquid Crystal Institute". We wish it great success in the future.



INTERDEPARTMENTAL MEMORANDUM
DEPARTMENT OF PHYSICS

TO: J. Blank, Dean, College of Arts and Sciences

FROM: J.T. Gleeson, Professor and Chair

DATE: November 7, 2017

SUBJECT: **Proposal to Restructure the Liquid Crystal Institute**

As you know, the Department Faculty discussed this proposal at length on October 31, 2017. At the conclusion of that meeting, I conducted an electronic survey of faculty members in order to establish a consensus view on the proposal. Approximately half of the faculty responded, and of those responding, there was broad consensus in favor of the proposed restructuring. The view was that in principle such a restructured institute could be beneficial to this Department, and the many researchers engaged in multiple facets of materials research herein. However, there remain tangible concerns about the future implementation of this proposal. These include i) how widely the restructured institute embraces the full spectrum of materials research on campus, ii) whether the restructured organization is sufficiently resourced to accomplish its goals.

Department of Physics
Room 105 Smith Hall
Phone 330-672-2246 • Fax 330-672-2959



The Fashion School

November 8, 2017

Dr. Jim Blank, Dean
College of Arts and Sciences
Kent State University

Dear Dean Blank,

I am pleased to support the proposal to change the name of the Liquid Crystal Institute to the Advance Materials and Liquid Crystal Institute. The plans to expand the mission of the Institute while maintaining the reputation of the LCI, make great sense. The expanded mission will help support the faculty and students in the Fashion School and to potentially expand on some preliminary collaborations that have already been initiated related to using liquid crystals in solution to develop diabetic diagnosis socks, investigating electro-spinning of fibers to include LC and other solutions for both aesthetic and performance-based property modifications to fibers/fabrics, and potentially investigating methods for reducing corrosion in fabrics used in military applications.

Faculty in the Fashion School are excited to be collaborating on these and other potential projects in a manner that could potentially continue to incorporate liquid crystals, but could also span into a broader range of advanced materials for flexible and wearable applications.

Sincerely,

A handwritten signature in black ink, appearing to read "J.R. Campbell".

J.R. Campbell
Professor & Director, The Fashion School
Associate Dean – Research (Part-time), College of the Arts
Kent State University
PO Box 5190
515 Hilltop Drive,
226C Rockwell Hall (office)
Kent, OH 44242-0001 USA

Phone: 1 (330) 672-3010
Fax: 1 (330) 672-3772
Email: jrcamp@kent.edu

Shannon Rogers and Jerry Silverman School of Fashion Design and Merchandising

515 Hilltop Drive • PO Box 5190 • Kent, Ohio 44242-0001 • 330-672-3010 • Fax: 330-672-3772 •
www.kent.edu/fashion



November 8, 2017

Dear Dean Blank,

I fully support the proposal to change the name of the Liquid Crystal Institute to Advance Materials and Liquid Crystal Institute. The plans to expand the mission of the Institute while maintaining the reputation of the LCI, make great sense. The expanded mission will extend the reach of the Chemical Physics Interdisciplinary Program and help build effective collaborations across the campus and beyond.

Let me know if I can be of any help in implementing the planned changes.

Sincerely

A handwritten signature in blue ink that reads "John L. West".

John L. West
Interim Director
Liquid Crystal Institute

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Sep-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **School of Art**
 College **CA - The Arts**
 Degree **MA - Master of Arts**
 Program Name **Crafts/ Fine Arts** Program Banner Code **CRFT/ ARTS**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Revise program**

Description of proposal:

Kent State University faculty of the School of Art propose to consolidate two Master of Arts (M.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.A. degree program with the major name of Studio Art. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past few decades.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **32** Proposed total credit hours **32**

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

Since only the structure of the two programs is changing, the School of Art anticipates no changes to faculty, administrative, or support services. Additionally, it eliminates the need for one of the existing program coordinators, which provides opportunity for increased research or teaching within the university.

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

Marcie Bukowski _____ 10/16/17
 Department Chair / School Director

 Campus Dean (for Regional Campuses Proposals) _____ / /

Cynthia A. Stelling _____ 10,27,17
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) _____ / /

 Senior Vice President for Academic Affairs and Provost (or designee) _____ / /

Proposal Summary

[Merging of M.A. in Crafts and M.A. in Fine Arts into M.A. in Studio Art]

Description of Action, Including Intended Effect

Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two Master of Arts (M.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.A. degree program with the major name of Studio Art. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past few decades.

Consolidation of the two majors within the M.A. degree eliminates the cumbersome and arbitrary separation of studies—one devoted to “fine” arts and the other to “crafts”—distinctions that have been disappearing for some time in the visual arts practices. With a single degree program, graduate students will have greater opportunities to explore cross-disciplinary seminars and engage with a more diverse graduate student population. Consolidation will also remove nearly duplicative curriculum and bring the program into alignment with the suggested guidelines for M.A. degree programs from the National Association of Schools of Art and Design, which accredits Kent State’s art programs.

The B.A. and B.F.A. degree programs in Craft and Fine Art were evaluated and successfully merged in a similar way in 2016. During this evaluative process, it became clear that reasons supporting the merging of the undergraduate programs also apply to the graduate programs in studio art. The more holistic approach in the Foundations curriculum and the subsequent interdisciplinary choices found within the undergraduate programs directly affect the graduate student population and general understanding of how contemporary visual arts practice is framed, understood, and taught. The separation of media areas seems irrelevant to most constituents. By eliminating this separation, an egalitarian structure between all studio disciplines is established.

Similarly, the M.F.A. degree programs in Craft and Fine Art were successfully merged in 2017, and through this process established concentrations in each of the current studio disciplines. This move did not introduce any new disciplines; it only formalized what had been offered historically. This current proposal to merge the M.A. in Fine Arts and M.A. in Crafts into an M.A. in Studio Art will finalize this pedagogical shift for all the studio degree programs at Kent State.

The M.A. in Studio Art will serve students with art or design undergraduate experience wishing to continue building skills within a specific studio discipline (textiles, sculpture, printmaking, painting, jewelry/metals/enameling, glass, drawing, or ceramics). M.A. students may use the degree to produce a portfolio of work as a pathway to an M.F.A., as an avenue to promotion or advancement in an existing career, or to hone technical skills in a specific studio discipline for use in industry.

The objectives of the M.A. in Studio Art are:

- Develop proficiency in a wide range of skills and technologies in the discipline.
- Enhance student communication and presentation skills through participation in graduate seminars, critiques, and engagement with professional standards.
- Develop deeper awareness of historical and culture contexts of art and craft production leading to advanced skills of aesthetic judgment and assessment.

- Develop capacities of independent inquiry, research strategies, problem solving and self-reflexivity with regard to creation of a body of work.
- Build a strong portfolio to enhance opportunities for further education and/or career/entrepreneurial options.

Previously Authorized Curriculum	Credit Hours	Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours	Notes
MA Craft		MA Fine Art		MA Studio		
Major Electives	23	Major Electives	23	Major Electives	20	Decrease
Art History Electives	3	Art History Electives	3	Art History Electives	6	Increase
Thesis	6	Thesis	6	Thesis	6	No Change
Total	32		32		32	No Change

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

These changes will have little effect on current students, as existing course offerings will continue to be scheduled, and faculty will work directly with each graduate student individually to devise appropriate sequence of coursework to meet the needs of the student's creative process and intellectual maturity.

Fiscal, Enrollment, Facilities and Staffing Considerations

This merge doesn't require any additional funding, facilities, or staffing beyond those designed in the new Center for the Visual Arts. The new facility was envisioned to house all the current disciplines, and encourage cross population between disciplines. The new M.A. structure reinforces through curriculum the same premise. Additionally, it eliminates the need for one of the existing program coordinators, which provides opportunity for increased research or teaching within the university.

Evidence of Need and Sustainability if Establishing

This change consolidates degree programs which were almost duplicative and brings them both into alignment with suggested guidelines for M.A. degree program provided by our national accrediting agency, the National Association of School of Art and Design. Since 2014, the School of Art has had seven students graduated or currently enrolled in these two MA programs, and over the last three years has constituted between 5% and 30 % of our total graduate student population in Studio Art; only one of these entered the graduate program first as an MFA and switched to the MA. That six students entered the program explicitly for the MA degree indicates that this degree serves a distinct need for a significant population of our graduate students. This is particularly significant given that there is no other MA in Studio Arts available at another NASAD-accredited public institution in Ohio.

In the 2016 NASAD review of Kent State's programs, concern was expressed because there was not sufficient work nor transcripts for the committee to evaluate the MA programs. This was not due to lack of students pursuing this degree, but rather due to deficiencies in record keeping which have since been remediated. Prior to the 2016 review, faculty had kept records for accreditation of graduate work on the whole, largely documenting MFA work; they are now keeping more detailed records of both MFA and MA work for future accreditations.

Provisions for Phase-Out if Inactivating

None

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

- Approval of proposal by the School of Art Faculty-October 2017
- Approval of proposal by the College of the Arts Curriculum Committee-October 2017
- Approval of proposal by the EPC-January 2018
- Approval of proposal by the Provost
- Approval of proposal by NASAD- October 2018

Studio Art

FINE ARTS - M.A.

College of the Arts

School of Art
 241 Center for the Visual Arts
 Kent Campus
 330-672-2192
 artinfo@kent.edu
 www.kent.edu/art

Students may take major electives through cross-discipline, seminar-style courses, graduate studio, travel study and/or independent study. Maximum 6 credit hours of travel study courses, and maximum 20 credit hours of graduate studio courses may be applied toward the M.A. degree.

Description

~~The Master of Arts degree in Fine Arts emphasizes intensive personal investigation and the development of strong aesthetic and conceptual understanding. In addition to time in their own studio, students have opportunities to enhance existing skills and knowledge by observing undergraduate class demonstrations and critiques. Areas of study within the program are painting, drawing, printmaking and sculpture.~~

Fully Offered At:

- Kent Campus

Accreditation

National Association of Schools of Art and Design (NASAD)

Admission Requirements

- Official transcript(s)
- Goal statement
- Three letters of recommendation
- Curriculum vitae
- Artist statement (250-500 words)
- Portfolio

English Language Proficiency Requirements for International Students:

All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 550 TOEFL score (79 on the Internet-based version), minimum 77 MELAB score, minimum 6.5 IELTS score or minimum 58 PTE Academic score. For more information on international admission, visit the Office of Global Education's admission website. **Effective spring 2018.**

For more information about graduate admission, please visit the Graduate Studies website.

Program Learning Outcomes

Graduates of the program will be able to:

- ~~1. Demonstrate a high quality and knowledge of methods and processes pertaining to their chosen media.~~
- ~~2. Demonstrate a high quality of formal and conceptual knowledge and understanding of their chosen media.~~
- ~~3. Articulate the conceptual and formal ideas of their chosen media.~~
- ~~4. Write articulately about their work.~~

Program Requirements

Major Requirements

[CA-MA-ARTS] ~~STAR~~ SART

Major Requirements	20
Major Electives ¹	23
Art History Electives	3 6
ART 67199 M.A.THESIS I ²	6
Minimum Total Credit Hours:	32

- After completing ~~20~~ **16** credit hours of coursework, students present a body of current art work to a committee of three to five faculty members for review and discussion.
- Students' thesis may comprise an installation or a series of collective works, in addition to a written thesis. The written thesis must document and substantiate the visual works through historical context, process or other theoretical premises. Students must present an oral defense of the works to a committee of three to five faculty members, in addition to mounting the installation and preparing the written thesis.

Candidacy Examination

Successful completion of the candidacy review examination is a requirement in every School of Art graduate program. In the studio majors, it is scheduled after half of the program has been completed. Successful completion of the examination designates the student as a candidate for the degree.

The Master of Art degree in Studio Art serves students with art or design undergraduate experience wishing to continue building skills within a specific studio discipline (textiles, sculpture, printmaking, painting, jewelry/metals/enameling, glass, drawing, or ceramics.) M.A. students may use the degree to produce a portfolio of work as a pathway to an M.F.A., as an avenue to promotion or advancement in an existing career, or to hone technical skills in a specific studio discipline for use in industry.

1. Enhance student communication and presentation skills though participation in graduate seminars, critiques, and engagement with professional standards.
2. Develop deeper awareness of historical and cultural contexts of art and craft production leading to advanced skills of aesthetic judgement and assessment.
3. Develop capacities of independent inquiry, research strategies, problem solving and self-reflexivity with regard to creation of a body of work.
4. Build a strong portfolio to enhance opportunities for further education and /or career and entrepreneurial options.

M.F.A. and M.A. Studio Art
Summary of Course Changes Workflow
(sorted by change type)

The Studio Art division is proposing an update of the graduate-level courses to eliminate the terms *craft* and *fine art* from the titles, and to streamline offerings where duplication exists due to the merge of Fine Arts and Craft degree programs into Studio Art. In addition, we are delineating courses by concentration disciplines and through a scaffolding of first and second year levels. Although these changes don't represent big changes to the actual curriculum, they will make our existing structure more transparent and compliant with curriculum requirement of the university, state, and our accrediting organizations.

<i>Establish Courses</i>						
workflow	Current Course #	New Course #	Current Title	New Title	Proposed Change	Course Schedule Type
CCU012408		ARTS-54040 ARTS 64041		Graduate Studio: Print Media and Photography II	Establish new course #, descriptions, pre-requisites	STU
CCU012423		ARTS-54050 ARTS 64051		Graduate Studio: Sculpture and Expanded Media II	Establish new course #, descriptions, pre-requisites	STU
CCU012424		ARTS-54060 ARTS 64061		Graduate Studio: Drawing and Painting II	Establish new course #, descriptions, pre-requisites	STU
CCU012425		ARTS-55305 ARTS 65300		Graduate Studio: Textiles I	Establish new course #, descriptions, pre-requisites	STU
CCU012426		ARTS-65300 ARTS 65301		Graduate Studio: Textiles II	Establish new course #, descriptions, pre-requisites	STU
CCU012427		ARTS-55600 ARTS 65600		Graduate Studio: Glass I	Establish new course #, descriptions, pre-requisites	STU
CCU012428		ARTS-65600 ARTS 65601		Graduate Studio: Glass II	Establish new course #, descriptions, pre-requisites	STU
CCU012430		ARTS-55400 ARTS 65400		Graduate Studio: Ceramics I	Establish new course #, descriptions, pre-requisites	STU
CCU012431		ARTS-65400 ARTS 65401		Graduate Studio: Ceramics II	Establish new course #, descriptions, pre-requisites	STU
CCU012433		ARTS-55700 ARTS 65700		Graduate Studio: Jewelry/Metals/Enameling I	Establish new course #, descriptions, pre-requisites	STU
CCU012434		ARTS-65700 ARTS 65701		Graduate Studio: Jewelry/Metals/Enameling II	Establish new course #, descriptions, pre-requisites	STU

CCU012457		ARTS 54000 ARTS 64000		Graduate Seminar I: Studio Art	Establish new course #, descriptions, pre-requisites	SEM
CCU012458		ARTS 64000 ARTS 64001		Graduate Seminar II: Studio Art	Establish new course #, descriptions, pre-requisites	SEM

<i>Revise Courses</i>						
workflow	Current Course #	New Course #	Current Title	New Title	Proposed Change	
CCU012459	ARTS 55080		Studio Experience in Crafts	Kent Blossom Art	Title & Description change	STU
CCU012460	ARTS 55092		Field Experience /Travel Study in Studio Art	Field Experience /Travel Study in Studio Art	Title & Description change	PRA
CCU 012461	ARTS 55095		Crafts: Special Topics	Studio Art: Special Topics	Title & Description change	STU
CCU012472	ARTS 65095		Crafts: Selected Topics	Studio Art: Advanced Special Topics	Title & Description change	STU
CCU012463	ARTS 54091		Seminar: Studio	Variable Content Seminar: Studio Art	Title & Description change	SEM
CCU012464	ARTS 64098		Research	Research in Studio Art	Title & Description change	RES
CCU012467	ARTS 64040		Printmaking: Ind/Study	Graduate Studio: Print Media and Photography I	Title & Description change, course type	STU
CCU012469	ARTS 64050		Sculpture: Ind/Study	Graduate Studio: Sculpture and Expanded Media I	Title & Description change, course type	STU
CCU012500	ARTS 64060		Painting: Ind/Study	Graduate Studio: Drawing and Painting I	Title & Description change, course type	STU
CCU012497	ARTS 64096		Fine Art: Ind/ Study	Individual Study: Studio	Title & Description change	IND

<i>Inactivate Courses</i>					
workflow	Current Course #	New Course #	Current Title	New Title	Proposed Change
CCU012473	ARTS 54080		Studio Experience in Fine Art		Inactivate due to Studio Art merge duplication
CCU012474	ARTS 55092		Field Experience/ Travel Study		Inactivate due to Studio Art merge duplication
CCU012475	ARTS 65996		Ind/Study: Crafts		Inactivate due to Studio Art merge duplication



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission: [October 26, 2017]

Name of institution: Kent State University

Previously approved title: [Fine Arts and Crafts] within the [Master of Art] degree

Proposed new title: [Studio Art] within the [Master of Art] degree

Proposed implementation date of the request: [Fall 2018]

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Melody J. Tankersley, PhD
Title: Senior Associate Provost and Dean of Graduate Studies
Phone: 330-672-8613
E-mail: mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.

Kent State University faculty of the School of Art and College of the Arts, propose to consolidate two Master of Arts (M.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.A. degree program with the major name of Studio Art. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past few decades. Consolidation of the two majors within the M.A. degree eliminates the cumbersome and arbitrary separation of studies—one devoted to “fine” arts and the other to “crafts”—distinctions that have been disappearing for some time in the visual arts practices. With a single degree program, graduate students will have greater opportunities to engage with a more diverse graduate student population. Consolidation will also remove nearly duplicative curriculum and bring the program into alignment with the suggested guidelines for M.A. degree programs from the National Association of Schools of Art and Design, which accredits Kent State’s art programs.

The B.A. and B.F.A. degree programs in Craft and Fine Art were evaluated and successfully merged in a similar way in 2016. During this evaluative process, it became clear that reasons supporting the merging of the undergraduate programs also apply to the graduate programs in studio art. The more holistic approach in the Foundations curriculum and the subsequent interdisciplinary choices found within the undergraduate programs directly affect the graduate student population and general understanding of how contemporary visual arts practice is framed,

understood, and taught. The separation of media areas seems irrelevant to most constituents. By eliminating this separation, an egalitarian structure between all studio disciplines is established. Similarly, the M.F.A. degree programs in Craft and Fine Art were successfully merged in 2017, and through this process established concentrations in each of the current studio disciplines. This move did not introduce any new disciplines; it only formalized what had been offered historically. This current proposal to merge the M.A. in Fine Arts and M.A. in Crafts into an M.A. in Studio Art will finalize this pedagogical shift for all the studio degree programs at Kent State.

The M.A. in Studio Art will not have concentrations, but will serve students with art or design undergraduate experience wishing to continue building skills within a specific studio discipline (textiles, sculpture, printmaking, painting, jewelry/metals/enameling, glass, drawing, or ceramics). M.A. students may use the degree to produce a portfolio of work as a pathway to an M.F.A., as an avenue to promotion or advancement in an existing career, or to hone technical skills in a specific studio discipline for use in industry.

Describe how the name and curricular changes will affect students in the current program.

These changes will have little effect on current students, as existing course offerings will continue to be scheduled, and faculty will work directly with each graduate student individually to devise appropriate sequence of coursework to meet the needs of the student's creative process and intellectual maturity.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

This merge doesn't require any additional funding, facilities, or staffing beyond those designed in the new Center for the Visual Arts. The new facility was envisioned to house all the current disciplines, and encourage cross population between disciplines. The new M.A. structure reinforces through curriculum the same premise. Additionally, it eliminates the need for one of the existing program coordinators, which provides opportunity for increased research or teaching within the university.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Our accrediting body, National Association of School of Art and Design (NASAD), provides for a variety of organizational structures for professional degree programs. The NASAD national office has been informed of our intent to pursue this change to our degree programs. The proposal complies with the standards set forth in the NASAD handbook for Master of Arts professional degree programs. The NASAD national office has been informed of our intent to modify these degree programs, and we will submit the requisite Plan Approval forms when the proposal passes the EPC.

Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness will be measured through annual review of recruitment and matriculation along with student course evaluations. University advisors and faculty will have regular semester meetings to review student enrollment numbers and identify issues related to the merge of the two programs into one.

The objectives of the M.A. in Studio Art are:

- Develop proficiency in a wide range of skills and technologies in the discipline.
- Enhance student communication and presentation skills through participation in graduate

- seminars, critiques, and engagement with professional standards.
- Develop deeper awareness of historical and culture contexts of art and craft production leading to advanced skills of aesthetic judgment and assessment.
 - Develop capacities of independent inquiry, research strategies, problem solving and self-reflexivity with regard to creation of a body of work.
 - Build a strong portfolio to enhance opportunities for further education and/or career/entrepreneurial options.

Faculty will assess these learning outcomes throughout the program by working individually with each student, and through the required thresholds of Candidacy Review and the M.A. Thesis exhibition and written paper.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours	Notes
MA Craft		MA Fine Art		MA Studio		
Major Electives	23	Major Electives	23	Major Electives	20	Decrease
Art History Electives	3	Art History Electives	3	Art History Electives	6	Increase
Thesis	6	Thesis	6	Thesis	6	No Change
Total	32		32		32	No Change

Major Electives: Each student will take 20 credit hours of graduate studio or travel study in one of the eight disciplines. Full-time faculty in each concentration area teach both courses, and student work is evaluated through individual consultation, group critiques, and in some cases by installation of a series or grouping of works for evaluation by committee or collective faculty. Independent study courses are letter graded, and travel study courses (maximum 6 credit hours) are graded as satisfactory/unsatisfactory. After completion of 16 hours of coursework, the student must mount a candidacy review presentation, which is comprised of the works created through these independent study courses. A faculty committee selected by the student in consultation with their primary advisor will review the work and make recommendations for continued progress towards their thesis exhibition. Students may choose to take cross-discipline seminar-style courses by approval of their primary advisor. Seminar-style courses are designed to introduce students to theories of visual art production as it pertains to each concentration and to cross-disciplinary practice. In these courses, students are evaluated through written works, presentations, and production of works of visual art. All of these courses are letter graded by the faculty of record.

Art History: Each student is required to take 6 credit hours of art history. Evaluative criteria in art history include: written exams, presentations, and research papers. These courses are all letter graded.

Thesis: The thesis is comprised of an installation or a series of collective works and a written thesis. The written thesis documents and substantiates the visual works through historical context, process,

or other theoretical premises. The student must present an oral defense of the works to a faculty committee, in addition to mounting the installation and preparing the written thesis. This course is graded as satisfactory/unsatisfactory.

In conclusion, the MA in Studio Art as proposed is designed to prepare the students for careers in the visual arts, or as design professionals. The required major studio coursework constitutes 62% of the total required hours (above the 50% denoted by our accrediting body- NASAD), and travel study may not exceed 6 credit hours. All required courses are letter graded with exception of the 6 credit hours of thesis, although students may elect to take from 2-6 credits of travel study, which are graded as satisfactory/unsatisfactory.

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon, PhD
Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Sep-17** Curriculum Bulletin _____
 Effective Date **Fall 2019** Approved by EPC _____

Department **School of Art**
 College **CA - The Arts**
 Degree **MA - Master of Arts**
 Program Name **Crafts** Program Banner Code **CRFT**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Inactivate program**

Description of proposal:

Kent State University faculty of the School of Art propose to consolidate two Master of Arts (M.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.A. degree program with the major name of Studio Art. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past few decades. Therefore the M.A. in Crafts must be inactivated.

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., 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

Maui Bukowski
 Department Chair / School Director

10/18/17

 Campus Dean (for Regional Campuses proposals)

 / /

Cynthia B. Stelling
 College Dean (or designee)

10/27/17

 Dean of Graduate Studies (for graduate proposals)

 / /

 Senior Vice President for Academic Affairs and Provost (or designee)

 / /

Proposal Summary [Inactivation of M.A. in Crafts]

Description of Action, Including Intended Effect

Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two Master of Fine Arts (M.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.A. degree program with the major name of Studio Art. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past decades.

Consolidation of the two majors within the M.A. degree eliminates the cumbersome and arbitrary separation of studies—one devoted to “fine” arts and the other to “crafts”—distinctions that have been disappearing for some time in the visual arts practices. With a single degree program, graduate students will have greater opportunities to explore cross-disciplinary seminars and engage with a more diverse graduate student population. Consolidation will also remove nearly duplicative curriculum and bring the program into alignment with the suggested guidelines for M.A. degree programs from the National Association of Schools of Art and Design, which accredits Kent State’s art programs.

The B.A. and B.F.A. degree programs in craft and fine art were evaluated and successfully merged in a similar way in 2016. During this evaluative process, it became clear that reasons supporting the merging of the undergraduate programs also apply to the graduate programs in studio art. The more holistic approach in the Foundations curriculum and the subsequent interdisciplinary choices found within the undergraduate programs directly affect the graduate student population and general understanding of how contemporary visual arts practice is framed, understood, and taught. The separation of media areas seems irrelevant to most constituents. By eliminating this separation, an egalitarian structure between all studio disciplines is established.

Similarly, the M.F.A. degree programs in craft and fine art were successfully merged in 2017, and through this process established concentrations in each of the current studio disciplines. This move did not introduce any new disciplines; it only formalized what had been offered historically. This current proposal to merge the M.A. in Fine Arts and M.A. in Crafts into an M.A. in Studio Art will finalize this pedagogical shift for all the studio degree programs at Kent State.

The M.A. in Studio Art will serve students with art or design undergraduate experience wishing to continue building skills within a specific studio discipline (Textiles, Sculpture, Print Media and Photography, Painting, Jewelry/Metals/Enameling, Glass, Drawing, or Ceramics). M.A. students may use the degree to produce a portfolio of work as a pathway to an M.F.A., as an avenue to promotion or advancement in an existing career, or to hone technical skills in a specific studio discipline for use in industry.

The objectives of the M.A. in Studio Art are:

- Develop proficiency in a wide range of skills and technologies in the discipline.
- Enhance student communication and presentation skills through participation in graduate seminars, critiques, and engagement with professional standards.
- Develop deeper awareness of historical and culture contexts of art and craft production leading to advanced skills of aesthetic judgment and assessment.

- Develop capacities of independent inquiry, research strategies, problem solving and self-reflexivity with regard to creation of a body of work.
- Build a strong portfolio to enhance opportunities for further education and/or career/entrepreneurial options.

Previously Authorized Curriculum	Credit Hours	Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours	Notes
MA Craft		MA Fine Art		MA Studio		
Major Electives	23	Major Electives	23	Major Electives	20	Decrease
Art History Electives	3	Art History Electives	3	Art History Electives	6	Increase
Thesis	6	Thesis	6	Thesis	6	No Change
Total	32		32		32	No Change

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

These changes will have little effect on current students, as existing course offerings will continue to be scheduled, and faculty will work directly with each graduate student individually to devise appropriate sequence of coursework to meet the needs of the student’s creative process and intellectual maturity.

Fiscal, Enrollment, Facilities and Staffing Considerations

This inactivation doesn’t require any additional funding, facilities, or staffing beyond those designed in the new Center for the Visual Arts. The new facility was envisioned to house all the current disciplines, and encourage cross population between disciplines. The new M.A. structure reinforces through curriculum the same premise. Additionally, it eliminates the need for one of the existing program coordinators, which provides opportunity for increased research or teaching within the university.

Evidence of Need and Sustainability if Establishing

This change consolidates degree programs which were almost duplicative and brings them both into alignment with suggested guidelines for M.A. degree program provided by our national accrediting agency, the National Association of School of Art and Design. Since 2014, the School of Art has had seven students graduated or currently enrolled in these two MA programs, and over the last three years has constituted between 5% and 30 % of our total graduate student population in Studio Art; only one of these entered the graduate program first as an MFA and switched to the MA. That six students entered the program explicitly for the MA degree indicates that this degree serves a distinct need for a significant population of our graduate students. This is particularly significant given that there is no other MA in Studio Arts available at another NASAD-accredited public

institution in Ohio.

In the 2016 NASAD review of Kent State's programs, concern was expressed because there was not sufficient work nor transcripts for the committee to evaluate the MA programs. This was not due to lack of students pursuing this degree, but rather due to deficiencies in record keeping which have since been remediated. Prior to the 2016 review, faculty had kept records for accreditation of graduate work on the whole, largely documenting MFA work; they are now keeping more detailed records of both MFA and MA work for future accreditations.

Provisions for Phase-Out if Inactivating

None

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

- Approval of proposal by the School of Art Faculty-October 2017
- Approval of proposal by the College of the Arts Curriculum Committee-October 2017
- Approval of proposal by the EPC-January 2018
- Approval of proposal by the Provost
- Approval of proposal by NASAD- October 2018

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Sep-17** Curriculum Bulletin _____
 Effective Date **Fall 2019** Approved by EPC _____

Department **School of Art**
 College **CA - The Arts**
 Degree **MA - Master of Arts**
 Program Name **Fine Arts** Program Banner Code **ARTS**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Inactivate program**

Description of proposal:

Kent State University faculty of the School of Art propose to consolidate two Master of Arts (M.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.A. degree program with the major name of Studio Art. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past decades. Therefore the M.A. in Fine Arts should be inactivated.

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., 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

Maui Bukowski
 Department Chair / School Director

10 / 16 / 17

 Campus Dean (for Regional Campuses proposals)

 / /

Cynthia B. Telling
 College Dean (or designee)

10 / 27 / 17

 Dean of Graduate Studies (for graduate proposals)

 / /

 Senior Vice President for Academic Affairs and Provost (or designee)

 / /

Proposal Summary [Inactivation of M.A. in Fine Arts]

Description of Action, Including Intended Effect

Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two Master of Fine Arts (M.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.A. degree program with the major name of Studio Art. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past decades.

Consolidation of the two majors within the M.A. degree eliminates the cumbersome and arbitrary separation of studies—one devoted to “fine” arts and the other to “crafts”—distinctions that have been disappearing for some time in the visual arts practices. With a single degree program, graduate students will have greater opportunities to explore cross-disciplinary seminars and engage with a more diverse graduate student population. Consolidation will also remove nearly duplicative curriculum and bring the program into alignment with the suggested guidelines for M.A. degree programs from the National Association of Schools of Art and Design, which accredits Kent State’s art programs.

The B.A. and B.F.A. degree programs in craft and fine art were evaluated and successfully merged in a similar way in 2016. During this evaluative process, it became clear that reasons supporting the merging of the undergraduate programs also apply to the graduate programs in studio art. The more holistic approach in the Foundations curriculum and the subsequent interdisciplinary choices found within the undergraduate programs directly affect the graduate student population and general understanding of how contemporary visual arts practice is framed, understood, and taught. The separation of media areas seems irrelevant to most constituents. By eliminating this separation, an egalitarian structure between all studio disciplines is established.

Similarly, the M.F.A. degree programs in craft and fine art were successfully merged in 2017, and through this process established concentrations in each of the current studio disciplines. This move did not introduce any new disciplines; it only formalized what had been offered historically. This current proposal to merge the M.A. in Fine Arts and M.A. in Crafts into an M.A. in Studio Art will finalize this pedagogical shift for all the studio degree programs at Kent State.

The M.A. in Studio Art will serve students with art or design undergraduate experience wishing to continue building skills within a specific studio discipline (Textiles, Sculpture, Print Media and Photography, Painting, Jewelry/Metals/Enameling, Glass, Drawing, or Ceramics). M.A. students may use the degree to produce a portfolio of work as a pathway to an M.F.A., as an avenue to promotion or advancement in an existing career, or to hone technical skills in a specific studio discipline for use in industry.

The objectives of the M.A. in Studio Art are:

- Develop proficiency in a wide range of skills and technologies in the discipline.
- Enhance student communication and presentation skills through participation in graduate seminars, critiques, and engagement with professional standards.
- Develop deeper awareness of historical and culture contexts of art and craft production leading to advanced skills of aesthetic judgment and assessment.

- Develop capacities of independent inquiry, research strategies, problem solving and self-reflexivity with regard to creation of a body of work.
- Build a strong portfolio to enhance opportunities for further education and/or career/entrepreneurial options.

Previously Authorized Curriculum	Credit Hours	Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours	Notes
MA Craft		MA Fine Art		MA Studio		
Major Electives	23	Major Electives	23	Major Electives	20	Decrease
Art History Electives	3	Art History Electives	3	Art History Electives	6	Increase
Thesis	6	Thesis	6	Thesis	6	No Change
Total	32		32		32	No Change

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

These changes will have little effect on current students, as existing course offerings will continue to be scheduled, and faculty will work directly with each graduate student individually to devise appropriate sequence of coursework to meet the needs of the student’s creative process and intellectual maturity.

Fiscal, Enrollment, Facilities and Staffing Considerations

This inactivation doesn’t require any additional funding, facilities, or staffing beyond those designed in the new Center for the Visual Arts. The new facility was envisioned to house all the current disciplines, and encourage cross population between disciplines. The new M.A. structure reinforces through curriculum the same premise. Additionally, it eliminates the need for one of the existing program coordinators, which provides opportunity for increased research or teaching within the university.

Evidence of Need and Sustainability if Establishing

This change consolidates degree programs which were almost duplicative and brings them both into alignment with suggested guidelines for M.A. degree program provided by our national accrediting agency, the National Association of School of Art and Design. Since 2014, the School of Art has had seven students graduated or currently enrolled in these two MA programs, and over the last three years has constituted between 5% and 30 % of our total graduate student population in Studio Art; only one of these entered the graduate program first as an MFA and switched to the MA. That six students entered the program explicitly for the MA degree indicates that this degree serves a distinct need for a significant population of our graduate students. This is particularly significant given that there is no other MA in Studio Arts available at another NASAD-accredited public

institution in Ohio.

In the 2016 NASAD review of Kent State's programs, concern was expressed because there was not sufficient work nor transcripts for the committee to evaluate the MA programs. This was not due to lack of students pursuing this degree, but rather due to deficiencies in record keeping which have since been remedied. Prior to the 2016 review, faculty had kept records for accreditation of graduate work on the whole, largely documenting MFA work; they are now keeping more detailed records of both MFA and MA work for future accreditations.

Provisions for Phase-Out if Inactivating

None

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

- Approval of proposal by the School of Art Faculty-October 2017
- Approval of proposal by the College of the Arts Curriculum Committee-October 2017
- Approval of proposal by the EPC-January 2018
- Approval of proposal by the Provost
- Approval of proposal by NASAD- October 2018

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Biological Sciences**
 College **AS - Arts and Sciences**
 Degree **MS - Master of Science**
 Program Name **Biological Sciences- Cell Biology** Program Banner Code **CELL**
 Concentration(s) **Concentration(s) Banner Code(s)**
 Proposal **Revise program**

Description of proposal:

We propose to change the name of the Biological Sciences-Cell Biology program to Biological Sciences-Cell Biology and Molecular Genetics. [BSCM]
This name change better reflects the direction of the field.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: 32 Proposed total credit hours 32

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
This is an existing program, we are requesting to update the name and some of the common coursework. This program already has an existing overlap with the Biomedical Sciences-Cellular and Molecular Biology program. Thus, this overlap would continue, but the renaming and curricular changes are more in line with our current faculty and our future research focus within the Department.

Units consulted (other departments, programs or campuses affected by this proposal):
Yes, Biomedical Sciences has been consulted and a letter of support is included.

REQUIRED ENDORSEMENTS

Department Chair / School Director	<u>10 / 5 / 17</u>
Campus Dean (for Regional Campuses proposals)	<u> / / </u>
College Dean (or designee)	<u>10 / 20 / 17</u>
Dean of Graduate Studies (for graduate proposals)	<u>10 / 31 / 17</u>
Senior Vice President for Academic Affairs and Provost (or designee)	<u> / / </u>

Proposal Summary
Name Change and Curricular Updates to the Biological Sciences- Cell Biology
MS Program [MS CELL]

Description of Action, Including Intended Effect

Since the initial establishment of our MS program in Biological Sciences-Cell Biology the fields of biology have changed as has the research focus of our Department. In order to have highly qualified graduate applicants, which is directly connected to our ability to sustain high levels of research productivity, as measured by grants and peer-reviewed publications- we propose a degree title update to Biological Sciences-Cell Biology and Molecular Genetics, as well as several curricular updates. The proposed title and curricular changes are consistent with our current and future research focus areas and will be more likely to appeal to the high quality students we are seeking.

Proposed Title Change

- MS in Biological Sciences- Cell Biology changed to *Biological Sciences- Cell Biology and Molecular Genetics*.

Proposed Curricular Changes

- **We propose the following required coursework:**

Required Coursework:

1. BSCI 50143 Eukaryotic Cell Biology + 60144 Selected Readings in Eukaryotic Cell Biology
2. BSCI 60184 Responsible Conduct in Research and Teaching
3. BSCI 60491 Seminar in Physiology
4. BSCI 60103 Biological Statistics or a different graduate-level statistics class, as determined by advisor/guidance committee.
5. BSCI 50142 Bioenergetics or a different graduate-level biochemistry class, as determined by advisor/guidance committee.

Recommended, but not required:

1. ~~601~~ 50195 Seminar in Current Topics- this is a one-hour "seminar-style" specialty courses focused on the primary literature (would change each semester)

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

We already have an overlap with a graduate program in Biomedical Sciences, specifically, Biomedical Sciences-Cell and Molecular Biology. Our program is not changing in such a way as to significantly alter this overlap, but rather to increase our competitiveness in the market. As of now, the Biological Sciences-Cell Biology program receives very few applications each year. With this name change and curricular updates this program will be more consistent with developments within the field as well as more aligned with the research we do in the Department. The Biomedical Sciences Director, Dr. Ernie Freeman, has provided a letter of support.

Thus, we do not anticipate that these proposed changes will negatively impact the Biomedical Sciences program and should not have any impact on course offerings, students, faculty or staff.

Fiscal, Enrollment, Facilities and Staffing Considerations

There are no issues here.

Evidence of Need and Sustainability if Establishing

N/A

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Departmental Approval	Spring 2017
A&S CCC Approval	Fall 2017
EPC Approval	Fall 2017
Effective Date	Fall 2018



May 25, 2017

Dr. Heather Caldwell
Associate Professor and Graduate Coordinator
Department of Biological Sciences
Kent State University
253C Cunningham Hall
Kent, OH 44242-0001

Dear Dr. Caldwell:

Thank you for allowing me the opportunity to review the changes to the BSCI MS-Cell biology program that have been approved by the graduate faculty in the Department of Biological Sciences. As these changes are being made to an existing program to better reflect the faculty research areas of the Department of Biological Sciences, I do not see that the proposed name change or the proposed curricular changes will negatively impact the courses or curriculum in the Biomedical Sciences program. As before, our two programs will continue to work together to help attain the highest quality graduate students for the faculty in Biological Sciences.

Good luck with your proposed changes.

Sincerely,

A handwritten signature in black ink, appearing to read "E. Freeman".

Dr. Ernie Freeman
Director
School of Biomedical Sciences
Associate Professor
Department of Biological Sciences
efreema2@kent.edu

BSCI
15

BIOLOGICAL SCIENCES - CELL BIOLOGY - M.S. *and Molecular Genetics*

College of Arts and Sciences

Department of Biological Sciences

256 Cunningham Hall

Kent Campus

330-672-3613

kentbiology@kent.edu

www.kent.edu/biology

Description

The Master of Science degree in Biological Sciences–Cell Biology is an individualized program of study and research that prepares students for career opportunities in teaching and research in academic, governmental and industrial settings. A core series of courses sets a rigorous foundation in theory, experimental design and technical knowledge of contemporary investigations at the cellular level of organization. Areas of research include developmental biology, cellular and developmental neuroscience, immunology, reproductive biology, cellular endocrinology and molecular genetics.

FULLY OFFERED AT:

Kent Campus

Admission Requirements

Official transcript(s)

Minimum 3.0 undergraduate GPA

GRE scores (general test)

Goal statement

Three letters of recommendation

A list of up to five potential faculty advisors

Completion of undergraduate coursework roughly equivalent to a Biology minor

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 587 TOEFL score (94 on the Internet-based version), minimum 82 MELAB score, minimum 7.0 IELTS score or minimum 65 PTE Academic score. For more information on international admission, visit the [Office of Global Education's admission website](#). **Effective spring 2018.**

Before admission can be completed, a prospective student must be accepted by a faculty member in the program who will act as advisor.

For more information about graduate admissions, please visit the [Graduate Studies](#) website.

Program Learning Outcomes

Graduates of this program will be able to:

- 1 Understand advanced biological concepts beyond the scope of the typical undergraduate degree and increase the depth of their knowledge through coursework and hands-on experiences.
- 2 Apply scientific principles and appreciate work outside of their particular field.
- 3 Effectively communicate about science with colleagues as well as those outside of the student's area of expertise.
- 4 Develop the necessary laboratory skills that will allow testing of hypotheses.

BSCI 60184 Responsible Conduct in Research and Teaching-Biological Sciences^{1, 2}
 BSCI 60491 Seminar in Physiology^{2, 4}
 BSCI 50143 Eukaryotic Cell Biology
 BSCI 60144 Selected Readings in Eukaryotic Cell Biology
 BSCI 60103 Biological Statistics^{3, 4}
 BSCI 50142 Bioenergetics^{3, 4}
 BSCI 60199 Thesis I^{4, 5}

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Courses selected in consultation with academic faculty advisor⁵
 Departmental Seminar Presented by the Student⁶

¹Students are required to enroll in BSCI 60184 their first semester (or the following fall semester for those starting their studies in the spring semester).

²Students must enroll in BSCI 60491 each semester (repeatable for credit)

³Course substitutions for a different graduate-level statistics or biochemistry class can be made if deemed appropriate by the advisor/guidance committee.

⁴Same as is listed as "2" in the catalog

⁵It is recommended that students enroll in BSCI 50195 for coursework on selected current topics. Additional coursework should provide the necessary skills and/or knowledge base that will aid in the completion of the student's research project and will be beneficial for their professional development. At least 14

⁶hours of formal graded coursework is required.

⁷Students are required to present at least one departmental seminar about their work.

	BSCI 60184 RESPONSIBLE CONDUCT IN RESEARCH AND TEACHING-BIOLOGICAL SCIENCES ¹	0-2
	<u>BSCI 60199</u> THESIS I ²	2-6
	<u>BSCI 60491</u> SEMINAR IN PHYSIOLOGY ³	1
	Courses selected in consultation with academic faculty advisor ⁴	14-25
	Departmental Seminar Presented by Student ⁵	
	Minimum Total Credit Hours:	32

¹ Students who will serve as teaching assistants are required to take BSCI 60184 their first semester (or the following fall semester for those starting their studies in spring semester).

² After completing 6 credit hours of BSCI 60199, students must register continually for BSCI 60299 until the degree is earned. Students begin research by successfully preparing, presenting and defending a formal prospectus for their research project to their committee. For the thesis and final defense, it is expected that students will present the results of their study in a defense open to students and faculty. The thesis must be presented and defended before the Guidance Committee with not more than one negative vote in order to be recommended to the Department of Biological Sciences and the College of Arts and Sciences for degree conferral.

³ Students must enroll in BSCI 60491 each semester (repeatable for credit).

⁴ Students must take at least one course in each of the following areas: cell biology/molecular biology (such as Eukaryotic Cell Biology) and biochemistry (such as Bioenergetics). Students are required to enroll in at least one graduate level statistics course. Students must complete the required OSHA Training Session prior to working with radioactive materials. Students should enroll in additional courses that provide necessary skills for completion of research projects and that will be beneficial for their professional development. Students with coursework deficits in curricula of prior degrees should enroll in appropriate graduate-level courses (permission must be obtained from the department to enroll in undergraduate-level courses).

6⁵ Students are required to present at least one departmental seminar about their research.



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

**CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION**

Date of submission: October 5, 2017

Name of institution: Kent State University

Previously approved title: Biological Sciences- Cell Biology MS

Proposed new title: Biological Sciences- Cell Biology and Molecular Genetics MS

Proposed implementation date of the request: Fall 2018

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Melody J. Tankersley, PhD
Title: Senior Associate Provost and Dean of Graduate Studies
Phone: 330-672-8613
E-mail: mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.

Since the initial establishment of our MS program in Biological Sciences-Cell Biology the fields of biology have changed as has the research focus of our Department. In order to have highly qualified graduate applicants, which is directly connected to our ability to sustain high levels of research productivity, as measured by grants and peer-reviewed publications- we propose a degree title update for Cell Biology as well as several curricular updates. The proposed title and curricular changes are consistent with our current and future research focus areas and will be more likely to appeal to the high quality students we are seeking.

Describe how the name and curricular changes will affect students in the current program.

The name change is still inclusive of the students we currently have in the program and thus will have no impact on current students in the program. Current students will be able to complete their program requirements as the courses will continue to be offered.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

BSC1
20

No support changes are required

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

n/a

Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness of our new curriculum will be evaluated by the quality of our applicant pool as well as the successful completion of our degree program. The first can be evaluated by average GPAs and GRE scores. The second can be evaluated by the time to degree completion.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
Biochemistry requirement	3-4	Bioenergetics BSCI 50142	3
A course in cell biology/molecular biology	3-4	Eukaryotic Cell Biology + Readings, BSCI 50143 and 60144	4
Responsible Conduct in Research and Teaching, BSCI 60184	0-2	Responsible Conduct in Research and Teaching, BSCI 60184	2
Statistics	3-4	Biological Statistics, BSCI 60103	3
Seminar each semester	1	Seminar each semester, BSCI 60491	4-6
Additional electives as appropriate*	>2	Additional electives as appropriate*	8-10
Thesis I, BSCI 60199	2-6	Thesis I, BSCI 60199	6

* 14 hours of formal graded coursework is required

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon, PhD
 Senior Vice President for Academic Affairs and Provost

BSCI
21

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Biological Sciences**
 College **AS - Arts and Sciences**
 Degree **PHD - Doctor of Philosophy**
 Program Name **Biological Sciences- Cell Biology** Program Banner Code **CELL**
 Concentration(s) **Concentration(s) Banner Code(s)**
 Proposal **Revise program**

Description of proposal:

We propose to change the name of the Biological Sciences-Cell Biology program to Biological Sciences-Cell Biology and Molecular Genetics.
This name change better reflects the direction of the field. BSCM

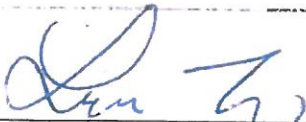
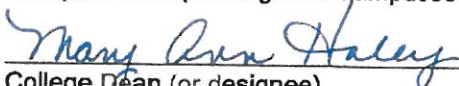
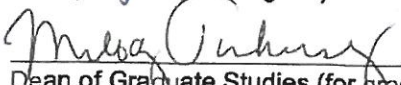
Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: 90/60 Proposed total credit hours 90/60

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

This is an existing program, we are requesting to update the name and some of the common coursework. This program already has an existing overlap with the Biomedical Sciences-Cellular and Molecular Biology program. Thus, this overlap would continue, but the renaming and curricular changes are more in line with our current faculty and our future research focus within the Department.

Units consulted (other departments, programs or campuses affected by this proposal):
Yes, Biomedical Sciences has been consulted and a letter of support is included.

REQUIRED ENDORSEMENTS

 Department Chair / School Director	<u>10/5/17</u>
Campus Dean (for Regional Campuses proposals)	<u> / / </u>
 College Dean (or designee)	<u>10/20/17</u>
 Dean of Graduate Studies (for graduate proposals)	<u>10/31/17</u>
Senior Vice President for Academic Affairs and Provost (or designee)	<u> / / </u>

Proposal Summary
Name Change and Curricular Updates to the Biological Sciences-Cell Biology
PhD Program [PhD CELL]

Description of Action, Including Intended Effect

Since the initial establishment of our PhD program in Biological Sciences-Cell Biology the fields of biology have changed as has the research focus of our Department. In order to have highly qualified graduate applicants, which is directly connected to our ability to sustain high levels of research productivity, as measured by grants and peer-reviewed publications- we propose a degree title update to Biological Sciences-Cell Biology and Molecular Genetics, as well as several curricular updates. The proposed title and curricular changes are consistent with our current and future research focus areas and will be more likely to appeal to the high quality students we are seeking.

Proposed Title Change

- PhD in Biological Sciences-Cell Biology changed to *Biological Sciences-Cell Biology and Molecular Genetics*.

Proposed Curricular Changes

- We propose the following required coursework:

Required Coursework:

1. BSCI 5/70143 Eukaryotic Cell Biology + 6/70144 Selected Readings in Eukaryotic Cell Biology
2. BSCI 6/70184 Responsible Conduct in Research and Teaching
3. BSCI 6/70491 Seminar in Physiology
4. BSCI 6/70103 Biological Statistics or a different graduate-level statistics class, as determined by advisor/guidance committee.
5. BSCI 5/70142 Bioenergetics or a different graduate-level biochemistry class, as determined by advisor/guidance committee.

Recommended, but not required:

1. BSCI 5/70195 Seminar in Current Topics- this is a one-hour “seminar-style” specialty courses focused on the primary literature (would change each semester)

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

We already have an overlap with a graduate program in Biomedical Sciences, specifically, Biomedical Sciences-Cell and Molecular Biology. Our program is not changing in such a way as to significantly alter this overlap, but rather to increase our competitiveness in the market. As of now, the Biological Sciences-Cell Biology program receives very few applications each year. With this name change and curricular updates this program will be more consistent with developments within the field as well as more aligned with the research we do in the Department. The Biomedical Sciences Director, Dr. Ernie Freeman, has provided a letter of support.

Thus, we do not anticipate that these proposed changes will negatively impact the Biomedical Sciences program and should not have any impact on course offerings, students, faculty or staff.

Fiscal, Enrollment, Facilities and Staffing Considerations

There are no issues here.

Evidence of Need and Sustainability if Establishing

N/A

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Departmental Approval	Spring 2017
A&S CCC Approval	Fall 2017
EPC Approval	Fall 2017
Effective Date	Fall 2018



May 25, 2017

Dr. Heather Caldwell
Associate Professor and Graduate Coordinator
Department of Biological Sciences
Kent State University
253C Cunningham Hall
Kent, OH 44242-0001

Dear Dr. Caldwell:

Thank you for allowing me the opportunity to review the changes to the BSCI PhD-Cell Biology program that have been approved by the graduate faculty in the Department of Biological Sciences. As these changes are being made to an existing program to better reflect the faculty research areas of the Department of Biological Sciences, I do not see that the proposed name change or the proposed curricular changes will negatively impact the courses or curriculum in the Biomedical Sciences program. As before, our two programs will continue to work together to help attain the highest quality graduate students for the faculty in Biological Sciences.

Good luck with your proposed changes.

Sincerely,

A handwritten signature in black ink, appearing to read "Ernie Freeman".

Dr. Ernie Freeman
Director
School of Biomedical Sciences
Associate Professor
Department of Biological Sciences
efreema2@kent.edu

BIOLOGICAL SCIENCES - CELL BIOLOGY - PH.D. ^{and MOLECULAR GENETICS}

College of Arts and Sciences

Department of Biological Sciences

256 Cunningham Hall

Kent Campus

330-672-3613

kentbiology@kent.edu

www.kent.edu/biology

Description

The Ph.D. degree in Biological Sciences–Cell Biology is an individualized program of study and research that prepares students for career opportunities in teaching and research in academic, governmental and industrial settings. A core series of courses sets a rigorous foundation in theory, experimental design and technical knowledge of contemporary investigations at the cellular level of organization. Areas of research include developmental biology, cellular and developmental neuroscience, immunology, reproductive biology, cellular endocrinology and molecular genetics.

FULLY OFFERED AT:

Kent Campus

Admission Requirements

Official transcript(s)

GRE scores

Goal statement

and Molecular Genetics

Three letters of recommendation

A list of up to five potential faculty advisors

Baccalaureate in the natural sciences with a minimum of two years of chemistry, one year of calculus, one year of physics and two years of biology, including genetics, plant or animal physiology and morphology. Deficiencies at the time of admission shall be rectified during the first year of graduate study

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 587 TOEFL score (94 on the Internet-based version), minimum 82 MELAB score, minimum 7.0 IELTS score or minimum 65 PTE Academic score. For more information on international admission, visit the [Office of Global Education's admission website](#). **Effective spring 2018.**

Before admission can be completed, a prospective student must be accepted by a faculty member in the program who will act as advisor.

For more information about graduate admissions, please visit the [Graduate Studies](#) website.

Program Learning Outcomes

Graduates of this program will be able to:

- 1 Understand advanced biological concepts beyond the scope of the typical undergraduate degree and to increase the depth of their knowledge through coursework and hands-on experiences.
- 2 Apply scientific principles and appreciate work outside of their particular field.
- 3 Effectively communicate about science with colleagues as well as those outside of the student's area of expertise.
- 4 Develop the necessary laboratory skills that will allow testing of hypotheses.

BSCI 60184/70184 Responsible Conduct in Research and Teaching-Biological Sciences ¹	2 ✓
BSCI 60491/70491 Seminar in Physiology ²	3 ✓
BSCI 40143/70143 Eukaryotic Cell Biology	1 ✓
BSCI 60144/70144 Selected Readings in Eukaryotic Cell Biology	3 ✓
BSCI 60103/70103 Biological Statistics ³	3 ✓
BSCI 50142/70142 Bioenergetics ³	30 ✓
BSCI 80199 Dissertation ⁴	42-45 ✓
Courses selected in consultation with academic faculty advisor ⁵	
Departmental Seminar Presented by the Student ⁶	

- ¹ Students are required to enroll in BSCI 60184/70184 their first semester (or the following fall semester for those starting their studies in the spring semester).
- ² Pre-candidacy students must enroll in BSCI 60491/70491 each semester (repeatable for credit).
- ³ Course substitutions for a different graduate-level statistics or biochemistry class can be made if deemed appropriate by the advisor/guidance committee.
- ⁴ same as what is now "3" in the catalog
- ⁵ It is recommended that students enroll in BSCI 50195/70195 for coursework on selected current topics. Additional coursework should provide the necessary skills and/or knowledge base that will aid in the completion of the student's research project and will be beneficial for their professional development. At least 20 hours of formal graded coursework is required.
- ⁶ Students are required to present at least one departmental seminar about their work.

Major Requirements

<u>BSCI 70184</u>	RESPONSIBLE CONDUCT IN RESEARCH AND TEACHING-BIOLOGICAL SCIENCES ¹	0-2 2
<u>BSCI 70491</u>	SEMINAR IN PHYSIOLOGY ²	1
<u>BSCI 80199</u>	DISSERTATION I ³	30
	Courses selected in consultation with academic faculty advisor ⁴	27-30
	Departmental Seminar Presented by Student ⁵	
Minimum Total Credit Hours for Post-Baccalaureate Students		90
Minimum Total Credit Hours for Post-Master's Students		60

- ¹ Students who will serve as teaching assistants are required to take BSCI 70184 their first semester (or the following fall semester for those starting their studies in spring semester).
- ² Pre-candidacy students must enroll in BSCI 70491 each semester (repeatable for credit).
- ³ Doctoral candidates, upon admission to candidacy, must register for BSCI 80199 for a total of 30 hours. It is expected that doctoral candidates will continuously register for BSCI 80199, and thereafter BSCI 80299, each semester, including one term each summer, until all requirements for the degree have been met. It is expected that candidates will present the results of their research in a defense open to students and faculty, at which the dissertation will be presented and defended before the dissertation committee, with not more than one negative vote, in order to be recommended to the Department of Biological Sciences and the College of Arts and Sciences for degree conferral.
- ⁴ Students must take at least one course in each of the following areas: cell biology/molecular biology (such as Eukaryotic Cell Biology) and biochemistry (such as Bioenergetics). Students are required to enroll in at least one graduate level statistics course. Students must complete the required OSHA

Training Session prior to working with radioactive materials. Students should enroll in additional courses that provide necessary skills for completion of research projects and that will be beneficial for their professional development. Students with coursework deficits in curricula of prior degrees should enroll in appropriate graduate-level courses (permission must be obtained from the department to enroll in undergraduate-level courses).

6/5 Students are required to present at least one departmental seminar about their research.

CANDIDACY AND PROSPECTUS

After completing their coursework, students will complete the doctoral program by being admitted to candidacy, by proposing a research project to the faculty and by completing and defending that research with a written dissertation before a faculty committee.

Students are admitted to doctoral candidacy following successful completion of both written and oral candidacy examinations. These exams are based on prior coursework and coursework taken in this graduate program as determined by the students' academic Guidance Committee, which must consist of at least three eligible faculty members. The advisor(s) and a majority of members of the Guidance Committee must be members of the appropriate graduate program. This committee is responsible for determining the students' academic curriculum and for administering the candidacy exams.

Following completion of the candidacy exam, doctoral students must successfully prepare, present and defend a formal prospectus of the research project before the dissertation committee.



Department of Higher Education

John R. Kasich, Governor
John Carey, Chancellor

**CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION**

Date of submission: October 5, 2017

Name of institution: Kent State University

Previously approved title: Biological Sciences- Cell Biology-PhD

Proposed new title: Biological Sciences- Cell Biology and Molecular Genetics-PhD

Proposed implementation date of the request: Fall 2018

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Melody J. Tankersley, PhD
Title: Senior Associate Provost and Dean of Graduate Studies
Phone: 330-672-8613
E-mail: mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.

Since the initial establishment of our PhD program in Biological Sciences-Cell Biology the fields of biology have changed as has the research focus of our Department. In order to have highly qualified graduate applicants, which is directly connected to our ability to sustain high levels of research productivity, as measured by grants and peer-reviewed publications- we propose a degree title update for Cell Biology as well as several curricular updates. The proposed title and curricular changes are consistent with our current and future research focus areas and will be more likely to appeal to the high quality students we are seeking.

Describe how the name and curricular changes will affect students in the current program.

The name change is still inclusive of the students we currently have in the program and thus will have no impact on current students in the program. Current students will be able to complete their program requirements as the courses will continue to be offered.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

BSCI
10

No support changes are required

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

n/a

Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness of our new curriculum will be evaluated by the quality of our applicant pool as well as the successful completion of our degree program. The first can be evaluated by average GPAs, GRE scores, and percentage of applicants with Master's degrees. The second can be evaluated by the time to degree completion.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
Biochemistry requirement	3-4	Bioenergetics BSCI 5/70142	3
A course in cell biology/molecular biology	3-4	Eukaryotic Cell Biology + Readings, BSCI 5/70143 and 6/70144	4
Responsible Conduct in Research and Teaching, BSCI 6/70184	0-2	Responsible Conduct in Research and Teaching, BSCI 6/70184	2
Seminar each semester until candidacy	3-6	Seminar each semester until candidacy BSCI 6/70491	3-6
Statistics	3-4	Biological Statistics, BSCI 6/70103	3
Additional electives as appropriate	>9	Additional electives as appropriate**	42-45
Dissertation I, BSCI 80199	30	Dissertation I, BSCI 80199	30

* 60 hours past masters or 90 hours past baccalaureate degrees.

** 20 hours of formal graded coursework is required

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon, PhD
 Senior Vice President for Academic Affairs and Provost

BSCI
11

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Biological Sciences**
 College **AS - Arts and Sciences**
 Degree **MS - Master of Science**
 Program Name **Biological Sciences-Ecology** Program Banner Code **ECOL**
 Concentration(s) **Concentration(s)** Banner Code(s)
 Proposal **Revise program**

Description of proposal:

We propose to change the name of the Biological Sciences-Ecology program to Biological Sciences- Ecology and Evolutionary Biology. [BSEE]

This name change better reflects the direction of the field.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: 32 Proposed total credit hours 32

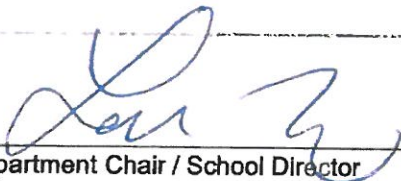
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

No impact.


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

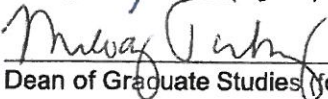
These changes will not affect any other units

REQUIRED ENDORSEMENTS


 Department Chair / School Director 10/5/17

 Campus Dean (for Regional Campuses proposals) / /


 College Dean (or designee) 10/20/17


 Dean of Graduate Studies (for graduate proposals) 10/31/17

 Senior Vice President for Academic Affairs and Provost (or designee) / /

Proposal Summary
Name Change and Curricular Updates to the Biological Sciences-Ecology
[MS ECOL]

Description of Action, Including Intended Effect

Since the initial establishment of our MS program in Biological Sciences-Ecology the fields of biology have changed as has the research focus of our Department. In order to have highly qualified graduate applicants, which is directly connected to our ability to sustain high levels of research productivity, as measured by grants and peer-reviewed publications- we propose a degree title update to Biological Sciences-Ecology and Evolutionary Biology. The proposed title is consistent with our current and future research focus areas and will be more likely to appeal to the high quality students we are seeking.

Proposed Title Changes

- MS in Biological Sciences- Ecology changed to *Biological Sciences- Ecology and Evolutionary Biology*.

Proposed Curricular Changes

We will now require all Biological Sciences-Ecology students to take 60103 Biological Statistics and 60184 Responsible Conduct in Research in Teaching.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

There will be no impact on other programs, course offerings, students, faculty, or staff.

Fiscal, Enrollment, Facilities and Staffing Considerations

There are no issues here.

Evidence of Need and Sustainability if Establishing

N/A

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Departmental Approval	Spring 2017
A&S CCC Approval	Fall 2017
EPC Approval	Fall 2017
Effective Date	Fall 2018

BIOLOGICAL SCIENCES - ECOLOGY - M.S.

*and Evolutionary
Biology*

College of Arts and Sciences

Department of Biological Sciences

256 Cunningham Hall

Kent Campus

330-672-3613

kentbiology@kent.edu

www.kent.edu/biology

Description

The Master of Science degree in Biological Sciences—Ecology provides opportunities to study in areas such as animal behavior, entomology, limnology, microbial ecology, ornithology, systems ecology, systematic and evolutionary biology, environmental physiology, vertebrate ecology and population and community ecology. Although courses of study are tailored to students' interests and needs, the program for all students normally includes training in population, community, ecosystems and evolutionary ecology and statistical theory. Because of the interdisciplinary nature of ecology, students are encouraged to take courses in geology, mathematics, chemistry and other disciplines.

*and Evolutionary
Biology*

FULLY OFFERED AT:

Kent Campus

Admission Requirements

Official transcript(s)

Minimum 3.0 GPA

GRE scores (general test)

Goal statement

Three letters of recommendation

A list of up to five potential faculty advisors

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 587 TOEFL score (94 on the Internet-based version), minimum 82 MELAB score, minimum 7.0 IELTS score or minimum 65 PTE Academic score. For more information on international admission, visit the [Office of Global Education's admission website](#). **Effective spring 2018.**

Before admission can be completed, a prospective student must be accepted by a faculty member in the ecology program who will serve as the advisor. The students also must have completed undergraduate coursework roughly equivalent to a Biology minor.

For more information about graduate admissions, please visit the [Graduate Studies](#) website.

Program Learning Outcomes

Graduates of this program will be able to:

- 1 Understand advanced biological concepts beyond the scope of the typical undergraduate degree, and increase the depth of their knowledge through coursework and hands-on experiences.
- 2 Apply scientific principles and appreciate work outside of their particular field.
- 3 Effectively communicate about science with colleagues as well as those outside of the student's area of expertise.

4 Develop the necessary laboratory skills that will allow testing of hypotheses.

Program Requirements

MAJOR REQUIREMENTS

[AS-MS-ECOL]

Major Requirements

3 out of 4 of

Choose from the following:

6

BSCI 50370 ECOLOGICAL AND EVOLUTIONARY GENETICS

or BSCI 50371 EVOLUTIONARY BIOLOGY

or BSCI 50372 COMMUNITIES AND ECOSYSTEMS

or BSCI 50373 POPULATION AND COMMUNITY ECOLOGY

BSCI 60391 SEMINAR IN ECOLOGY [✓]

[✓] BSCI 60184 RESPONSIBLE CONDUCT IN RESEARCH AND TEACHING-
BIOLOGICAL SCIENCES ²

BSCI 60199 THESIS I ^{3 4}

~~Additional Program Requirements ^{2,3}~~

~~Departmental Seminar Presented by Student ⁴~~

*BSCI 60103 ✓
Biological Statistics (3) ^{2, 4-6}*

~~0-2~~ *2*

~~2-6~~ *6*

Additional electives as appropriate

~~17-19~~ *9-11*

Minimum Total Credit Hours:

32

⁴ Students are required to enroll in BSCI 60391 every semester ~~until~~ ^{until} they graduate.

^{2 B} ~~Students who will serve as teaching assistants are required to take~~ BSCI 60184 their first semester (or the following fall semester for those starting their studies in spring semester).

^{3 4} After completing 6 credit hours of BSCI 60199, students must register continually for BSCI 60299 until the degree is earned. Students begin research by successfully preparing, presenting and defending a formal prospectus for their research project to their committee. For the thesis and final defense, it is expected that students will present the results of their study in a defense open to students and faculty. The thesis must be

** Course substitutions for a different graduate-level statistics can be made if deemed appropriate by the advisor/guidance committee. 14 hours of formal graded coursework is required.*

presented and defended before the Guidance Committee with not more than one negative vote in order to be recommended to the Department of Biological Sciences and the College of Arts and Sciences for degree conferral.

5 # Students are required to present at least one departmental seminar about their research.



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

**CHANGE REQUEST:
NAME MODIFICATION**

Date of submission: October 5, 2017

Name of institution: Kent State University

Previously approved title: Biological Sciences- Ecology- MS

Proposed new title: Biological Sciences- Ecology and Evolutionary Biology- MS

Proposed implementation date of the request: Fall 2018

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Melody J. Tankersley, PhD
Title: Senior Associate Provost and Dean of Graduate Studies
Phone: 330-672-8613
E-mail: mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name change.

Since the initial establishment of our MS program in Biological Sciences-Ecology the fields of biology have changed as has the research focus of our Department. In order to have highly qualified graduate applicants, which is directly connected to our ability to sustain high levels of research productivity, as measured by grants and peer-reviewed publications- we propose a degree title update for Ecology. The proposed title and curricular changes are consistent with our current and future research focus areas and will be more likely to appeal to the high quality students we are seeking.

Describe how the name change will affect students in the current program.

The name change is still inclusive of the students we currently have in the program and thus will have no impact on current students in the program. Current students will be able to complete their program requirements as the courses will continue to be offered.

Describe any faculty, administrative or support service changes occurring along with the name change.

No support changes are required

BSC1
54

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

n/a

Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness of our new curriculum will be evaluated by the quality of our applicant pool as well as the successful completion of our degree program. The first can be evaluated by average GPAs and GRE scores. The second can be evaluated by the time to degree completion.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
Choose from the following: Ecological and Evolutionary Genetics, BSCI 50370 or Evolutionary Biology, BSCI 50371 or Communities and Ecosystems, BSCI 50372 or Population and Community Ecology, BSCI 50373	6	Choose 3 out of 4 of the following: Ecological and Evolutionary Genetics, BSCI 50370 or Evolutionary Biology, BSCI 50371 or Communities and Ecosystems, BSCI 50372 or Population and Community Ecology, BSCI 50373	6
Responsible Conduct in Research and Teaching, BSCI 60184	0-2	Responsible Conduct in Research and Teaching, BSCI 60184	2
Seminar each semester	1	Seminar in Ecology each semester, BSCI 60391	4-6
		Biological Statistics, BSCI 60103	3
Additional program requirements	17-19	Additional electives as appropriate*	9-11
Thesis I, BSCI 60199	2-6	Thesis I, BSCI 60199	6

*14 hours of formal graded coursework is required

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon, PhD
Senior Vice President for Academic Affairs and Provost

BSCI
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KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Biological Sciences**
 College **AS - Arts and Sciences**
 Degree **PHD - Doctor of Philosophy**
 Program Name **Biological Sciences-Ecology** Program Banner Code **ECOL**
 Concentration(s) **Concentration(s)** Banner Code(s) _____
 Proposal **Revise program**

Description of proposal:

We propose to change the name of the Biological Sciences-Ecology program to Biological Sciences- Ecology and Evolutionary Biology. [BSE]

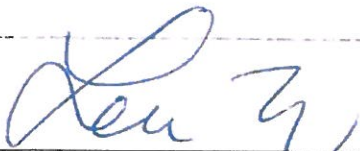

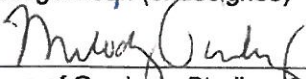
This name change better reflects the direction of the field.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: 60/90 Proposed total credit hours 60/90

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact.

Units consulted (other departments, programs or campuses affected by this proposal):
These changes will not affect any other units

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director	<u>10/5/17</u>
_____ Campus Dean (for Regional Campuses proposals)	<u>1/1</u>
 _____ College Dean (or designee)	<u>10/20/17</u>
 _____ Dean of Graduate Studies (for graduate proposals)	<u>10/31/17</u>
_____ Senior Vice President for Academic Affairs and Provost (or designee)	<u>1/1</u>

Proposal Summary
Name Change and Curricular Updates to the Biological Sciences-Ecology Program [PhD ECOL]

Description of Action, Including Intended Effect

Since the initial establishment of our PhD program in Biological Sciences-Ecology the fields of biology have changed as has the research focus of our Department. In order to have highly qualified graduate applicants, which is directly connected to our ability to sustain high levels of research productivity, as measured by grants and peer-reviewed publications- we propose a degree title update to Biological Sciences-Ecology and Evolutionary Biology. The proposed title is consistent with our current and future research focus areas and will be more likely to appeal to the high quality students we are seeking.

Proposed Title Changes

- PhD in Biological Sciences- Ecology changed to *Biological Sciences- Ecology and Evolutionary Biology*.

Proposed Curricular Changes

We will now require all Biological Sciences-Ecology students to take 6/70103 Biological Statistics and 6/70184 Responsible Conduct in Research in Teaching.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

There will be no impact on other programs, course offerings, students, faculty, or staff.

Fiscal, Enrollment, Facilities and Staffing Considerations

There are no issues here.

Evidence of Need and Sustainability if Establishing

N/A

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Departmental Approval	Spring 2017
A&S CCC Approval	Fall 2017
EPC Approval	Fall 2017
Effective Date	Fall 2018

BIOLOGICAL SCIENCES - ECOLOGYⁿ *and Evolutionary Biology*

- PH.D.

College of Arts and Sciences

Department of Biological Sciences

256 Cunningham Hall

Kent Campus

330-672-3613

kentbiology@kent.edu

www.kent.edu/biology

Description

The Ph.D. degree in Biological Sciences–Ecology provides opportunities to study in areas such as animal behavior, entomology, limnology, microbial ecology, ornithology, systems ecology, systematic and evolutionary biology, environmental physiology, vertebrate ecology and population and community ecology. Although courses of study are tailored to students' interests and needs, the program for all students normally includes training in population, community, ecosystems and evolutionary ecology and statistical theory. Because of the interdisciplinary nature of ecology, students are encouraged to take courses in geology, mathematics, chemistry and other disciplines.

FULLY OFFERED AT:

Kent Campus

Admission Requirements

Official transcript(s)

GRE scores

Goal statement

Three letters of recommendation

A list of up five potential faculty advisors

Baccalaureate and a strong background in biology and related subjects such as chemistry and mathematics

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 587 TOEFL score (94 on the Internet-based version), minimum 82 MELAB score, minimum 7.0 IELTS score or minimum 65 PTE Academic score. For more information on international admission, visit the [Office of Global Education's admission website](#). **Effective spring 2018.**

Deficiencies at the time of admission shall be rectified during the first year of graduate study. Before admission can be completed, a prospective student must be accepted by a faculty member in the ecology program who will serve as the advisor.

For more information about graduate admissions, please visit the [Graduate Studies](#) website.

Program Learning Outcomes

Graduates of this program will be able to:

- 1 Understand advanced biological concepts beyond the scope of the typical undergraduate degree, and increase the depth of their knowledge through coursework and hands-on experiences.
- 2 Apply scientific principles and appreciate work outside of their particular field.
- 3 Effectively communicate about science with colleagues as well as those outside of the student's area of expertise.
- 4 Develop the necessary laboratory skills that will allow testing of hypotheses.

Program Requirements

MAJOR REQUIREMENTS

[AS-PHD-ECOL]

Major Requirements

<u>BSCI 70184</u>	RESPONSIBLE CONDUCT IN RESEARCH AND TEACHING-BIOLOGICAL SCIENCES ¹	0-2 2✓
<u>BSCI 70370</u>	ECOLOGICAL AND EVOLUTIONARY GENETICS	2
<u>BSCI 70371</u>	EVOLUTIONARY BIOLOGY	2
<u>BSCI 70372</u>	COMMUNITIES AND ECOSYSTEMS	2
<u>BSCI 70373</u>	POPULATION AND COMMUNITY ECOLOGY	2
<u>BSCI 70391</u>	SEMINAR IN ECOLOGY ^{2,3}	1 3-6✓
<u>BSCI 80199</u>	DISSERTATION I ^{3,4}	30
Additional Requirements ^{2,3}	<i>Electives as appropriate</i>	20-52 41-44✓
Departmental Seminar Presented by Student		5✓
Minimum Total Credit Hours for Post-Baccalaureate Students		90
Minimum Total Credit Hours for Post-Master's Students		60

BSCI 60103 | 70103 Biological Statistics (3)²

- 2/ ~~Students who will serve as teaching assistants are required to take BSCI 70184 their first semester (or the following fall semester for those starting their studies in spring semester).~~
- 3/ Students are required to enroll in BSCI 70391 every semester until they have passed their Candidacy exam.
- 4/ Each doctoral candidate, upon admission to candidacy, must register for BSCI 80199 for a total of 30 credit hours. It is expected that a doctoral candidate will continuously register for Dissertation I, and thereafter BSCI 80299, each semester, including summer, until all requirements for the degree have been met. It is expected that candidates will present the results of their research in a defense open to students and faculty, at which the dissertation will be presented and defended before the dissertation committee, with not more than one negative vote, in order to be recommended to the

20 hours of formal graded course work is required.

✓ Course substitutions for a different graduate-level statistics class can be made if deemed appropriate by the advisor/guidance committee.

Department of Biological Sciences and the College of Arts and Sciences for degree conferral.

5 * Students are required to present at least one departmental seminar about their research.

CANDIDACY

Students are admitted to doctoral candidacy following successful completion of both written and oral candidacy examinations. These exams are based on prior coursework and coursework taken in this graduate program as determined by the students' academic Guidance Committee, which must consist of at least three eligible faculty members. The advisor(s) and a majority of members of the Guidance Committee must be members of the appropriate graduate program. This committee is responsible for determining the students' academic curriculum and for administering the candidacy exams.



Department of
Higher Education

John R. Kasich, Governor
John Carey, Chancellor

**CHANGE REQUEST:
NAME MODIFICATION**

Date of submission: October 5, 2017

Name of institution: Kent State University

Previously approved title: Biological Sciences- Ecology-PhD

Proposed new title: Biological Sciences- Ecology and Evolutionary Biology- PhD

Proposed implementation date of the request: Fall 2018

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Melody J. Tankersley, PhD
Title: Senior Associate Provost and Dean of Graduate Studies
Phone: 330-672-8613
E-mail: mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name change.

Since the initial establishment of our PhD program in Biological Sciences-Ecology the fields of biology have changed as has the research focus of our Department. In order to have highly qualified graduate applicants, which is directly connected to our ability to sustain high levels of research productivity, as measured by grants and peer-reviewed publications- we propose a degree title update for Ecology. The proposed title and curricular changes are consistent with our current and future research focus areas and will be more likely to appeal to the high quality students we are seeking.

Describe how the name change will affect students in the current program.

The name change is still inclusive of the students we currently have in the program and thus will have no impact on current students in the program. Current students will be able to complete their program requirements as the courses will continue to be offered.

Describe any faculty, administrative or support service changes occurring along with the name change.

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No support changes are required

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

n/a

Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness of our new curriculum will be evaluated by the quality of our applicant pool as well as the successful completion of our degree program. The first can be evaluated by average GPAs, GRE scores, and percentage of applicants with Master's degrees. The second can be evaluated by the time to degree completion.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
Ecological and Evolutionary Genetics, BSCI 5/70370	2	Ecological and Evolutionary Genetics, BSCI 5/70370	2
Evolutionary Biology, BSCI 5/70371	2	Evolutionary Biology, BSCI 5/70371	2
Communities and Ecosystems, BSCI 5/70372	2	Communities and Ecosystems, BSCI 5/70372	2
Population and Community Ecology, BSCI 5/70373	2	Population and Community Ecology, BSCI 5/70373	2
Responsible Conduct in Research and Teaching, BSCI 6/70184	0-2	Responsible Conduct in Research and Teaching, BSCI 6/70184	2
Seminar each semester until candidacy	1	Seminar in Ecology each semester until candidacy, BSCI 6/70391	3-6
		Biological Statistics, BSCI 6/70103	3
Additional Requirements	20-52	Additional electives as appropriate**	41-44
Dissertation I, BSCI 80199	30	Dissertation I, BSCI 80199	30

*60 hours post masters or 90 hours past baccalaureate degrees.

**20 hours of formal graded coursework is required

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon, PhD
Senior Vice President for Academic Affairs and Provost

BSCI
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KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Biological Sciences**
 College **AS - Arts and Sciences**
 Degree **MS - Master of Science**
 Program Name **Biological Sciences-Physiology** Program Banner Code **PSIO**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Revise program**

Description of proposal:

We propose to change the name of the Biological Sciences-Physiology program to Biological Sciences-Integrative Physiology and Neurobiology. This name change better reflects the direction of the field. BSPN


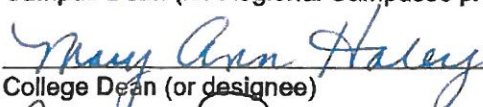
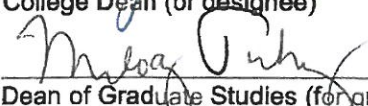
Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: _____ Proposed total credit hours _____

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

This is an existing program, we are requesting to update the name and some of the common coursework. This program already has an existing overlap with the Biomedical Sciences-Physiology and the Biomedical Sciences-Neurosciences programs. Thus, this overlap would continue, but the renaming and curricular changes are more in line with our current faculty and our future research focus within the Department.

Units consulted (other departments, programs or campuses affected by this proposal):
Yes, Biomedical Sciences has been consulted and a letter of support is included.

REQUIRED ENDORSEMENTS

	<u>10 / 5 / 17</u>
_____ Department Chair / School Director	_____
_____ Campus Dean (for Regional Campuses proposals)	_____
	<u>10 / 20 / 17</u>
_____ College Dean (or designee)	_____
	<u>10 / 31 / 17</u>
_____ Dean of Graduate Studies (for graduate proposals)	_____
_____ Senior Vice President for Academic Affairs and Provost (or designee)	_____

Proposal Summary
Name and Curricular Updates to the Biological Sciences-Physiology Program
[MS PSIO]

Description of Action, Including Intended Effect

Since the initial establishment of our MS program in Biological Sciences-Physiology the fields of biology have changed as has the research focus of our Department. In order to have highly qualified graduate applicants, which is directly connected to our ability to sustain high levels of research productivity, as measured by grants and peer-reviewed publications- we propose a degree title update Biological Sciences-Integrative Physiology and Neurobiology, as well as several curricular updates. The proposed title and curricular changes are consistent with our current and future research focus areas and will be more likely to appeal to the high quality students we are seeking.

Proposed Title Changes

- PhD in Biological Sciences- Physiology changed to *Biological Sciences-Integrative Physiology and Neurobiology*.

Proposed Curricular Changes

- We propose the following required course work:

Required Coursework:

1. BSCI 60184 Responsible Conduct in Research and Teaching *Required*
2. BSCI 60491 Seminar in Physiology *new*
3. BSCI 60103 Biological Statistics, or a different graduate-level biochemistry class, as *new* determined by advisor/guidance committee.

Recommended, but not required:

1. BSCI 50142 Bioenergetics, or a different graduate-level biochemistry class, as determined by advisor/guidance committee.
2. BSCI 50195 Seminar in Current Topics- this is a one-hour "seminar-style" specialty courses focused on the primary literature (would change each semester)

Beyond this, additional coursework will be customized depending on an individual student's research interests.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

We already have overlap with a couple of graduate programs in Biomedical Sciences, including: Biomedical Sciences-Physiology and Biomedical Sciences-Physiology. This is not changing in such a way as to significantly alter this overlap, but rather to increase our competitiveness in the market. As of now, the Biological Sciences-Physiology program receives very few applications each year. With this name change and curricular updates this program will be more consistent with developments within the field as well as more aligned with the research we do in the Department. The Biomedical

Sciences Director, Dr. Ernie Freeman, has provided a letter of support.

Thus, we do not anticipate that these changes will negatively impact the Biomedical Sciences program and should not have any impact on course offerings, students, faculty or staff.

Fiscal, Enrollment, Facilities and Staffing Considerations

There are no issues here.

Evidence of Need and Sustainability if Establishing

N/A

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Departmental Approval	Spring 2017
A&S CCC Approval	Fall 2017
EPC Approval	Fall 2017
Effective Date	Fall 2018



May 25, 2017

Dr. Heather Caldwell
Associate Professor and Graduate Coordinator
Department of Biological Sciences
Kent State University
253C Cunningham Hall
Kent, OH 44242-0001

Dear Dr. Caldwell:

Thank you for allowing me the opportunity to review the changes to the BSCI MS- Physiology program that have been approved by the graduate faculty in the Department of Biological Sciences. As these changes are being made to an existing program to better reflect the faculty research areas of the Department of Biological Sciences, I do not see that the proposed name change or the proposed curricular changes will negatively impact the courses or curriculum in the Biomedical Sciences program. As before, our two programs will continue to work together to help attain the highest quality graduate students for the faculty in Biological Sciences.

Good luck with your proposed changes.

Sincerely,

A handwritten signature in black ink, appearing to read "Ernie Freeman", with a long horizontal flourish extending to the right.

Dr. Ernie Freeman
Director
School of Biomedical Sciences
Associate Professor
Department of Biological Sciences
efreema2@kent.edu

BIOLOGICAL SCIENCES - *Integrative Physiology and Neurobiology* ~~PHYSIOLOGY~~ - M.S.

College of Arts and Sciences

Department of Biological Sciences

256 Cunningham Hall

Kent Campus

330-672-3613

kentbiology@kent.edu

www.kent.edu/biology

Description

The Master of Science degree in Biological Sciences - ~~Physiology~~ *Integrative Physiology and Neurobiology* is the study of a broad range of topics, including endocrinology, neuroscience, immunology, reproductive biology and other regulatory systems. Students have access to resources for physiological research, including a vivarium, tissue culture facility, confocal microscope/visualization facility, laser capture microscope, genomics and proteomics facilities.

FULLY OFFERED AT:

Kent Campus

Admission Requirements

Official transcript(s)

Minimum 3.0 GPA

GRE scores (general test)

Goal statement

Three letters of recommendation

A list of up to five potential faculty advisors

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 587 TOEFL score (94 on the Internet-based version), minimum 82 MELAB score, minimum 7.0 IELTS score or minimum 65 PTE Academic score. For more information on international admission, visit the [Office of Global Education's admission website](#). **Effective spring 2018.**

Before admission can be completed, a prospective student must be accepted by a faculty member in the program who will act as adviser. Prospective students must have completed undergraduate coursework roughly equivalent to a Biology minor.

For more information about graduate admissions, please visit the [Graduate Studies](#) website.

Program Learning Outcomes

Graduates of this program will be able to:

- 1 Understand advanced biological concepts beyond the scope of the typical undergraduate degree and to increase the depth of their knowledge through coursework and hands-on experiences.
- 2 Apply scientific principles and appreciate work outside of their particular field.
- 3 Effectively communicate about science with colleagues as well as those outside of the student's area of expertise.
- 4 Develop the necessary laboratory skills that will allow testing of hypotheses.

Program Requirements

Courses selected in consultation with academic faculty advisor⁵
 Departmental Seminar Presented by the Student⁶

¹ Students are required to enroll in BSCI 60184 their first semester (or the following fall semester for those starting their studies in the spring semester).
² Students must enroll in BSCI 60491 each semester (repeatable for credit).
³ Course substitutions for a different graduate-level statistics class can be made if deemed appropriate by the advisor/guidance committee.
⁴ same as what is now "2" in the catalog
⁵ It is recommended that students enroll in BSCI 50195 for coursework on selected current topics and BSCI 50142 for Bioenergetics. Additional coursework should provide the necessary skills and/or knowledge base that will aid in the completion of the student's research project and will be beneficial for their professional development. At least 14 hours of formal graded coursework is required.
⁶ Students are required to present at least one departmental seminar about their work.

<u>BSCI 60184</u>	RESPONSIBLE CONDUCT IN RESEARCH AND TEACHING-BIOLOGICAL SCIENCES ¹	0-2
<u>BSCI 60199</u>	THESIS I ²	6
<u>BSCI 60491</u>	SEMINAR IN PHYSIOLOGY ³	1
	Courses selected in consultation with academic faculty advisor ⁴	14-25
	Departmental Seminar Presented by Student ⁵	
Minimum Total Credit Hours:		32

- 1 Students who will serve as teaching assistants are required to take **BSCI 60184** their first semester (or the following fall semester for those starting their studies in spring semester).
- 2 After completing 6 credit hours of **BSCI 60199**, students must register continually for **BSCI 60299** until the degree is earned. Students begin research by successfully preparing, presenting and defending a formal prospectus for their research project to their committee. For the thesis and final defense, it is expected that students will present the results of their study in a defense open to students and faculty. The thesis must be presented and defended before the Guidance Committee with not more than one negative vote in order to be recommended to the Department of Biological Sciences and the College of Arts and Sciences for degree conferral.
- 3 Students must enroll in **BSCI 60491** each semester (repeatable for credit).
- 4 Students must take at least one course in each of the following areas: physiology, cell biology/molecular biology (such as eukaryotic cell biology) and biochemistry (such as bioenergetics). Students are required to enroll in at least one graduate level statistics course. Students must complete the required OSHA Training Session prior to working with radioactive materials. Students should enroll in additional courses that provide necessary skills for completion of research projects and that will be beneficial for their professional development. Students with coursework deficits in curricula of prior degrees, should enroll in appropriate graduate-level courses (permission must be obtained from the department to enroll in undergraduate-level courses).
- 5 Students are required to present at least one departmental seminar about their research.



Department of
Higher Education

John R. Kasich, Governor
John Carey, Chancellor

**CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION**

Date of submission: October 5, 2017

Name of institution: Kent State University

Previously approved title: Biological Sciences- Physiology-MS

Proposed new title: Biological Sciences- Integrative Physiology and Neurobiology- MS

Proposed implementation date of the request: Fall 2018

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Melody J. Tankersley, PhD
Title: Senior Associate Provost and Dean of Graduate Studies
Phone: 330-672-8613
E-mail: mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.

Since the initial establishment of our MS program in Biological Sciences-Physiology the fields of biology have changed as has the research focus of our Department. In order to have highly qualified graduate applicants, which is directly connected to our ability to sustain high levels of research productivity, as measured by grants and peer-reviewed publications- we propose a degree title update for Biological Sciences-Physiology as well as several curricular updates. The proposed title and curricular changes are consistent with our current and future research focus areas and will be more likely to appeal to the high quality students we are seeking.

Describe how the name and curricular changes will affect students in the current program.

The name change is still inclusive of the students we currently have in the program and thus will have no impact on current students in the program. Current students will be able to complete their program requirements as the courses will continue to be offered.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

No support changes are required

BSCI
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Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

n/a

Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness of our new curriculum will be evaluated by the quality of our applicant pool as well as the successful completion of our degree program. The first can be evaluated by average GPAs and GRE scores. The second can be evaluated by the time to degree completion.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
Biochemistry requirement	3-4		
Responsible Conduct in Research and Teaching, BSCI 60184	0-2	Responsible Conduct in Research and Teaching, BSCI 60184	2
Seminar each semester	1	Seminar each semester, BSCI 60491	4-6
Statistics	3-4	Biological Statistics, BSCI 60103	3
Additional electives as appropriate	14-25	Additional electives as appropriate*	15-17
Thesis I, BSCI 60199	6	Thesis I, BSCI 60199	6

*14 hours of formal graded coursework is required and BSCI 50195 (Current Topics) and BSCI 50142 (Bioenergetics) are recommended.

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon, PhD
Senior Vice President for Academic Affairs and Provost

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KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Biological Sciences**
 College **AS - Arts and Sciences**
 Degree **PHD - Doctor of Philosophy**
 Program Name **Biological Sciences-Physiology** Program Banner Code **PSIO**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Revise program**

Description of proposal:

We propose to change the name of the Biological Sciences-Physiology program to Biological Sciences-Integrative Physiology and Neurobiology. This name change better reflects the direction of the field. BSPN

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

This is an existing program, we are requesting to update the name and some of the common coursework. This program already has an existing overlap with the Biomedical Sciences-Physiology and the Biomedical Sciences-Neurosciences programs. Thus, this overlap would continue, but the renaming and curricular changes are more in line with our current faculty and our future research focus within the Department.

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

Yes, Biomedical Sciences has been consulted and a letter of support is included.

REQUIRED ENDORSEMENTS

Department Chair / School Director	<u>10/5/17</u>
_____ Campus Dean (for Regional Campuses proposals)	<u> / / </u>
College Dean (or designee)	<u>10/20/17</u>
Dean of Graduate Studies (for graduate proposals)	<u>10/31/17</u>
_____ Senior Vice President for Academic Affairs and Provost (or designee)	<u> / / </u>

Proposal Summary
Name and Curricular Updates to the Biological Sciences-Physiology Program
[PhD PSIO]

Description of Action, Including Intended Effect

Since the initial establishment of our PhD program in Biological Sciences-Physiology the fields of biology have changed as has the research focus of our Department. In order to have highly qualified graduate applicants, which is directly connected to our ability to sustain high levels of research productivity, as measured by grants and peer-reviewed publications- we propose a degree title update Biological Sciences-Integrative Physiology and Neurobiology, as well as several curricular updates. The proposed title and curricular changes are consistent with our current and future research focus areas and will be more likely to appeal to the high quality students we are seeking.

Proposed Title Changes

- PhD in Biological Sciences- Physiology changed to *Biological Sciences-Integrative Physiology and Neurobiology*.

Proposed Curricular Changes

- **We propose the following required course work:**

Required Coursework:

1. BSCI 6/70184 Responsible Conduct in Research and Teaching
2. BSCI 6/70491 Seminar in Physiology
3. BSCI 6/70103 Biological Statistics or a different graduate-level biochemistry class, as determined by advisor/guidance committee.

Recommended, but not required:

1. BSCI 5/70142 Bioenergetics, or a different graduate-level biochemistry class, as determined by advisor/guidance committee.
2. BSCI 5/70195 Seminar in Current Topics- this is a one-hour “seminar-style” specialty courses focused on the primary literature (would change each semester)

Beyond this, additional coursework will be customized depending on an individual student’s research interests.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

We already have overlap with a couple of graduate programs in Biomedical Sciences, including: Biomedical Sciences-Physiology and Biomedical Sciences-Physiology. This is not changing in such a way as to significantly alter this overlap, but rather to increase our competitiveness in the market. As of now, the Biological Sciences-Physiology program receives very few applications each year. With this name change and curricular updates this program will be more consistent with developments within the field as well as more aligned with the research we do in the Department. The Biomedical

Sciences Director, Dr. Ernie Freeman, has provided a letter of support.

Thus, we do not anticipate that these changes will negatively impact the Biomedical Sciences program and should not have any impact on course offerings, students, faculty or staff.

Fiscal, Enrollment, Facilities and Staffing Considerations

There are no issues here.

Evidence of Need and Sustainability if Establishing

N/A

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Departmental Approval	Spring 2017
A&S CCC Approval	Fall 2017
EPC Approval	Fall 2017
Effective Date	Fall 2018



May 25, 2017

Dr. Heather Caldwell
Associate Professor and Graduate Coordinator
Department of Biological Sciences
Kent State University
253C Cunningham Hall
Kent, OH 44242-0001

Dear Dr. Caldwell:

Thank you for allowing me the opportunity to review the changes to the BSCI PhD- Physiology program that have been approved by the graduate faculty in the Department of Biological Sciences. As these changes are being made to an existing program to better reflect the faculty research areas of the Department of Biological Sciences, I do not see that the proposed name change or the proposed curricular changes will negatively impact the courses or curriculum in the Biomedical Sciences program. As before, our two programs will continue to work together to help attain the highest quality graduate students for the faculty in Biological Sciences.

Good luck with your proposed changes.

Sincerely,

A handwritten signature in black ink, appearing to read "Ernie Freeman", with a long horizontal flourish extending to the right.

Dr. Ernie Freeman
Director
School of Biomedical Sciences
Associate Professor
Department of Biological Sciences
efreema2@kent.edu

BIOLOGICAL SCIENCES - ~~PHYSIOLOGY~~ - PH.D. *Integrative Physiology and Neurobiology*

College of Arts and Sciences

Department of Biological Sciences

256 Cunningham Hall

Kent Campus

330-672-3613

kentbiology@kent.edu

www.kent.edu/biology

Description

The Ph.D. degree in Biological Sciences–~~Physiology~~ *Integrative Physiology and Neurobiology* is the study of a broad range of topics, including endocrinology, neuroscience, immunology, reproductive biology and other regulatory systems. Students have access to resources for physiological research, including a vivarium, tissue culture facility, confocal microscope/visualization facility, laser capture microscope, genomics and proteomics facilities.

FULLY OFFERED AT:

Kent Campus

Admission Requirements

Official transcript(s)

GRE scores

Goal statement

Three letters of recommendation

A list of up to five potential faculty advisors

Baccalaureate in the natural sciences, with a strong background in biology and related subjects such as chemistry and mathematics

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 587 TOEFL score (94 on the Internet-based version), minimum 82 MELAB score, minimum 7.0 IELTS score or minimum 65 PTE Academic score. For more information on international admission, visit the [Office of Global Education's admission website](#). **Effective spring 2018.**

Deficiencies at the time of admission shall be rectified during the first year of graduate study. Before admission can be completed, a prospective student must be accepted by a faculty member in the program who will act as adviser.

For more information about graduate admissions, please visit the [Graduate Studies](#) website.

Program Learning Outcomes

Graduates of this program will be able to:

- 1** Understand advanced biological concepts beyond the scope of the typical undergraduate degree and to increase the depth of their knowledge through coursework and hands-on experiences.
- 2** Apply scientific principles and appreciate work outside of their particular field.
- 3** Effectively communicate about science with colleagues as well as those outside of the student's area of expertise.
- 4** Develop the necessary laboratory skills that will allow testing of hypotheses.

- ¹Students are required to enroll in BSCI 60184/70184 their first semester (or the following fall semester for those starting their studies in the spring semester).
²Pre-candidacy students must enroll in BSCI 60491/70491 each semester (repeatable for credit).
³Course substitutions for a different graduate-level statistics class can be made if deemed appropriate by the advisor/guidance committee.
⁴same as what is now "3" in the catalog
⁵It is recommended that students enroll in BSCI 50195/70195 for coursework on selected current topics and BSCI 50142/70142 for Bioenergetics. Additional coursework should provide the necessary skills and/or knowledge base that will aid in the completion of the student's research project and will be beneficial for their professional development. At least 20 hours of formal graded coursework is required.
⁶Students are required to present at least one departmental seminar about their work.

<u>BSCI 70184</u>	RESPONSIBLE CONDUCT IN RESEARCH AND TEACHING-BIOLOGICAL SCIENCES ¹	0-2
<u>BSCI 70491</u>	SEMINAR IN PHYSIOLOGY ²	1
<u>BSCI 80199</u>	DISSERTATION I ³	30
	Courses selected in consultation with academic faculty advisor ⁴	20-30
	Departmental Seminar Presented by Student ⁵	
Minimum Total Credit Hours for Post-Baccalaureate Students		90
Minimum Total Credit Hours for Post-Master's		60

- ¹ Students who will serve as teaching assistants are required to take **BSCI 70184** their first semester (or the following fall semester for those starting their studies in spring semester).
- ² Students must enroll in **BSCI 70491** each semester (repeatable for credit).
- ³ Doctoral candidates, upon admission to candidacy, must register for **BSCI 80199** for a total of 30 hours. It is expected that doctoral candidates will continuously register for **BSCI 80199**, and thereafter **BSCI 80299**, each semester, including one term each summer, until all requirements for the degree have been met. It is expected that candidates will present the results of their research in a defense open to students and faculty, at which the dissertation will be presented and defended before the dissertation committee, with not more than one negative vote, in order to be recommended to the Department of Biological Sciences and the College of Arts and Sciences for degree conferral.
- ⁴ Students must take at least one course in each of the following areas: physiology, cell biology/molecular biology (such as eukaryotic cell biology) and biochemistry (such as bioenergetics). Students are required to enroll in at least one graduate level statistics course. Students must complete the required OSHA Training Session prior to working with radioactive materials. Students should enroll in additional courses that provide necessary skills for completion of research projects and that will be beneficial for their professional development. In addition, doctoral students are expected to

include coursework in other appropriate areas to insure a breadth of training.

- 5 Students are required to present at least one departmental seminar about their research.

CANDIDACY AND PROSPECTUS

After completing their coursework, students will complete the doctoral program by being admitted to candidacy, by proposing a research project to the faculty and by completing and defending that research with a written dissertation before a faculty committee.

Students are admitted to doctoral candidacy following successful completion of both written and oral candidacy examinations. These exams are based on prior coursework and coursework taken in this graduate program as determined by the students' academic Guidance Committee, which must consist of at least three eligible faculty members. The advisor(s) and a majority of members of the Guidance Committee must be members of the appropriate graduate program. This committee is responsible for determining the students' academic curriculum and for administering the candidacy exams.

Following completion of the candidacy exam, doctoral students must successfully prepare, present and defend a formal prospectus of the research project before the dissertation committee.



Department of
Higher Education

John R. Kasich, Governor
John Carey, Chancellor

**CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION**

Date of submission: October 5, 2017

Name of institution: Kent State University

Previously approved title: Biological Sciences- Physiology-PhD

Proposed new title: Biological Sciences- Integrative Physiology and Neurobiology-PhD

Proposed implementation date of the request: Fall 2018

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Melody J. Tankersley, PhD
Title: Senior Associate Provost and Dean of Graduate Studies
Phone: 330-672-8613
E-mail: mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.

Since the initial establishment of our PhD program in Biological Sciences-Physiology the fields of biology have changed as has the research focus of our Department. In order to have highly qualified graduate applicants, which is directly connected to our ability to sustain high levels of research productivity, as measured by grants and peer-reviewed publications- we propose a degree title update for Biological Sciences-Physiology as well as several curricular updates. The proposed title and curricular changes are consistent with our current and future research focus areas and will be more likely to appeal to the high quality students we are seeking.

Describe how the name and curricular changes will affect students in the current program.

The name change is still inclusive of the students we currently have in the program and thus will have no impact on current students in the program. Current students will be able to complete their program requirements as the courses will continue to be offered.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

No support changes are required

BSCI
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Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

n/a

Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness of our new curriculum will be evaluated by the quality of our applicant pool as well as the successful completion of our degree program. The first can be evaluated by average GPAs, GRE scores, and percentage of applicants with Master's degrees. The second can be evaluated by the time to degree completion.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
Biochemistry requirement	3-4		
Responsible Conduct in Research and Teaching	0-2	Responsible Conduct in Research and Teaching, BSCI 6/70184	2
Seminar each semester until candidacy	1	Seminar each semester until candidacy, BSCI 6/70491	3-6
Statistics	3-4	Biological Statistics, BSCI 6/70103	3
Additional electives as appropriate**	20-30	Additional electives as appropriate**	49-52
Dissertation I, BSCI 80199	30	Dissertation I, BSCI 80199	30

*60 hours post masters or 90 hours past baccalaureate degrees.

** 20 hours of formal graded coursework is required and BSCI 5/70195 (Current Topics) and BSCI 5/70142 (Bioenergetics) are recommended.

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon, PhD
Senior Vice President for Academic Affairs and Provost

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Transmittal memo

Date: Sept 26, 2017

To: Mary Ann Haley, Assoc Dean for Curriculum

From: Daniel Holm, Chair of Geology

Re: Geology Curriculum Proposal

The Faculty in the Department of Geology have approved the following proposed curriculum change:

Add a GIS option (Geog 49070) to the Physics II or Chem II requirement for the GEOL BS degree.

Daniel K Holm

GEOL
1

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Nov-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **AERN**
 College **AR - Aeronautics and Engineering**
 Degree **MS - Master of Science**
 Program Name **Aviation Logistics and Management** Program Banner Code _____
 Concentration(s) **None** Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

Establish an Aeronautics specific Logistics and Management MS to support the growing need for logisticians in NE Ohio and nationally.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: **33** Proposed total credit hours _____

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

The program combines Aeronautics unique management education with existing MIS courses through the COB. There are no duplication conflicts. Staffing will include the eventual need for faculty as enrollment grows and some online education support. This will be provided by a vendor or internally. The Bureau of Labor Statistics projects a 7% growth in logisticians through 2025 and most of that growth is due to transportation of goods and people. The audience is working aeronautics professionals wishing to advance their career and current undergraduate AERN students. Prerequisites are standard as set by Graduate Studies. Faculty experience will be graduate faculty qualified AERN faculty and some industry professional adjuncts; initially until faculty hiring.

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

College of Business, MIS, Dr. Pratim Datta, consulted for inclusion of some MIS courses in the program.

REQUIRED ENDORSEMENTS

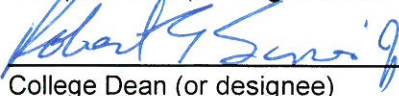


Department Chair / School Director

11 / 14 / 17

 Campus Dean (for Regional Campuses proposals)

 / /



College Dean (or designee)

11 / 14 / 2017

 Dean of Graduate Studies (for graduate proposals)

 / /

Senior Vice President for Academic Affairs and Provost (or designee)

New Graduate Degree Program Development Plan Masters of Science Aviation Logistics and Management

This document should be no more than five pages.

1. 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.

Presently there are no M.S. degrees in existence within the College of Aeronautics and Engineering (CAE) at Kent State University. This proposal seeks approval for a new Master of Science (M.S.) in Aviation Logistics and Management. The M.S. designation is the most appropriate as it directly compliments the existing Bachelor of Science in Aeronautics degree offered by CAE.

Currently CAE offers a Master of Technology degree with 15 different areas of emphasis; only one of those areas is in aeronautics. Furthermore, while there are six courses within the MTEC program unique to aeronautics, they are neither contiguously arranged nor sufficiently cohesive to provide a distinct focus in the discipline. Current aeronautics student enrollment in the MTEC program is low. Only four students pursuing the degree in FY 16/17.

Globalization has dramatically changed the way people and things are transported from one location to another. The proposed M.S. in Aviation Logistics and Management will prepare students to become an integral part of operations management and logistics teams at any number of commercial air operators. This includes typical passenger carrying entities operating under Federal Aviation Regulations part 121 scheduled air service (commercial airlines), cargo operations, and smaller private entities. Examples of companies operating with a focus in aviation management and logistics are Boeing, Federal Express, Amazon, UPS, the U.S. Postal Service, Sterling Global Aviation, DHL Express, Airbus, Boeing, Embraer, Bombardier, Lockheed Martin, Northrup Grumman, Network Global Logistics, SEKO Logistics, and all U.S. Airlines/Charter companies.

While not an integral part of the curriculum, the program of study will provide an excellent foundation for additional certification as a Certified Professional Logistician (CPL) through the International Society of Logistics. Minimal additional work will be necessary for students wanting to achieve this designation.

2. Description of the proposed curriculum.

The proposed curriculum contains both thesis and non-thesis options. Each option requires 33 total credit hours: ten (10) credit hours of aeronautics, six (6) credit hours of business, and nine (9) credit hours of technology. Additionally, students may choose one two (2) hour elective. The thesis / non-thesis options encompass the remaining six (6) credit hours.

All courses will be delivered online. After conversations with the College of Business, and in consideration of its existing and successful online MBA program, all new courses

developed for the proposed masters will similarly be held to two credit hours delivered over an 8-week timeframe.

Standard Kent State Graduate Admissions will apply with respect to 3.0 GPA for Unconditional Admission, plus, a GRE of 285 and an English proficiency score for International Students of 6.0 on IELTS or 525 on TOEFL or equivalent. The Admissions Committee will consist of elected Aeronautics faculty with Graduate Faculty status and the Graduate Coordinator.

Programmatic layout is shown in Table X. An asterisk denotes new courses.

Masters of Science in Aviation Management and Logistics		
Technology Core (9): All courses required		
Course Number	Course Name	Credit Hours
TECH 60001	Quantitative Methods in Technology	(3)
TECH 60003	Six-Sigma	(3)
TECH 60078	Research Methods in Technology	(3)
Aeronautics Core (10): All courses required		
AERN 55100*	Logistical Strategies in Aviation Management	(2)
AERN 55200*	Aviation Economics and Fiscal Management	(2)
AERN 55300*	Aviation Industry Contract Management	(2)
AERN 65150*	Legal and Ethical Issues for Aviation Logistics Management	(2)
AERN 65250*	Systems Engineering for Logistics	(2)
Business Core (6): All courses required		
MIS 64005	Analytics for Decision Making	(2)
MIS 64041	Operations, Service and Supply Chain Management	(2)
MIS 64042	Globalization and Technology Strategy	(2)
Thesis Option (6): All courses required		
AERN 65199*	Aeronautics Thesis I	(3)
AERN 65299*	Aeronautics Thesis II	(3)
Non-Thesis Option / Elective Courses (2-8):		
<ul style="list-style-type: none"> • Students pursuing the Thesis Option must select at elective worth at least two (2) credit hours. • Students pursuing the Non-Thesis Option may choose any combination of credit hours adding up to at least six (6) credit hours. 		
AERN 55235	Human Error Analysis in Aviation (for non-thesis)	(3)
AERN 65092	Aeronautics Practicum or Internship (for non-thesis)	(1 – 6)

AERN 65240	Aviation Safety Management Systems	(3)
AERN 65300	Airline Transportation Operations	(3)
AERN 65496	Individual Investigation in Aeronautics (repeatable for a maximum of 9 credit hours)	(1-4)
AERN 65200*	Legal and Regulatory Issues for Aviation Logistics Management	(2)
MKTG 65051	Marketing Management	(2)
MIS 64158	Leadership and Managerial Assessment	(2)
MIS 64271	Human Resource Management	(2)

- Administrative arrangements for the proposed program: department and school or college involved.

The program will be housed in the College of Aeronautics and Engineering (CAE). A meeting was held with the College of Business Administration’s graduate coordinator in February 2017 at which time COB expressed support for the new degree and provided insight and recommendations regarding the structure of course delivery.

- 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.

Although the Bureau of Labor Statistics predicts employment of logisticians is will grow 7 percent from 2016 to 2026, about as fast as the average for all occupations. It does note that this growth will be “driven by the need for logistics in the transportation of goods in the global economy”. (emphasis added).

The performance of the logistical and supply chain process is an important factor in a company’s profitability. Companies rely on logisticians to manage the movement of their products and supplies. Supply and distribution systems have become increasingly complex as they continue to try to gain more efficiencies at minimal cost. Employment is expected to grow as companies need more logisticians to move products more efficiently, solve problems, and identify areas for improvement. However, this growth may be limited by mergers of third-party logistics companies.

Overall job opportunities should be good because of employment growth and the need to replace the logisticians who are expected to retire or otherwise leave the occupation.

In 2014 Airlines for America (A4A) reported that the United States attributed more than \$1.5 trillion to commercial-aviation goods and services. Furthermore, U.S. airlines in particular transported over 50 tons of cargo per day. Globally, the tonnage of world airfreight carried has only increased since the 1950s. The Boeing Company predicts that air cargo traffic will more than double over the next 20 years, fueled by an annual increase of 4.2% growth per year. Globalization and demand for transporting people and

things has in turn created tremendous growth in air transportation. As such, companies must manage the logistics of equipment, parts, and people while updating processes and diversifying services to effectively meet the needs of aviation logistics. The domestic and international need for graduates with these skill sets is a demand that needs to be met. The proposed degree in Aviation Management and Logistics degree will fill this requirement. (See the Bureau of Labor Statistics excerpt next page).

Locally, there is tremendous job placement opportunity for graduates, as well as a significant source of potential students. The Dayton Business Journal has reported Ohio to be the largest original equipment manufacturer supplier in the United States for both Airbus and Boeing. Cleveland Plus reports that over 500 Ohio firms directly support or contribute to the aerospace and aviation industry.

The proposed masters in Aviation Logistic and Management will be unique to Ohio. While Ohio State University offers hybrid masters degrees through its Colleges of Business and Engineering, none are specific to aviation or aviation logistics. Neither Bowling Green nor Ohio University have aviation or aeronautics master's degrees and although the University of Cincinnati has a master's level aerospace degree, it is engineering focused and not on logistic operations and management as per this proposal. There are only two other such programs regionally; one found in Florida as offered by Embry-Riddle Aeronautical University and the other offered by Southeastern Oklahoma State University.

5. Prospective enrollment.

Enrollment in the new MS degree will come from several sources. First, the existing pool of undergraduate Aeronautics students that has over 550 students. In particular, the new degree will be attractive for aviation management and air traffic control students, of which there are 168. Second, because the program is to be delivered online, the large pool of aeronautics alumni may wish to pursue an advanced degree. Third, because over 500 Ohio firms directly supporting the aerospace and aviation industry, and because the proposed degree will be the only such offering in the state, there is a large pool of employees working in the industry who may wish to seek an advance degree. Finally, also given that the proposed degree is unique among Ohio aviation-degree granting institutions, aviation and aeronautics students at those institutions may find this degree attractive.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

Cleveland, Ohio and surrounding communities are culturally diverse and other major population centers in Ohio are as well. The major employers in aerospace in the area reflect that diversity. Special marketing efforts to attract underrepresented groups will be made within Ohio and regionally.

The Division of Aeronautics is a member of the Women in Aviation (WAI) organization and the Organization of Black Aerospace Professionals. Faculty attend the conferences of each. In addition, the Division has two summer camps dedicated specifically to females. And while targeted at middle and high school students we are building a pipeline for the future. The Division also has its undergraduate programs accredited by

the Aviation Accreditation Board International (AABI); which also accredits master's level programs. We will seek said accreditation and through the international resources of AABI, work with current and emerging accredited programs for sourcing of underrepresent student populations. The College of Aeronautics and Engineering has dedicated marketing personnel. And in conjunction with university level resources available through the Division of Diversity, Equity and Inclusion will market our MS accordingly.

7. Availability and adequacy of the faculty and facilities available for the new degree program.

There are nine aeronautics personnel with graduate faculty status. In particular, one holds a master's degree in business administration while having 12+ years' experience in logistics while another holds a master's degree in aviation logistics. As such, there is sufficient expertise within the faculty to teach the courses. Given current faculty load, it is expected that at least one new faculty member will need to be hired to serve the needs of the overall aeronautics program. Part-time faculty members will also be employed as needed.

8. Need for additional facilities and staff and the plans to meet this need.

No additional facilities or staff are required to support the new program. The college's current graduate coordinator will assume the role of program coordinator; the currently dedicated graduate administrative assistant will also be employed with the new degree program.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

There will be minimal additional costs associated with marketing of the new program. The CAE has a full-time marketing specialist with training in graduate programs. The Graduate Coordinator has also received marketing training. The Division of Aeronautics is already has presence at many industry functions for purposes of program promotion. The MS degree will be added to those efforts. Recent President and Provost level commitment to fund raising for a building extension and a new academic building at the Kent State airport indicate strong institutional commitment to Aeronautics in general. The President's initiative to increase research at the university fits well into this proposed degree.



Interdepartmental Correspondence

Department of Management & Information Systems

TO: Dr. Robert Hisrich, *Associate Dean*, College of Business

FROM: O. Felix Offodile, *Chair*, M&IS Department 

DATE: August 10, 2017

SUBJECT: Proposal to offer the Master of Science in Business Analytics (MSBA) online

Attached is the proposal to offer the Master of Science in Business Analytics (MSBA) program online. The MSBA aims to educate students to become cross-functional decision-makers at multiple levels of an organization's complex data-driven decision-making process for competitive advantage. Several publications show that there is ever-growing demand for graduates with expertise in business analytics. The goal of the online proposal is to reach a wider audience, especially those who are geographically bound and/or are working full time and cannot otherwise avail themselves for a face-to-face education format of the current program.

The proposal has been approved by the M&IS Faculty Advisory Committee (FAC).

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Mar-17** Curriculum Bulletin _____
 Effective Date **select one** Approved by EPC _____

Department **Management & Information Systems**
 College **BU - Business Administration**
 Degree **MS - Master of Science**
 Program Name **Business Analytics** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Offer program fully online**

Description of proposal:


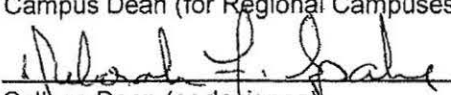
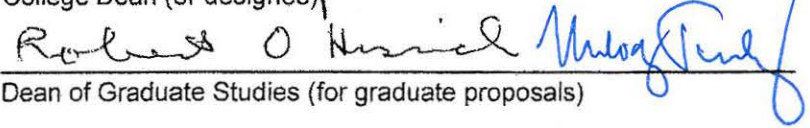
The purpose of the proposal is to deliver the Master of Science in Business Analytics program fully online for working adults and students who are geographical bound.

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

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

The online delivery of the existing MSBA degree program is likely to grow enrollment in the program since students who cannot otherwise come to campus will have access to the program. using target marketing, the program would attractive to students who are limited by work or geography. The College of Business has hired two Educational Technologists to support the faculty in the development and delivery of courses in the program.

Units consulted (other departments, programs or campuses affected by this proposal):
Computer Science, IAKM, and COBA Graduate Faculty.

	REQUIRED ENDORSEMENTS
 Department Chair / School Director	<u>8, 10, 17</u>
Campus Dean (for Regional Campuses proposals)	<u>1 / 1</u>
 College Dean (or designee)	<u>8, 17, 17</u>
 Dean of Graduate Studies (for graduate proposals)	<u>8, 17, 17</u>
Senior Vice President for Academic Affairs or Provost (or designee)	<u>1 / 1</u>



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

**CHANGE REQUEST FORM
ONLINE OR BLENDED/HYBRID DELIVERY**

This form must be used when a CCGS affiliated institution intends to deliver 50% or more of a previously approved degree program via electronic or other distance learning means.

CCGS institutions submitting requests for graduate programs should submit the request to Steve Nameth (snameth@highered.ohio.gov) and copy Matt Exline (mexline@highered.ohio.gov). Documents may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents.

Institution offering the degree program Kent State University

Degree designation (e.g. M.S. in Biotechnology) M.S. in Business Analytics

In order to make this request, please confirm that the program will satisfy the following criteria:

- Program will use Quality Matters or similar metric-driven online course design/assessment tools
- All instructors will be trained in offering online content and online assessments
- The offering university has an institutionally approved plan for securing authorizations to deliver distance learning content in other states (e.g., NC-SARA membership).
- The offering university has approved all online courses for this program as academically appropriate for graduate study

Is this degree program subject to approval/accreditation by a governing body beyond ODHE and HLC (e.g., CAEP, CCNE, ABET, AACSB)?

- No
- Yes (If yes, please name the accrediting body here.) **Association for the Advancement of Collegiate Schools of Business (AACSB)**

Does this degree program include the creation of original research or scholarship?

- No
- Yes (If yes, please complete question 1 on the following Supplementary Information form.)

Does this degree program include an experiential component (e.g., clinical or professional development experience)?

- No
- Yes (If yes, please complete question 2 on the following Supplementary Information form.)

Will the program be offered in partnership with a third-party commercial on-line service provider?

No

Yes (If yes, please provide name of provider and their responsibilities [e.g., content creation, recruitment, admissions, advising])

Approximately what percentage of program content will be completed on-line? _____

Signature of the official (Graduate Dean or equivalent) below confirms that the information above is accurate.

_____ *signature* _____ *date*

_____ *name and title*

SUPPLEMENTARY INFORMATION FORM

1.) **A.** On a separate page, describe how program faculty will oversee and direct original research performed by students in the program. At a minimum, address the following areas:

- how students will gain access to required facilities and resources
- how students will be trained in necessary procedures
- how students will present their progress
- how the progress and quality of student projects will be assessed

Include any additional information needed to provide assurance that the quality of the research performed will be equivalent to the face-to-face offering of this degree.

B. On a separate page, describe how program faculty will mentor students, and how students will participate in the socialization that is necessary for the effective scholarly exchange of ideas at the level appropriate for the degree sought. At a minimum, address the following areas:

- how students will select a primary mentor and members of any required oversight committee
- frequency of any mandatory interactions between program faculty and students
- opportunities that exist for students to develop and refine ideas through scholarly exchange with faculty and others in the field
- career development opportunities will be provided

Include any additional information needed to provide assurance that student mentoring will be effective and assure professional competence and exposure in the field.

2.) On a separate page, describe how professional or clinical experiences are implemented and assessed. At a minimum address the following areas:

- criteria for selecting the location(s) of such experiences
- qualifications of preceptors or faculty
- provide a list of competencies that will be evaluated
- assessment strategies used to evaluate student performance

Include any additional information needed to provide assurance that the quality of the experiential component will be equivalent to that of students who are overseen in local environments.

Implementation and Assessment of Professional Experiences

Analytics is a data intensive/driven discipline. Often, the data sets are unstructured and require the analyst to apply complex tools and technologies to better understand, analyze, and most importantly, interpret the solutions.

When applied in business, data analysis invariably involves hands-on experiences. Students in the KSU-MSBA program acquire these experiences by working with industry practitioners through internships and capstone projects:

- **Criteria for Selecting Location of Such Experiences**

The KSU College of Business Administration has a Career Service Office (CSO) that is dedicated to college of business students. Part of this office's responsibility is to connect our students with local businesses to explore semester project, internship, and employment opportunities. Other opportunities are presented when industry practitioners visit our campus as Guest Lecturers and/or attend recruitment or information fairs and discuss business analytics opportunities at their companies. Also, our faculty through their consulting activities and contacts with colleagues and local businesses provide further opportunities for locating professional experiences for our students.

The major criteria for selecting locations for professional experience for our students include the relevance of the experience to business analytics, competency of industry mentors for the experience, and the mentors' ability to provide the required time and resources for the students.

- **Qualifications or Preceptors or Faculty**

As required by our accrediting agency the AACSB, all professors teaching in the MSBA program must have a terminal degree, the Ph.D., in analytics or cognate disciplines. All faculty that would lead/supervise professional experience projects with our students meet this basic requirement, plus, they are active in the discipline through research, teaching and professional development activities. Our professors' counterpart is the industry practitioner who serves as preceptors to the students. He/she must be actively involved in the analytics profession and be willing to commit the time and resources required for a successful mentorship of our students to gain the professional experience.

- **List of Competencies to be Evaluated:**

The list of competencies to be used to evaluate the students include:

- Ability to define the analytics problem
- Ability to analyze the analytics problem
- Ability to propose solution(s) for the problem
- Ability to compile a well-written report of the problem and solution
- Ability to verbally communicate the problem and solutions to an audience of classmates, the professor, preceptor and industry executives

- **Assessment Strategies Used to Evaluate Performance:**

The following rubric will be used to evaluate each student’s performance in the Professional Experience requirements part of the MSBA degree program. Students in the online program will be guided by the same faculty as in the local environment using the same syllabus and rubric. Furthermore, online students would have dedicated periods for chatting with faculty through Blackboard, and scheduled Skype and video conferences as necessary. Consequently, student experiences in both the local and online environments would be similar.

	Very Good (4)	Fair (3)	Poor (2)	Very Poor (1)	Total
Problem Definition					
Strength of the Introduction					
Appropriateness of the Solution Methodology					
Thoroughness of the Problem Analysis					
Visual/Eye Contact at Presentation					
Verbal Communication					
Use of Presentation Technologies					
Logical Flow & Organization of Ideas					
Use of Props During Presentation					
Grand Total					



Board of Regents
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor

Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: [August 10, 2017]

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:
[Master of Science] major within the [Business Analytics] degree

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Director, Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Proposed start date: [Fall] [2018]

Date that the request received final approval from the appropriate institutional committee:
Approved by the Educational Policies Council,
a subcommittee of the Faculty Senate on [DATE]

Institution has Higher Learning Commission approval for online or blended/hybrid delivery: Yes

Educator preparation program that leads to licensure or endorsement: No

¹ For this document, the following definitions will be used:

Online: A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

Blended/hybrid: Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings.

Web-facilitated: Course that uses web-based technology to facilitate what is essentially a face-to-face course.

Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

On-ground (aka traditional or face-to-face): Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

1. INSTITUTIONAL SUPPORT

1.1 Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.

The Master of Science in Business Analytics (MSBA) is a 10 course, 30-credit hour program. Eight (8) of these courses are required while two (2) can be chosen from a list of recommended electives.

The primary LMS that will be used for the online course offerings is the Blackboard Learn (Bb Learn). Several Kent State courses and degree programs already use this system, and have been doing so for quite some time. Therefore, the institution has several years of experience using the system. Also, the system has strong support from its vendor plus, in-house support from the institution.

1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

The Kent State Student Accessibility Services (SAS) provides assistance to students and faculty with disabilities in order to help them maximize educational opportunities and their academic potential. Kent State provides a wide variety of assistance from templates to captioning and training for faculty to help prepare accessible courses, and works with vendors to ensure that their resources are accessible.

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

Kent State manages a help desk support services for all its faculty and students. These services can be accessed by phone at (330) 672-HELP (4357), or online at support.kent.edu.

Other support services for Kent State University faculty, including Blackboard Learn tutorials; online tutoring through the Academic Success Center; online resources in Career Services Center; Online Academic Advising; Student Accessibility Services; Writing Commons; and other services for online students can be accessed from: <https://onlinedegrees.kent.edu/support/student-services>

Other support services for Kent State University faculty may be found at: <http://www.kent.edu/onlineteaching/support>

1.4 Explain the institution's policies and procedures related to ensuring the integrity of student work in online programs (e.g., for establishing student identity, for controlling the conditions of examinations, etc.).

Kent State provides proctored testing either onsite, approved off-campus sites or through a software service, Proctor U, which provides remote test proctoring services.

1.5 Indicate whether the institution has entered into a collaborative agreement with a 3rd party provider to provide content/curriculum or resources/services to support the

delivery of the program. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.

Kent State has not entered into agreement with any 3rd party provider to provide content/curriculum or resources/services to support the delivery of this program. The contents of the courses will be developed and delivered by the Kent State University faculty.

1.6 Have the appropriate accreditation agencies been informed of the proposed change?

The accrediting agencies for the proposed change is the Association for the Advancement of Collegiate Schools of Business (AACSB), International and The Higher Learning Commission (HLC), both of which will be notified of this proposed change following OBR's approval.

2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

2.1 Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:

- **Administrative services (admissions, financial aid, registration, student records)**
Online students may access links to all online resources through:
<http://www.kent.edu/onlinelearning/students-getting-started-your-online-course>
- **Advising regarding program planning and progress**
Student advising will be provided via email, phone or Skype at gradbus@kent.edu
- **Library resources**
Extensive options have long-existed for our part-time students who could not physically visit the library. These options will be available for the online MSBA students. Off campus access to electronic resources is provided through 'KSU Proxy' a service for off-campus and remote access to the University Libraries' electronic resources. Users can connect to databases, electronic journals, ebooks and streaming media services.
<http://www.library.kent.edu/help/connect-from-off-campus>
- **Psycho-social counseling**
Psycho-social counseling is done through Kent State Psychological Services. The website and contact information can be found at: <http://www.kent.edu/psych>. They offer 24 hour resources. Online students can telephone or email.
- **Career advising and Placement services**
Kent State College of Business has an in-house Career Services Office (CSO) that is dedicated to offering advising and placement services to all majors in the college. The CSO augments the same services offered by the university and can be accessed by email or phone at <http://www.kent.edu/business/careers>.

2.2 Describe the admission requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.

Admission requirements are the same as that of the face-to-face MSBA degree program: Online application, application fee, official transcripts, 3 letters of recommendation, statement of goals and objectives, resume and GMAT/GRE. The GPA average is 3.0, and average test scores are 300 for GRE and 500 for GMAT. Also, for international applicants the TOEFL is required.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?

The online program will be offered in addition to the onsite MSBA degree program.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

The online and on-ground programs are equivalent with respect to the curriculum, expected outcomes, and number of credit hours (30). The only difference between the programs is their modes of delivery.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

Interaction between instructors and the students and among the students is synchronous and asynchronous. The delivery of course materials is asynchronous while interaction between instructors and students, or mentors and students could be synchronous at set times for discussion groups or asynchronous through emails and other media.

Online courses will be designed according to the Kent State “Design to Teach” framework and Quality Matters standards. This design encourages a three-pronged approach to interaction: student-to-content; student-to-instructor; and student-to-student. Interaction between student and instructor is a fundamental concept of the design of all courses. Instructors provide continuous feedback and guidance using tools such as: discussion boards, announcements, synchronous video chat tools, podcasts, screen capture with audio narration, email and phone calls.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

Support for online students is the same as for face-to-face students as far as the quality of the instructors and program, and interaction with faculty and mentors are concerned. However, due to the remoteness of the interaction between online learners and online education providers, coupled with the sometime inherent lack of assumed discipline and maturity online learners need

to be successful in online programs higher levels of support, counseling and interaction is an integral part of the proposed online program.

The quality of the online program is maintained by ensuring that faculty members who meet the qualification requirements of our accrediting agency, the AACSB, teach in both the face-to-face and online programs. Further, those faculty members who will teach in the online programs will be required to undergo certification on Quality Matters curriculum for online instruction. As a subject domain expert, these faculty members will work with the university's technology and communication experts to ensure that their online materials are appealing, easy to navigate and make liberal use of user-friendly and ubiquitous technologies. Further, instructors in the online program will be expected to embed tutorial modules and schedule chat periods for their courses where students could receive course assistance directly from the instructors synchronously.

The College has an in-house Career Services Office who will interact with students in the program and help with student advising. Other course administrative and management issues such as attendance, student progress, career advising, and timely communications will be coordinated by the program faculty.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

Kent State University has a well-established Student Survey of Instruction (SSI) instrument for evaluating all its courses in all its degree programs. However, for the proposed online MSBA degree program, a program specific evaluation system will be developed and implemented to assess the quality and effectiveness of the program. The purpose of this survey and measurement instrument will be to provide a holistic assessment of the program including the quality of the curriculum and its delivery, effectiveness of the mentoring and advising programs that is based around the following metrics, among others:

- The Curriculum:
 - Curriculum rigor
 - Faculty expertise
 - Curriculum pacing
 - Self-directedness

- The Mentor:
 - Understanding of student needs
 - Communication ability
 - Availability and receptivity to student needs
 - Personability
 - Understanding of course management
 - Knowledge of careers within the program

- The facilities:
 - Accessibility
 - Effectiveness
 - Reliability of delivery technologies
 - Use of ubiquitous technologies

Unlike the regular SSI for other KSU degree programs, this survey will be administered two times each semester of the first year of the program at the end of October and fall semester, and at the end of April and the spring semester to collect information that could help the university improve the program.

This program specific survey will also be adapted to measure the satisfaction of the students and their employers after graduation. The survey will include information such as employment statistics and time between graduation and employment, employers and their geographical locations, salary surveys, the most valuable parts of the curriculum, what is lacking in the curriculum that they wished the curriculum taught them, their propensity for recommending the program to their peers and friends, etc.

3.6 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) Please provide a syllabus for each new course as an appendix item.

Course	Online	On-ground (including web facilitated)	Blended/hybrid	Course currently required in approved program	Comments (as needed)
CS 63015: Data Mining Techniques	X	■		Yes	X: Course will be offered online on proposal approval
CS 63016: Big Data Analytics	X	■		Yes	X: Course will be offered online on proposal approval
DSCI 61010: Enterprise Architecture	■	■		Yes	■: Course offered online
DSCI 64210: Data Science	■	■		Yes	■: Course offered online
ECON 62054; Econometrics	X	■		Yes	X: Course will be offered online on proposal approval
MIS 64036: Business Analytics	X	■		Yes	X: Course to be offered online on proposal approval
MIS 64082: Database Management and Database Analytics	■	■		Yes	■: Course offered online
MIS 64037: Advanced Data Mining and Predictive Analytics	X	■		Yes	X: Course will be offered online on proposal approval
MIS 64018: Quantitative Management Modeling	X	■		Yes	X: Course will be offered online on proposal approval
MIS 64038: Analytics in Practice	X	■		Yes	X: Course will be offered online on proposal approval
MIS 64098: Capstone in Business Analytics	X	■		Yes	X: Course will be offered online on proposal approval

IAKM 60411: Clinical Analytics	■	■		Yes	■: Course offered online
MIS 64160: Leadership and Organizational Change	X	■		Yes	X: Course will be offered online on proposal approval
MIS 64028: Global Supply Chain Business Models	■	■		Yes	■: Course offered online
KM 60370: Semantic Analysis Methods and Technologies	■	■		Yes	■: Course offered online
MIS 64011: Systems Simulation	■	■		Yes	■: Course offered online
MIS 64092: Internship in Business Analytics	X	■		Yes	X: Course will be offered online on proposal approval
MKTG 65057: Marketing Research	X	■		Yes	X: Course will be offered online on proposal approval

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

Responsibility for the administration and coordination of the online program will be shared by Dr. Felix Offodile, Chair of the M&IS Department, and the M&IS faculty in coordination with the staff of the Graduate Programs Office (GPO). Dr. Offodile has over 28 years of teaching experience that includes distance learning and BlackBoard Learn. Also, the college has hired a technology person to help the college faculty migrate into the online teaching delivery system. All faculty who will teach in the online degree program will be required to undergo training in Quality Matters curriculum for online instruction.

The college already has an online MBA degree program, and some of the faculty who teach in this program will also teach in the online MSBA degree program.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well?

The M&IS department has a strong faculty core who are teaching in the in-class MSBA degree program, plus a new faculty has been hired to join this faculty core starting fall 2017. This same faculty core will also have the responsibility for the delivery of the online version of the degree program. Typically, a tenure-track faculty member teaches 2-3 courses each semester while a non-tenure-track faculty teaches 3-4 courses each semester. Each faculty also has other responsibilities in research and service such as student advising. These responsibilities are not expected to change with the addition of the online MSBA degree program.

As required by our accrediting agencies, AACSB and HLC, each faculty member who will teach in the MSBA degree program will hold a PhD degree. They will be assisted in creating quality online courses that address the learning objectives of the degree program by a senior instructional designer who has an office in the College of Business building. This individual will establish the initial overall design and template that will be used in each course and assist each professor in designing his/her specific online course(s). The senior instructional designer will be available for any questions or problems that develop in the creation and delivery of the course. To help ensure the design quality of the course, each professor will be given the equivalence of 3-hour course credit to develop/adapt their courses to the online delivery mode using recommended Quality Matters online course design templates.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

Our faculty already have the course content expertise for the online courses and most have taught online courses before, and involved in the delivery of the online MBA degree program. Further, the College of Business has hired a Senior Instructional Designer and Quality Matters Coordinator, and one junior staff member to help faculty with the design of their online courses. There is a fulltime Senior IT User Support Analyst currently on staff. The technical staff will also work with the Office of Continuing and Distance Education for additional design, production and management support and future enhancements.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). *A copy of each faculty member’s CV must be included as an appendix item.*

Name of instructor	Rank or title	Full-time / part-time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses / professional development in DL	Number of courses instructor will teach/year (include traditional and DL)
Alan Brandyberry	Associate Professor	FT	DBA, Operations Management, Southern Illinois University, 1995.	MIS 64082, 64092, 64098	5	4
Pratim Datta	Associate Professor	FT	Ph.D., Information Systems, Louisiana State University, 2003	MIS 64036	5	4
Alfred Guiffrida	Associate Professor	FT	Ph.D., Operations Management, University at Buffalo, 2005.	MIS 64018	4	4
Dong-Heon (Austin) Kwak	Assistant Professor	FT	Ph.D., Information Systems, University of Wisconsin-Milwaukee, 2014.	MIS 64036		4
Khuong Le-Nguyen	Assistant Professor	FT	Ph.D., Management, University of London, 2010.	CS 63015, MIS 64036, 64037, 64082	2	8
Natalia Dragan	Assistant Professor	FT	Ph.D., Kent State University, 2010	CS 63015, MIS 64036, 64037, 64038	3	8
Butje Eddy Patuwo	Professor	FT	Ph.D., Industrial Engineering and Operations Research, Virginia Polytechnic Institute & State University, 1989.	MIS 64018, 64036	5	4
Greta L. Polites	Associate Professor	FT	Ph.D., Information Systems, University of Georgia, 2009.	MIS 64036, 64082		4

Felix Offodile	Professor	FT	Ph.D. Industrial Engineering and Operations Research, Texas Tech University, 1984.	MIS 64018, 64036	8	2
Murali Shanker	Professor	FT	Ph.D., Operations & Management Science, University of Minnesota, 1990.	CS 63016, MIS 64018, 64036, 64037, 64038, 64011	10	4
Rouzbeh Razavi	Assistant Professor	FT	Ph.D. Computer Science, University of Essex, UK, 2008.	CS 63016, MIS 64036, 64037, 64038, 64092, 64098	4	4
Ruoming Jin	Associate Professor	FT	Ph.D. Computer Science, The Ohio State University, 2005			4
Xiang, Lian	Assistant Professor	PT	Ph.D. Computer Science, The Hong Kong University of Science and Technology, 2009			4

APPENDICES

Appendix Description

A: Letters of support from other programs. Computer Science, Library Science, COBA

B: Faculty Curricular Vitae

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

signed after EPC

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost

APPENDIX A:
LETTERS OF SUPPORT

OFFODILE, O. FELIX

From: OFFODILE, O. FELIX
Sent: Wednesday, July 26, 2017 10:49 AM
To: OFFODILE, O. FELIX
Subject: Proposal to offer MSBA online

-----Original Message-----

From: Javed I. Khan [mailto:javedkent@gmail.com]
Sent: Tuesday, July 25, 2017 1:43 PM
To: OFFODILE, O. FELIX <foffodil@kent.edu>
Cc: Hisrich, Robert <rhisric1@kent.edu>; HOGUE, MARY <mhogue@kent.edu>
Subject: Re: Proposal to offer MSBA online

Dear Felix,

We have reviewed your proposal for a fully online version of the Business Analytics program and we are glad to provide our support. Dr.

Ruoming Jin and Dr. Lian will be associated faculty with both. Theres CVs in in next email.

We wish grand success for the program.

Regards,

-Javed.

OFFODILE, O. FELIX

From: FRUIT, JEFFREY
Sent: Wednesday, August 09, 2017 11:52 AM
To: OFFODILE, O. FELIX
Cc: ZINGRONE, CATHERINE; BURRITT, DEANNA
Subject: Re: Proposal to offer MSBA online
Attachments: 2017 COBA-MSBA Online.pdf

Importance: High

Hello Felix,

We have completed appropriate consultations and the School of Digital Sciences is supportive of moving the existing MSBA program online. Please let me or Deanna Burritt-Peffer know if you require further information.

Best wishes,

jf

--

Jeff Fruit
Interim Director, School of Digital Sciences
Professor, School of Journalism and Mass Communication
email: jfruit@kent.edu
Office Ph.: 330.672.0890

From: OFFODILE, O. FELIX
Sent: Wednesday, June 14, 2017 10:38 AM
To: FRUIT, JEFFREY
Cc: Hisrich, Robert; HOGUE, MARY
Subject: Proposal to offer MSBA online

Hi Jeff,

I hope this note finds you well and having a relaxing summer.

We are proposing an online version of our MSBA program and would like your support. Note that this is an existing program and all we are doing is offer it online. A copy of the proposal is attached.

We believe that this would complement some of your online courses too.

Please let me know if you have any questions or need anything else.

Thanks.

Felix

APPENDIX A:
FACULTY CURRICULAR VITAE

Alan A. Brandyberry

Kent State University
Management and Information Systems
Business Administration Building A425
(330) 672-1146
Email: abrandyb@kent.edu

Education

MS, Arizona State University, 1998.

Major: Decision and Information Systems

MBA, Eastern Illinois University, 1996.

DBA, Southern Illinois University, 1995.

Dissertation Title: Justification Methods for Computer Integrated Manufacturing and Advanced Manufacturing Technologies

BS, University of Illinois Urbana Champaign, 1985.

Major: Engineering Mechanics

Academic, Military and Professional Positions

Academic

Associate Professor of Information Systems, Kent State University. (August 2008 - Present).

Assistant Professor of Information Systems, Kent State University. (June 2000 - August 2008).

Assistant Professor of Information Systems, University of Minnesota Duluth. (August 1998 - May 2000).

Associate Professor, Grand Canyon University. (August 1995 - May 1998).

Assistant Professor, Grand Canyon University. (August 1994 - August 1995).

Visiting Professor, Eastern Illinois University. (August 1993 - May 1994).

Instructor, Southern Illinois University Carbondale. (August 1992 - May 1993).

Awards and Honors

Research

2008 Distinguished Track Paper - Information Systems, Decision Sciences Institute. (November 2008).

RESEARCH

Published Intellectual Contributions

Book Chapters

- Liu, F., Brandyberry, A. A., Hogue, M., Polites, G. L., Wang, T. (2015). *Adopter-Based Determinants of Effort in Mobile App Information Search*. Trends and Research in the Decision Sciences: Best Papers from the 2015 Annual Conference.
- Franquesa, J., Brandyberry, A. A. (2010). *The Role of Organizational Slack in Technology Innovation Adoption for SMEs*. Global Perspectives on Small and Medium Enterprises and Strategic Information Systems: International Approaches (also published in the International Journal of E-Business Research 2009).

Refereed Journal Articles

- Goeke, R., Faley, R., Brandyberry, A. A., Dow, K. E. (2016). How Experience and Expertise Affect the Use of a Complex Technology. *Information Resources Management Journal*, 29(2).
- Nwankpa, J., Brandyberry, A. A., Guiffrida, A., Hu, M., Shanker, M. (2013). Understanding the Link Between Initial ERP Systems and ERP-Enabled Adoption. *Information Resources Management Journal*, 26(4), 18-39.
- Ghosh, S., Troutt, M., Brandyberry, A. A. (2013). An RBV and Real Options-based Soft OR Heuristic for Solution Strategizing. *International Journal of Business Information Systems*, 12(4), 404-422.
- Li, X., Troutt, M., Brandyberry, A. A., Wang, T. (2011). Decision Factors for the Adoption of Online Direct Sales Channels by SMEs. *Journal of the Association for Information Systems*, 12(1), 1-31.
- Troutt, M., Gwebu, K., Wang, J., Brandyberry, A. A. (2011). Some Experiments on Subjective Optimisation. *International Journal of Operational Research*, 12(1), 79-103.
- Anokhin, S., Troutt, M., Wincent, J., Brandyberry, A. A. (2010). Measuring Arbitrage Opportunities: A Minimum Performance Inefficiency Estimation Technique. *Organizational Research Methods*, 13(1), 55-66.
- Griffin, A., Brandyberry, A. A. (2010). System Development Methodology Usage in Industry: A Review and Analysis. *Journal of Information Systems Applied Research (also published as conference proceeding - CONISAR 2008)*, 3(19), 3-18.
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- Troutt, M., Brandyberry, A. A., Sohn, C., Tadisina, S. (2008). Linear programming system identification: The general nonnegative parameters case. *European Journal of Operational Research - Online*, 185(1), 63-75.
- Troutt, M., Ehie, I., Brandyberry, A. A. (2007). Maximally Productive Input-Output Units. *European Journal of Operational Research*, 178(2), 359-373.
- DeHondt, G., Brandyberry, A. A. (2007). Programming in the eXtreme: Critical Characteristics of Agile Implementations. *e-Informatica Software Engineering Journal*, 1(1), 43-58.

- Brandyberry, A. A., Bakke, S. (2006). Mitigating Negative Behaviors in Student Project Teams: An Information Technology Solution. *Journal of Information Systems Education*, 17(2), 195-210.
- Troutt, M., Tadisina, S. K., Sohn, C., Brandyberry, A. A. (2005). Linear Programming System Identification. *European Journal of Operational Research*, 161(3), 663-672.
- Brandyberry, A. A. (2003). Determinants of Adoption for Organizational Innovations Approaching Saturation. *European Journal of Innovation Management*, 6(3), 150 - 158.
- Lee, S., Brandyberry, A. A. (2003). The E-Tailer's Dilemma. *The DATABASE for Advancement of Information Systems*, 34(2).
- Brandyberry, A. A., Pardue, H. (2001). The Effectiveness of Computer-Based 'Game-Show' Formats in Survey Courses: A Quasi-Experiment. *Journal of Information Systems Education*, 12(2), 109-116.

Conference Proceedings

- Liu, F., Brandyberry, A. A., Polites, G. L., Hogue, M., Wang, T. (2016). *A Study of the Effects of Social Factors and Innovation Characteristics on Search Effort and Uncertainty in Mobile App Adoption*. Proceedings of the 2016 Hawaii International Conference on System Sciences.
- Liu, F., Brandyberry, A. A., Hogue, M., Polites, G. L., Wang, T. (2015). *The Effects of Decision-Maker Characteristics on Search Effort in Mobile Application Adoption*. Proceedings of the Decision Sciences Institute 2015 Conference.
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- Brandyberry, A. A. (2011). *A Conceptual Framework for Sequential Organizational Technology Adoption with Dynamic Goal and Action Portfolios*. Proceedings of the 2011 Americas Conference on Information Systems (AMCIS).
- Brandyberry, A. A. (2011). *On Goal-Striving as a Means for Investigating the Technology Adoption Process*. Proceedings of the 2011 Northeast Decision Sciences Conference.
- Brandyberry, A. A., Li, X., Lin, L. (2010). *Determinants of Perceived Usefulness and Perceived Ease of Use in Individual Adoption of Social Network Sites* (vol. Paper 544). Americas Conference on Information Systems (AMCIS) 2010 Proceedings.
- Ghosh, S., Brandyberry, A. A., Troutt, M. (2009). *Uncertainty and Enterprise Integration -- A Real Options View*. Proceedings of the 2009 AMCIS Conference.

- Roumani, Y., Brandyberry, A. A., Fay, B., Nwankpa, J. (2009). *Exploring the Impact of Tangible Extrinsic Rewards on the Initial Trial of a Technology*. Decision Science Institute Conference Proceedings: DSI.
- Griffin, A., Brandyberry, A. A. (2008). *System development methodology usage in industry: A review and analysis*. Proceedings of the Conference on Information Systems Applied Research (also published as journal article: J. of Information Systems Applied Research).
- Franquesa, J., Brandyberry, A. A. (2008). *Organizational Slack and Information Technology Innovation Adoption in SMEs*. Proceedings of the Decision Sciences Institute 2008 National Conference.
- Goeke, R., Faley, R., Dow, K. E., Brandyberry, A. A. (2008). *Why experience may not matter in data warehousing: The role of expertise*. Proceedings of the Decision Sciences Institute 2008 National Conference.
- Goeke, R., Faley, R., Dow, K. E., Brandyberry, A. A. (2008). *Why experience may not matter in data warehousing: The role of expertise*. Proceedings of the Decision Sciences Institute 2008 National Conference.
- Brandyberry, A. A. (2008). *Exploring the Effects of Personal Levels of Depression and Anger on Individual Online Social Network Activities*. 2008 International Conference on Information Resources Management.
- Brandyberry, A. A., Bakes, C. M. (2007). *Information Systems Internships: Student Perceptions and Outcomes*. 2007 IRMA International Conference.
- DeHondt, G., Brandyberry, A. A. (2006). *Programming in the Extreme: Suitable Implementations of Agile Methodologies*. Proceedings of the Decision Sciences Institute 2006 National Conference.
- Li, L. X., Troutt, M., Brandyberry, A. A. (2005). *Critical Factors Affecting Adoption of Internet-Based E-Commerce Among Small Manufacturing Enterprises (SMEs) in China*. Proceedings of the Association for Global Business, Miami Beach, Florida.
- Bakke, S., Faley, R., Brandyberry, A. A., Troutt, M. (2005). *The Impact of Privacy Concerns on the Use of Information Technologies: A Preliminary Conceptual Model*. Proceedings of the Americas Conference on Information Systems (AMCIS), Omaha, NE.
- Zhu, X. D., Brandyberry, A. A. (2005). *Towards Centralized Control and Autonomous Discovery and Data Retrieval of Distributed Heterogeneous Databases: A Conceptual Framework for Federated Database Systems*. Proceedings of the IRMA (The Information Resources Management Association) National Meeting.
- Wang, J., Brandyberry, A. A. (2003). *A Decision Framework for the Evaluation of Nanotechnology Investment Strategies*. Proceedings of the Decision Sciences Institute 2003 Annual Meeting.
- Smith, A. D., Troutt, M. D., Brandyberry, A. A. (2001). *Authentication and Security Issues Associated with Automatic Identification and Data Capture Technologies*. Proceedings of the Decision Sciences Institute 2001 Annual Meeting.
- Brandyberry, A. A. (2000). *Determinants of Adoption and Implementation of Interorganizational Electronic Commerce Applications and Technologies: An Empirical Study*. Proceedings of the Western Decision Sciences Institute 2000 Annual Meeting.

Contracts, Grants and Sponsored Research

Other

- Brandyberry, A. A., Ghosh, S., Li, L. X., Lin, L., Trainor, K., "Technology Acceptance Surveys," Sponsored by University Research Council, Kent State University, \$2,500.00. (October 2006 - Present).
- Brandyberry, A. A., "Determinants of Organizational Innovation: A Meta-Analysis," Sponsored by University Research Council - Summer Research Grant, Kent State University, \$6,500.00. (June 2004 - August 2004).

Presentations Given

- Liu, F., Brandyberry, A. A., Polites, G. L., Hogue, M., Wang, T., 2016 Hawaii International Conference on System Sciences, "A Study of the Effects of Social Factors and Innovation Characteristics on Search Effort and Uncertainty in Mobile App Adoption," Kauai, Hawaii. (January 2016).
- Liu, F., Brandyberry, A. A., Hogue, M., Polites, G. L., Wang, T., 2015 DSI Annual Meeting, "Adopter-Based Determinants of Effort in Mobile App Information Search," Decision Science Institute, Seattle. (November 2015).
- Brandyberry, A. A., Joint CORS/INFORMS International Conference, "Implementing an Analytics Curriculum: Perils, Pitfalls, Opportunities, and Strategies," Montreal, Canada. (June 17, 2015).
- Brandyberry, A. A. (Presenter & Author), Liu, F. (Author Only), International Conference for Information Systems (ICIS 2014), "Exploring the Effects of Aggregate Review Characteristics on Mobile Application Adoption," Association for Information Systems (AIS), Auckland, New Zealand. (December 16, 2014).
- Brandyberry, A. A., Hill, G. A., Decision Sciences Institute 2014 National Conference, "Understanding the Effects of Multiple Goal Activation upon Underlying Focal Goal Performance in Individual Decision-Making Contexts," Decision Sciences Institute, Baltimore. (November 2014).
- Ghosh, S., Brandyberry, A. A., Trainor, K. J., Decision Sciences Institute 2013 Annual Conference, "A Whole Product Vector Model of Adoption of Contemporary Consumer Technology Products," Decision Sciences Institute, Baltimore, MD. (November 2013).
- Ghosh, S., Brandyberry, A. A., 2012 Decision Sciences Institute Annual Meeting, "Integrating RO and the RBV into a Strategic IT Decision-Making Model - An Interpretive Hermeneutic Approach," Decision Sciences Institute, San Francisco, CA. (November 2012).
- Brandyberry, A. A., DMSA, "Conference Strategies," DMSA, Kent State. (March 15, 2012).
- Bozan, K., Brandyberry, A. A., Gandarvakottai, R., Gopalakrishna Remani, V., 2011 Decision Sciences Institute Annual Meeting, "An Investigation of the Effects of Online Product Reviews on Individual Technology Adoption Decisions," Boston. (November 2011).
- Brandyberry, A. A., 2011 Americas Conference on Information Systems (AMCIS), "A Conceptual Framework for Sequential Organizational Technology Adoption with Dynamic Goal and Action Portfolios," AIS, Detroit. (August 2011).

- Brandyberry, A. A., 2011 International Conference on Information Management and Evaluation (ICIME), "A Goal-Striving Framework for Technology Acceptance," Toronto, Canada. (April 2011).
- Brandyberry, A. A., 2011 Northeast Decision Sciences Conference, "On Goal-Striving as a Means for Investigating the Technology Adoption Process," Montreal, Canada. (April 2011).
- Brandyberry, A. A., 2010 Decision Sciences Institute Annual Conference, "Cultural and Other Demographic Influences on Individual Internet Usage," San Diego. (November 2010).
- Brandyberry, A. A., Li, X. (Author Only), Lin, L. (Author Only), 2010 Americas Conference on Information Systems (AMCIS), "Determinants of Perceived Usefulness and Perceived Ease of Use in Individual Adoption of Social Network Sites," Lima, Peru. (August 14, 2010).
- Brandyberry, A. A., 2010 Midwest Decision Sciences Institute Annual Conference, "Studying the Efficacy of Dropping the Linearity Assumption in Component-Based Structural Equation Modeling," Toledo, OH. (April 24, 2010).
- Brandyberry, A. A., College Recruiting Program. (February 15, 2010).
- Brandyberry, A. A., Fay, B., Nwankpa, J., Roumani, Y., 2009 Decision Sciences Institute Annual Conference, "Exploring the Impact of Tangible Extrinsic Rewards on the Initial Trial of a Technology," Decision Sciences Institute, New Orleans. (November 2009).
- Brandyberry, A. A., Liu, F., Ngniatedema, T., Schramm, M., 2009 Decision Sciences Institute Annual Conference, "Exploring the Salience of Relative Preference versus Absolute Attitude in Technology Acceptance Decisions," Decision Sciences Institute, New Orleans. (November 2009).
- Brandyberry, A. A., Offodile, F., Smith, A., 2009 Decision Sciences Institute Annual Conference, "Exploring Threats to New Product Development, Manufacturability, and Development Team Processes within Smart Card-Related Industries," Decision Sciences Institute, New Orleans. (November 2009).
- Lin, L., Troutt, M., Brandyberry, A. A. (Presenter & Author), Wang, T., 2009 Decision Sciences Institute Annual Conference, "Relationship Marketing in Information Systems Projects," New Orleans. (November 2009).
- Ghosh, S., Brandyberry, A. A., Troutt, M., 2009 Americas Conference on Information Systems (AMCIS), "Uncertainty and Enterprise Integration – A Real Options View," San Francisco. (August 2009).
- Brandyberry, A. A., Shanker, M., Troutt, M., 2009 CORS/INFORMS, "On the Usage of PLS Versus SEM in Technology Adoption Research: A Comparative Simulation," Toronto. (June 14, 2009).
- Brandyberry, A. A. (Presenter & Author), 2009 Midwest Decision Sciences Institute Annual Conference, "The Effects Of Depression On Internet Usage And E-Commerce Adoption," MWDSI, Oxford, OH. (April 2009).
- Griffin, A. (Presenter & Author), Brandyberry, A. A. (Author Only), 2008 Annual Conference on Information Systems Applied Research, "System development methodology usage in industry: a review and analysis," The Education Special Interest Group of AITP, Phoenix, AZ. (November 2008).

- Franquesa, J. (Presenter & Author), Brandyberry, A. A. (Author Only), 39th Annual Meeting of the Decisions Sciences Institute, "Organizational Slack and Information Technology Innovation Adoption in SMEs," Baltimore, MD. (November 23, 2008).
- Ngniatedema, T., Brandyberry, A. A., 2008 INFORMS Annual Meeting, "Virtual Databases for Manufacturing Innovation," INFORMS, Washington D.C. (October 15, 2008).
- Brandyberry, A. A., 2008 International Conference on Information Resources Management, "Exploring the Effects of Personal Levels of Depression and Anger on Individual Online Social Network Activities," Conf-IRM, Niagara Falls, Canada. (May 2008).
- Brandyberry, A. A., Ghosh, S., Trainor, K., 2007 Decision Sciences Institute Annual Conference, "A "Whole Product" Vector Approach to Technology Adoption," Decision Sciences Institute, Phoenix, AZ. (November 2007).
- Brandyberry, A. A., Li, L. X., Lin, L., 2007 Decision Sciences Institute Annual Conference, "Online Social Communities: Investigating Usage, Behavior, and Motivation," Decision Sciences Institute, Phoenix, AZ. (November 2007).
- Brandyberry, A. A., 2007 Decision Sciences Institute Annual Conference, "The Decision to Pursue an Internship: An Application of the Theory of Planned Behavior," Decision Sciences Institute, Phoenix, AZ. (November 2007).
- Brandyberry, A. A. (Presenter & Author), Bakes, C. M. (Author Only), 2007 Information Resources Management Association International Conference, "Information Systems Internships: Perceptions and Outcomes," Information Resources Management Association, Vancouver, B.C., Canada. (May 2007).
- Brandyberry, A. A. (Discussant), Kent State University Graduate Student Senate Research Colloquium. (March 3, 2007).
- DeHondt, G. (Presenter & Author), Brandyberry, A. A., 2006 Decision Science Institute Annual Conference, "Programming in the eXtreme: Suitable Implementations of Agile Methodologies," Decision Sciences Institute, San Antonio, TX. (November 19, 2006).
- Faley, R., Bakke, S., Brandyberry, A. A., Troutt, M., Presented at the Eleventh Americas Conference on Information Systems, "The impact of privacy concerns on the use of information technologies: A preliminary conceptual model.," Omaha, Nebraska. (2005).
- Brandyberry, A. A. (Presenter & Author), Gharaibeh, R. (Author Only), Hao, W. (Author Only), Lin, L. (Author Only), Shea, V. (Author Only), Wang, J. (Author Only), Decision Sciences Institute Annual Meeting, "Database Research: An Extensive Review and Qualitative Meta-Analysis," Decision Sciences Institute, San Francisco, CA. (November 2005).
- Brandyberry, A. A. (Presenter & Author), Zhu, D. (Presenter & Author), 2005 Information Resources Management Association (IRMA) International Conference, "Towards Centralized Control and Autonomous Discovery and Data Retrieval of Distributed Heterogeneous Databases: A Conceptual Framework for Federated Database Systems," Information Resources Management Association, San Diego, CA. (May 2005).
- Brandyberry, A. A. (Presenter & Author), Presented at the Decision Sciences Institute Annual Meeting, "Determinants of Organizational Adoption of Technological Innovations: A Meta-Analysis," Decision Sciences Institute, Miami. (November 2004).

- Wang, J., Brandyberry, A. A., 2003 Decision Sciences Institute Annual Conference, "A Decision Framework for the Evaluation of Nanotechnology Investment Strategies," Decision Science Institute. (November 2003).
- Brandyberry, A. A. (Presenter & Author), Smith, A. (Author Only), Presented at the Decision Sciences Institute Annual Meeting, "Residential Internet-Based Applications: Rediscovering Broadband Potentials.," Decision Sciences Institute, Washington D.C. (November 2003).
- Brandyberry, A. A. (Presenter & Author), Bakke, S. (Presenter & Author), Presented at the Decision Sciences Institute Annual Meeting, "Utilizing Computer Technology to Assist in the Management of Student Group Projects.," Decision Sciences Institute, San Diego. (November 2002).
- Brandyberry, A. A. (Presenter & Author), Presented at the International Federation of Operational Research Societies Annual Meeting, "An Examination of Queuing Theory in Electronic Commerce Systems.," Internatinal Federation of Operations Research Societies, Edinburgh, Scotland. (July 2002).
- Smith, A., Troutt, M., Brandyberry, A. A., 2001 Decision Sciences Institute Annual Conference, "Authentication and Security Issues Associated with Automatic Identification and Data Capture Technologies." (November 2001).
- Smith, A., Brandyberry, A. A., Troutt, M., Annual Meeting of the Decision Sciences Institute, "Authentication & security issues associated with automatic identification & Data Capture Technologies," San Francisco, CA. (November 2001).
- Brandyberry, A. A. (Presenter & Author), Presented at the Decision Sciences Institute Annual Meeting, "Organizational Characteristics and Computer-Aided Design Adoption.," Decision Sciences Institute, San Francisco. (November 2001).
- Brandyberry, A. A., 2000 Western Decision Sciences Institute Annual Conference, "Determinants of Adoption and Implementation of Interorganizational Electronic Commerce Applications and Technologies: An Empirical Study." (2000).

Research Currently in Progress

A "Whole Product" Vector Approach to Technology Adoption. Data Analysis. With S. Ghosh, K. Trainor.

A Decision Framework for the Evaluation of Nanotechnology Investment Strategies. With J. Wang. Working Paper

Business Internships: An Application of the Theory of Planned Behavior. Data Analysis. Sole Authored.

Critical Factors Affecting Adoption of Internet-Based E-Commerce Among Small Manufacturing Enterprises (SMEs) in China. With X. Li, M. Troutt. Working Paper.

Database Research: An Extensive Review and Qualitative Meta-Analysis. Data Collection.

Online Social Communities: Investigating Usage, Behavior, and Motivation. Data Analysis.
With X. Li, L. Lin.

Student Perceptions of Information Systems Internships.

The Effects of Expertise and Experience on Data Warehousing Adoption. Working Paper.
With R. Goeke, R. Faley, K. Dow.

TEACHING

Teaching Experience

Kent State University

HONR 64042, MGMT INFORMATION SYSTEMS, 1 course.
MIS 34070, PROGRAMMING THEORY AND APPS, 1 course.
MIS 44043, DATABASE MANAGEMENT SYSTEMS, 20 courses.
MIS 44044, SYSTEMS ANALYSIS II, 9 courses.
MIS 44292, BUSINESS EXPERIENCE AND INTERN, 12 courses.
MIS 60095, ST: DATA BASE MANAGEMENT, 2 courses.
MIS 64042, GLOBAL TECHNOLOGY STRATEGY, 13 courses.
MIS 64080, EMERGING HW AND SW TECH, 11 courses.
MIS 64082, DATABASE MANAGEMENT/ANALYTICS, 12 courses.
MIS 64096, Database Management Systems, 1 course.
MIS 74082, DATABASE MANAGEMENT SYSTEMS, 2 courses.
MIS 84080, INNOVATION, ADOPT, DIFFUSION, 8 courses.
MIS 84082, DATABASE MANAGEMENT SYSTEMS, 5 courses.
MIS 84112, RESEARCH METHODOLOGY, 1 course.

Directed Student Learning

Dissertation Committee Member, "Selecting Web Services Based on Quality Semantics." (March 9, 2016 - Present).

Advised: Amany Alnahdi

Dissertation Committee Chair, "TBA: Information Systems Success: The organizational culture context," Management and Information Systems. (August 1, 2014 - Present).

Advised: Candice Vander Weerd

Dissertation Graduate Faculty Representative, "A New Approach to Dynamic Integrity Control." (March 15, 2016 - April 8, 2016).

Advised: Talal Albalawi

Dissertation Committee Member, "Ontology-based Approaches to Improve RDF Triple Store." (2014 - December 7, 2015).

Advised: Saleh Albahli

Dissertation Committee Member, "NEAR NEIGHBOR EXPLORATIONS FOR KEYWORD-BASED SEMANTIC SEARCHES USING RDF SUMMARY GRAPH." (August 2013 - November 9, 2015).

Advised: Serkan Ayvaz

Dissertation Committee Member, "ONTOLOGY DESIGN PATTERNS WITH APPLICATIONS TO SOFTWARE MEASUREMENT." (2014 - November 6, 2015).
Advised: Mazen Al-Zyoud

Dissertation Committee Member, "Developing a Semantic Framework for Healthcare Information Interoperability." (August 2013 - October 23, 2015).
Advised: Mehmet Aydar

Dissertation Committee Member, "WEB LINKAGE VIA LEARNING INHERENT SEMANTICS AND EVOLUTION OF ONTOLOGIES." (June 2013 - August 10, 2015).
Advised: Abdulelah Algosaibi

Undergraduate Honors Thesis, "Database Application Project," Management and Information Systems. (August 28, 2014 - December 15, 2014).
Advised: Michael Bailey

Dissertation Committee Chair, "Informational Cascades in Mobile Application Adoption: A Study of the Effects of Review, Social and Adopter Characteristics," Management and Information Systems. (April 2010 - September 2014).
Advised: Fengkun Liu

Dissertation Committee Chair, "The Implications of Real Options on ERP-enabled Adoption," Management and Information Systems. (2010 - March 2012).
Advised: Joseph Nwankpa

Dissertation Committee Chair, "Predicting Vulnerability Risks Based on Software Characteristics," Management and Information Systems. (2010 - March 2012).
Advised: Yaman Roumani

Dissertation Committee Member, "An Analysis of the Effect of Information Activism on Capital Markets: Analysts' Reactions and Investor Behavior," Management and Information Systems. (February 2010 - May 2011).
Advised: Laura Rickett

Dissertation Committee Member, "Consonance in Information System Projects: A Relationship Marketing Perspective," Management and Information Systems. (2007 - November 2010).
Advised: Pei-Ying (Laura) Lin

Dissertation Committee Member, "A Seasonal Supply Chain Reorder Decision Support Model," Management and Information Systems. (April 2008 - September 2010).
Advised: Susan Horne

Undergraduate Honors Thesis, "Teaching Notes of Implementing Extreme Programming Techniques in Undergraduate Projects." (January 2010 - May 2010).
Advised: Arnaud Cabore

Dissertation Committee Member, "An examination of the long-term business value of specific investments in information technology using regression discontinuity methodology," Accounting. (January 2009 - January 2010).
Advised: Vincent Shea

Dissertation Committee Member, "An analysis of the effectiveness of offshore systems development," Management and Information Systems. (2007 - 2009).
Advised: Gerald DeHondt

- Dissertation Committee Chair, "An analysis of the effectiveness of offshore systems development," Management and Information Systems. (May 2009 - August 2009).
Advised: Gerald DeHondt
- Dissertation Committee Member, "Essays on emerging practitioner-relevant theories and methods for the valuation of technology," Management and Information Systems. (April 2008 - June 2009).
Advised: Suvankar Ghosh
- Dissertation Committee Member, "Measuring the Impact of Enterprise Resource Planning (ERP) Systems Through the Prism of Accounting Theory," Accounting. (January 2007 - February 2009).
Advised: John Morris
- Dissertation Committee Member, Management and Information Systems. (January 2007 - June 26, 2008).
Advised: Xiaolin Li
- Dissertation Committee Co-chair, "Examining the Decision Process and Outcomes of System Development Methodology Adoption," Management and Information Systems. (January 2007 - January 28, 2008).
Advised: Audrey Griffin
- Dissertation Committee Member, Management and Information Systems. (2005 - 2006).
Advised: Richard Goeke
- Dissertation Committee Co-chair, Management and Information Systems. (2004 - April 2006).
Advised: Sharen Bakke
- Dissertation Committee Member, Management and Information Systems. (2003 - 2004).
Advised: Alan Smith

SERVICE

Editorial and Review Activities

- Ad Hoc Reviewer, "Proceedings of the 2011 AMCIS Meeting," AIS. (April 2011 - May 2011).
- Ad Hoc Reviewer, "Database Processing 12e (textbook proposal) by Kroenke/Auer." (October 1, 2010 - October 20, 2010).
- Ad Hoc Reviewer, "Overcoming challenges for managing IT innovations in non-IT companies," Americas Conference on Information Systems 2010. (March 2010 - April 2010).
- Ad Hoc Reviewer, "Rethink of Task-Technology Fit Theory: The Moderation Effect of Individual Characteristics on Technology Evaluation," Americas Conference on Information Systems 2010. (March 2010 - April 2010).
- Ad Hoc Reviewer, "SaaS Adoption by Small and Medium Firms: Promoting New Institutional Practices," Journal of Information Technology Theory and Application (JITTA). (August 2009 - November 7, 2009).
- Ad Hoc Reviewer, "On Some Methods for Performance Ranking and Correspondence Analysis in the DEA Context," European Journal of Operational Research. (June 24, 2009 - August 19, 2009).

Ad Hoc Reviewer, "Designing Computer Supported Collaborative Work around Knowledge Flows," 2009 Decision Sciences Institute Annual Conference. (April 2009 - June 2009).

Ad Hoc Reviewer, "Information Sharing with Suppliers to Improve Mass Customization Capability: A Trust Perspective," 2009 Decision Sciences Institute Annual Conference. (April 2009 - June 2009).

Ad Hoc Reviewer, "An Information Technology Project Funding Process," Conference on Information Systems Applied Research (CONISAR) 2008. (September 1, 2008 - September 30, 2008).

Ad Hoc Reviewer, "Test Driven Development in the .Net Framework," Conference on Information Systems Applied Research (CONISAR) 2008. (September 1, 2008 - September 30, 2008).

Invited Manuscript Reviewer, "Journal of Strategic Information Systems." (2005).

General Service

College

Advisor for MBA students with IS concentration. (2002 - Present).

Committee Member, Graduate School MBA Sub-Committee. (August 2005 - September 2011).

Answered questions at table for potential students, IT/IS Career Expo. (March 23, 2010).

Attendee, Meeting, PMBA Subcommittee. (October 20, 2008).

Committee Member, Ad Hoc Reappointment Committee for Economics Department. (September 9, 2008 - September 24, 2008).

Committee Member, Ad-Hoc Department Chair Review Committee. (February 2006 - April 2006).

Department

Committee Chair, MSBA Curriculum Committee. (January 1, 2016 - Present).

MSBA Degree Program Coordinator (Interim). (January 1, 2016 - Present).

Committee Chair, Center for Information Systems Internship Subcommittee. (August 2004 - Present).

CIS Internship Coordinator, Internship Program. (August 2004 - Present).

Committee Member, Center for Information Systems. (2000 - Present).

Regularly write and grade comprehensive examinations, PhD Program. (2000 - Present).

Committee Chair, Masters in IS/Analytics Exploratory Committee. (August 26, 2013 - February 17, 2016).

Committee Member, Ph.D. Program Review Committee. (January 2007 - 2008).

Committee Member, Faculty Advisory Committee. (August 2005 - May 2007).

Committee Member, Ad-Hoc Appeal Committee for Jill Young. (January 2007 - April 2007).

Professional

Conference Program Organizer, Midwest Association for Information Systems 2012 Conference. (March 2010 - May 2012).

Conference Session Chair, 2010 Midwest Decision Sciences Institute. (April 24, 2010).

Conference Session Chair, 2009 Decision Sciences Institute Annual Meeting. (November 2009).

Conference Reviewer, Decision Sciences Institute. (April 2009 - May 2009).

Conference Session Chair, 2009 Midwest Decision Sciences Institute. (March 2009).

Tenure Reviewer for Another Institution, University of Akron. (April 17, 2008 - September 24, 2008).

Student Organization

Practice Judge, Molson Case Competition. (December 7, 2007).

University

Committee Member, Online SSI Committee. (August 16, 2013 - Present).

Committee Member, Digital Sciences School Curriculum Committee. (April 2011 - Present).

Committee Member, University Research Council. (August 2006 - May 2009).

Committee Chair, Ad Hoc (URC) committee to review proposals for summer/AY research appointments. (October 2008 - December 2008).

Committee Chair, Ad Hoc (URC) committee to review proposals for summer/AY research appointments. (October 2007 - December 2007).

Committee Chair, University Research Council. (May 2007 - August 2007).

Attendee, Convocation, KSU Convocation. (August 23, 2007).

Committee Chair, Ad Hoc (URC) committee to review proposals for summer/AY research appointments. (October 2006 - December 2006).

Committee Member, University Research Council. (August 2005 - May 2006).

OTHER

Professional Memberships

Association for Information Systems. (2007 - Present).

Decision Sciences Institute. (1988 - Present).

The Institute for Operations Research and the Management Sciences (INFORMS). (1988 - Present).

Development Activities Attended

- Attended Conference, "Decision Sciences Institute National Conference," Decision Sciences Institute, Boston. (November 2011).
- Attended Conference, "AMCIS 2011," AMCIS, Detroit, MI. (August 2011).
- Attended Conference, "International Conference on Information Management and Evaluation (ICIME)," Toronto, Canada. (April 2011).
- Attended Conference, "Northeast Decision Sciences Institute National Conference," Northeast Decision Sciences Institute, Montreal, Canada. (April 2011).
- Attended Conference, "Decision Sciences Institute National Conference," Decision Sciences Institute, San Diego. (November 2010).
- Attended Conference, "AMCIS 2010," AMCIS, Lima, Peru. (August 2010).
- Attended Conference, "Midwest Decision Sciences Institute National Conference," Midwest Decision Sciences Institute, Toledo, OH. (March 2010).
- Attended Conference, "Decision Sciences Institute National Conference," Decision Sciences Institute, New Orleans. (November 2009).
- Attended Conference, "AMCIS 2009," AMCIS, San Francisco. (August 2009).
- Attended Conference, "INFORMS/CORS 2009," INFORMS/CORS, Toronto. (June 2009).
- Attended Conference, "Midwest Decision Sciences Institute National Conference," Midwest Decision Sciences Institute, Oxford, OH. (March 2009).
- Attended Conference, "Decision Sciences Institute National Conference," Decision Sciences Institute, Baltimore. (November 2008).
- Attended Conference, "International Conference on Information Resources Management," Conf-IRM. (May 2008).
- Attended Conference, "Decision Science Institute National Conference." (November 2007).
- Attended Conference, "Information Resources Management Association International Conference." (May 2007).
- Attended Conference, "Decision Science Institute National Conference." (November 2006).
- Attended Conference, "Decision Science Institute National Conference," Decision Sciences Institute, San Francisco, CA. (November 2005).
- Attended Conference, "Information Resources Management Association National Conference." (May 2005).
- Attended Conference, "Decision Science Institute National Conference," Decision Sciences Institute. (November 2004).
- Attended Conference, "Decision Science Institute National Conference," Decision Sciences Institute. (November 2003).

Attended Conference, "Decision Science Institute National Conference," Decision Sciences Institute. (November 2002).

Attended Conference, "International Federation of Operational Research Societies Annual Meeting," IFORS. (July 2002).

Attended Conference, "Decision Science Institute National Conference," Decision Sciences Institute. (November 2001).

Attended Conference, "Decision Science Institute National Conference," Decision Sciences Institute. (November 2000).

Pratim Datta

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Education

Ph D, Louisiana State University, 2003.

Major: Information Systems and Decision Sciences

Supporting Areas of Emphasis: Decision Sciences

Dissertation Title: "Where have all the flowers gone?" A Modular Systems Approach to IT Infrastructure Productivity

MS, Louisiana State University, 2003.

Major: Information Systems and Decision Sciences

MBA, University of Alabama, 1999.

Major: Management Information Systems

BA, London School of Economics and St. Xavier's College, 1992.

Major: Economics

Academic, Military and Professional Positions

Academic

PhD Director, Kent State University. (August 18, 2013 - Present).

Associate Professor, Kent State University. (August 15, 2007 - Present).

Assistant Professor, Washington State University. (August 15, 2005 - May 15, 2007).

Teaching/ Research Assistant, Louisiana State University. (January 8, 2001 - July 10, 2004).

Professional

SAP Administrator (SAP University Alliance), Louisiana State University. (September 27, 2002 - May 10, 2003).

Project Management Office, IBM Global Services. (July 1, 1999 - January 14, 2001).

Cost Control and Process Reengineering and Integration, PwC & Mobus Engineering, Perth, WA; Australia. (March 17, 1994 - April 8, 1997).

Analyst (Internship), British Airways and Barclays PLC. (May 12, 1991 - February 1, 1992).

Consulting

Management Consulting, Alegian, Hudson. (December 21, 2016).

Training/Education, PNC bank, Cleveland. (October 25, 2016).

Management Consulting, CPL, Independence. (February 18, 2016 - March 11, 2016).

Management Consulting, FedEx Custom Critical. (June 2015 - September 2015).

Technical/Professional Work, Bosch, Germany. (April 11, 2013 - June 2015).

Management Consulting, Heartland Medical, Ohio. (September 17, 2013 - 2014).

Technical/Professional Work, Huawei Operation Group, Shanghai, Shanghai. (May 17, 2012 - May 2014).

Management Consulting, United Way Portage County, Ravenna, Ohio. (April 11, 2011 - 2013).

Management Consulting, Cleveland RTA, Cleveland, OH. (May 17, 2011 - March 2012).

Management Consulting, Soft-Lite Windows, Streetsboro, Ohio. (April 6, 2011 - 2011).

Management Consulting, ComDoc Inc, Akron, Ohio. (February 1, 2008 - 2010).

Management Consulting, ComDoc IT and Marketing Department, Massillon, OH. (February 1, 2008 - July 6, 2008).

Technical/Professional Work, Innovation Assessment Center, Washington State University, Pullman, WA. (May 1, 2005 - May 15, 2007).

Technical/Professional Work, Ann Taylor, Seattle, WA. (June 10, 2006).

Training/Education, Gritman Medical Center, Moscow, ID. (February 1, 2005 - February 25, 2005).

Management Consulting, Louisiana Traffic Safety Board, Baton Rouge, LA. (March 2, 2002 - November 7, 2002).

Management Consulting, IBM Global Services. (May 1998 - January 2001).

Awards and Honors

Research

Ranked among top 94 (47 after redundant ranks), Association of Information Systems (AIS). (September 7, 2016).

Senior Research Associate, University of Johannesburg. (February 7, 2016).

University Scholar of the Month, Kent State University. (June 2014).

Best Paper Award, Midwest AIS. (April 11, 2013).

Founder and Organizer, 2nd International Symposium on Sustainable Value Chains. (June 18, 2011).

Farris Family Research Innovation Fellow. (October 15, 2010).

Organizer, International Symposium on Green Supply Chains, College of Business. (July 30, 2010).

Farris Research Innovation Award, Farris Family. (August 29, 2009).

Distinguished Paper Award, Decision Sciences Institute. (November 22, 2008).

College of Business Research Merit Fellowship, Kent State University. (November 10, 2008).

Nominee: Best Paper Award, European Conference on Information Systems. (June 23, 2006).

Travel Award, International Business Institute. (April 12, 2005).

Service, Community

Photography Publication, Smithsonian Online. (September 6, 2006).

Winner: Photography Contest, International Library of Photography. (December 20, 2005).

Service, Professional

Patent Interview on Fox8 News Channel, Fox 8 News Channel. (May 6, 2013).

Keynote Speaker for the Project Management Institute, Northeast Ohio Project Management Institute. (March 12, 2013).

Provisional Patent Award, USPTO. (November 6, 2008).

Exceptional Service Award, International Conference on Information Systems. (December 11, 2003).

Service, University

Outstanding MBA Professor Award, Graduate Management Association, Graduate School of Management. (April 25, 2009).

Recognition: MISA Advisor, College of Business. (April 18, 2009).

MBA Roadshow, Graduate School of Business at Washington State University. (October 20, 2005).

Teaching

Paul Pfeiffer Teaching Fellow, College of Business. (April 2014).

Teaching Scholar, Kent State University. (May 15, 2010).

Nominee, MBA Outstanding Professor Award, College of Business. (April 2010).

Nominee, University Teaching Award, Kent State University. (September 2009).

Top 5 Highest Teaching Evaluation in College of Business, Washington State University. (May 18, 2007).

Nominee: Best Professor, Washington State University. (December 7, 2005).

Teaching Innovation Award, Washington State University. (December 1, 2004).

RESEARCH

Published Intellectual Contributions

Books

Datta, P. (2015). *Competitive Analytics: An Overview and Reference Primer* (pp. 110). Amazon Kindle.

Book Chapters

Bozan, K., Datta, P. (2016). *Erratum to: Satisfaction with Health Informatics System Characteristics and Their Effect on Openness to Frequent Use* (pp. E1–E1). Springer International Publishing.

Refereed Journal Articles

Nwankpa, J., Datta, P. (2017). The Influence of Digital Business Intensity on Perceived Organizational Performance. *To appear in European Journal of Information Systems*.

Hill, G. A., Datta, P., Vander Weerd, C. (2017). Developers, Quality Control and Download Success in Open Source Software (OSS) Projects. *To appear in Journal of Organizational and end-User Computing (JOEUC)*.

Rickett, L., Datta, P. (2016). Beauty-contests in the age of financialization: information activism and retail investor behavior. *Journal of Information Technology*, 31(4), 1-19.

Datta, P., Bozan, K. (2016). The effect of perceived expected satisfaction with electronic health records availability on expected satisfaction with electronic health records portability in a multi-stakeholder environment. *Interdisciplinary Journal of Information, Knowledge, and Management*, 11(1), 31-53.

Datta, P., Roumani, Y. (2015). Knowledge-Acquisitions and Post-Acquisition Innovation Performance: A Comparative Hazards Model. *European Journal of Information Systems*, 24(2), 202-226.

Chen, L., Guiffrida, A., Datta, P. Capacity-Delivery Coordination in Supply Chains. *To appear in International Journal of Operational Research (IJOR)*.

Datta, P., Hill, G. A., Bigham, G. (2015). A Global Study of Heritage Site Ecology, Proclivity & Loyalty. *Journal of Hospitality and Tourism Management*, 17(1), 1-23.

Hill, G. A., Datta, P. (2015). Shifting Perspectives: A Process Model for Sense Making Under Uncertainty. *International Journal of Strategic Decision Sciences*, 6(1), 33-52.

Acar, W., Burns, A. T., Datta, P. (2014). Explicit Knowledge Transfers in New Product Development (NPD). *International Journal of Strategic Decision Sciences*, 5(4).

Datta, P., Gopalakrishna Remani, V. (2014). The Impact of Sustainable Governance and Practices on Business Performance: An Empirical Investigation of Global Firms. *International Journal of Sustainable Society*, 17(4), 52-74.

Datta, P., Bhattacharyya, K., Maitra, A. (2013). Resource dynamics on service effectiveness: evidence from the small business service industry in the United States. *Journal of Service Science Research*, 5(1), 1-33.

- Datta, P. (2012). An Applied Organizational Rewards Distribution System. *Management Decision (Formerly the British Journal for Management)*, 50(3).
- Datta, P. (2012). An applied organizational rewards distribution system. *Management Decision*, 50(3), 479–501.
- Datta, P., Bhattacharyya, K. (2012). Innovation returns and the economics of offshored IT R&D. *Strategic Outsourcing: An International Journal*, 5(1), 15–35.
- Datta, P., Bhattacharyya, K. (2012). Innovation Returns and the Economics of R&D Offshoring. *Strategic Outsourcing: An International Journal*, 4(2), 18.
- Nwankpa, J., Datta, P. (2012). Perceived audit quality from ERP implementations. *Information Resources Management Journal (IRMJ)*, 25(1), 61–80.
- Nwankpa, J., Datta, P. (2012). Perceived Audit Quality from ERP Implementations. *Information Resources Management Journal*, 60(1), 61-80.
- Bhattacharyya, K., Datta, P., Booth, D. (2011). To do or not to do business with a country: A robust classification approach. *Journal of Data Science*, 9(4), 625-637.
- Datta, P., Acar, W. (2011). Software and Human Agents in Knowledge Codification. *Knowledge Management Research and Practice*, 8(1).
- Burns, A. T., Acar, W., Datta, P. (2011). Knowledge Transfers in Entrepreneurial Product Development. *Journal of Knowledge Management*, 15(2).
- Datta, P., Chatterjee, S. (2011). An Empirical Investigation of Intermediation in Online Markets. *DATA BASE for Advances in Information Systems*, 26(3).
- Datta, P. (2011). A Preliminary Study of Ecommerce Adoption in Developing Countries. *Information Systems Journal*, 21(1), 3-32.
- Datta, P. (2010). From Creation to Application: Knowledge Process Reengineering. *Journal of Knowledge Process Management*, 7(4), 23-47.
- Bhattacharyya, K., Datta, P., Offodile, F. (2010). The Impact of Third-Party Indices on Global Operational Risks. *Journal of Supply Chain Management*, 24(2).
- Datta, P., Ye, W. (2010). The Mediating Role of Virtual Experience on Online Purchase Intentions. *Information Resources Management Journal*, 23(4), 57-74.
- Bhattacharyya, K., Datta, P., Booth, D. To Do or Not to Do Business-A Robust Classification. *To appear in J. Data Science*, 9(4), 625-637.
- Datta, P. (2010). Investigating Technology Commitment in Instant Messaging Application Users. *Journal of End User Computing*, 22(4), 70-94.
- Datta, P., Okoli, C., Mbarika, V. W. (2010). Extending the Social Identity of Information Systems: Telemedicine Transfer to Sub-Saharan Africa. *Journal of Information Technology Research*, 3(2), 12-28.
- Datta, P., Wang, Y. (2009). A Technology Commitment Model of Post-Adoptive Behavior. *Information Resources Management Journal*, 22(4), 254-273.

- Wang, Y., Datta, P. The Mediating Role of Virtual Experience on Online Purchase Intentions. To appear in *Information Resources Management Journal*, Forthcoming.
- Chatterjee, S., Datta, P. (2008). Examining Inefficiencies and Consumer Uncertainty in E-Commerce. *Communications of the AIS*, 22(29), 525-546.
- Datta, P., Chatterjee, S. (2008). Towards a Framework of Intermediation in Electronic Markets. *European Journal of Information Systems*, 17(1-3), 12-28.
- Datta, P. (2007). An Agent-Mediated Knowledge in Motion (KiM) Model. *Journal of the Association of Information Systems*, 8(5), 1-26.
- Harrison, M., Datta, P. (2007). An Empirical Assessment of User Perceptions of Feature versus Application Level Usage. Vol. 20, 300-321.
- Datta, P., Mbariak, V. (2006). A Global Investigation of Granger Causality between Information Infrastructure Investment and Service-Sector Growth. *The Information Society*, 22(3), 17.
- Kifle, M., Mbarika, V., Datta, P. (2006). Interplay of cost and adoption of tele-medicine in Sub-Saharan Africa: The case of tele-cardiology in Ethiopia. *Information Systems Frontiers*, 8(3), 211-233.
- Meso, P., Datta, P., Mbarika, V. (2006). Moderating information and communication technologies' influences on socioeconomic development with good governance: A study of the developing countries. *Journal of the American Society of Information Science and Technology*, 57(2), 186-197.
- Kifle, M., Mbarika, V., Datta, P. (2006). Telemedicine in sub-Saharan Africa: The case of teleophthalmology and eye care in Ethiopia. *Journal of the American Society of Information Science and Technology*, 57(10), 1383-1393.
- Schneider, C., Datta, P. (2006). Adoption of WLAN's in the Hotel Industry: A Theoretical Costs-Analytic Framework. *Journal of Hospitality and Tourism Management*, 13(2), 189-196.
- Mbarika, V., Okoli, C., Byrd, T., Datta, P. (2005). An Information Ecology for Sub-Saharan Africa. *Journal of the Association of Information Systems*, 6(5), 36.
- Pal, A., Mbarika, V., Payton, F., Datta, P. (2005). Telemedicine in India: A Case Study Perspective, Vol. 9 (1), pp. 59-66. *IEEE Transactions of IT in Biomedicine*, 9(1), 59-66.
- Pawlowski, S., Datta, P., Houston, A. (2005). The (gradually) changing face of state IT jobs. *Communications of the ACM*, 48(5), 97-91.
- Datta, P., Walsh, K., Terrell, D. (2002). Demographics on the Choice of Survey Modes: Demographic Distinctiveness between Web-based and Telephone-based Survey Respondents. *Communications of the Association for Information Systems (CAIS)*, 9(22), 223-240.

Conference Proceedings

- Roumani, Y., Shanker, M., Datta, P., Nwankpa, J. *ADOPTERS' TRUST IN ENTERPRISE OPEN SOURCE SOFTWARE* (pp. 136).
- Datta, P. (2015). *Mobile Technology for Telehealth Geomapping and Incidence Response in rural Areas*. IACCD Annual Technology and Development Conference.

- Hill, G. A., Datta, P. *An Empirical Identification of Social Media Key Performance Indicators from the 2014 General Elections* (pp. 29-38). Americas Conference on Information Systems (AMCIS).
- Datta, P., Hill, G. A., Vander Weerd, C. (2015). *Strategic Pacing and the Progress Trap of Innovations* (pp. 11). Midwest Association of Information Systems.
- Roumani, Y., Shanker, M., Datta, P., Nwankpa, J. (2012). *ADOPTERS' TRUST IN ENTERPRISE OPEN SOURCE SOFTWARE*. Midwest DSI.
- Bhattacharyya, K., Acar, W., Datta, P., Guiffrida, A. (2011). *Exploring the Black Box of Purchasing: Total procurement Costs*. (pp. 5). Proceedings of the Decision Sciences Institute.
- Datta, P. *Harmony without Structure: Coordinating Innovations in Networks*. Decision Sciences Institute Conference.
- Datta, P. "Sticky" Returns from "Non-sticky" Information: Agent and Process Characteristics in the Knowledge-in-Motion Model. Decision Sciences Institute Conference.
- Datta, P., Talebi Ashoori, M. (2010). *An Optimized Rewards Distribution (ORD) Model for Job Functions*. Academy of Management Conference.
- Datta, P., Wang, Y. *Decomposition of Virtual Product Experience in Consumers' Online Purchasing*. Americas Conference on Information Systems.
- Bhattacharyya, K., Shanker, M., Datta, P., A. M. *The Marginal Utility of Medical Resources in Clinics with*. San Francisco, CA: Americas Conference on Information Systems.
- Datta, P., Troutt, M., Booth, D., Shanker, M. (2008). *A service-design of it infrastructure* (pp. 3481–3486).
- Datta, P., Troutt, M., Booth, D., Shanker, M. (2008). *A Service-Design of IT Infrastructure (Distinguished Paper Award)*. Decision Sciences Institute.
- Datta, P., Offodile, F. (2008). *Strategic Pacing of Innovations*. Washington DC: INFORMS Conference.
- Chatterjee, S., Datta, P. (2006). *Antecedents and Contingencies affecting Uncertainty in Electronic Markets*. Intermediaries as Value Moderators in Electronic Marketplaces.
- Datta, P. (2006). *Understanding IS Continuance: A Technology Commitment Perspective*. International Conference on Information Systems (ICIS).
- Mbarika, V., Shankar, C., Datta, P., Payton, F. (2006). *Use of Multimedia Case Studies to Teach Technical Subjects — A Multiple Experimental Study*. Americas Conference on Information Systems (AMCIS).
- Schneider, C., Datta, P. (2005). *Adoption of Wireless LANs in the Hospitality Industry*. European Conference on Information Systems (ECIS).
- Datta, P. (2005). *Intermediaries as Value Moderators in Electronic Marketplaces*. European Conference on Information Systems (ECIS).
- Wang, K., Datta, P. (2005). *Online Decision-Making in VR Application Environments*. Americas Conference on Information Systems (AMCIS).

- Datta, P., Mbarika, V. W. A. (2004). "Are we there yet?": an exploratory relationship between national information infrastructure expenditures, infrastructure development, and service-sector productivity (pp. 8–pp).
- Datta, P., Mbarika, V. (2003). *An Exploratory Relationship between National Information Infrastructure Expenditures, Infrastructure Development, and Service-Sector Productivity*. Hawaiian International Conference on System Sciences (HICSS).
- Datta, P., Mbarika, V. (2003). *The Lagged Evidence of Information Infrastructure Productivity*. Global Information Technology Conference.
- Datta, P. (2002). *A Modular Systems Perspective on the Relationship between IT Infrastructure and Productivity*. International Conference on Information Systems (ICIS).
- Datta, P., Gopalakrishnan, S. (2001). *Antecedents to Innovation in the Drug-Delivery Industry: A Multilevel Perspective*. Eastern Academy of Management Conference.
- Pawlowski, S., Datta, P. (2001). *Organizational Responses to the Shortage of IT Professionals: A Resource Dependence Theory Framework*. Dependence Theory Framework. Americas Conference on Information Systems (AMCIS).

Journal Articles

- Datta, P. A Systemic Ontology of Service-Driven IT Infrastructure Design.
- Datta, P. Adopted Yet Underused: A Technology Commitment Model of Post-Adoptive Behavior
Pratim Datta, and Ye Wang.
- Datta, P., Chatterjee, S. THE NEED FOR CONSUMER TRUST IN INTERMEDIARIES IN ELECTRONIC MARKETS: A THEORETICAL FRAMEWORK.
- Hill, G. A., Datta, P. (2015). An Empirical Identification of Social Media Key Performance Indicators from the 2014 General Elections.
- Chen, L., Guiffrida, D. (2015). Capacity-Delivery Coordination in Supply Chains A Cost-based Approach. *International Journal of Operational Research*.
- Hedman, J., Sarker, S. (2015). Information system integration in mergers and acquisitions: research ahead. *European Journal of Information Systems*, 24(2), 117–120.
- Datta, P., Hill, G. A., Weert, C. (2013). Strategic Pacing and the Progress Trap of Innovation.
- Datta, P. (2011). A preliminary study of ecommerce adoption in developing countries. *Information Systems Journal*, 21(1), 3–32.
- Burns, A., Acar, W., Datta, P. (2011). A qualitative exploration of entrepreneurial knowledge transfers. *Journal of Knowledge Management*, 15(2), 270–298.
- Datta, P., Chatterjee, S. (2011). Online consumer market inefficiencies and intermediation. *ACM SIGMIS Database*, 42(2), 55–75.
- Guiffrida, A., Datta, P. (2011). Recent developments in green and sustainable supply chains. *Management Research Review*, 34(11).

- Datta, P., Mbarika, V. W., Okoli, C. (2010). Extending the Social Identity of Information Systems: Telemedicine Transfer to Sub-Saharan Africa. *Journal of Information Technology Research*, 3(2).
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- Datta, P., Wang, Y. (2010). Investigating Technology Commitment in Instant Messaging Application Users. *Journal of Organizational and End User Computing*, 22(4), 70–96.
- Datta, P., Acar, W. (2010). Software and human agents in knowledge codification. *Knowledge Management Research & Practice*, 8(1), 45–60.
- Bhattacharyya, K., Datta, P., Offodile, O Felix (2010). The contribution of third-party indices in assessing global operational risks. *Journal of Supply Chain Management*, 46(4), 25–43.
- Wang, Y., Datta, P. (2010). The Mediating Role of Virtual Experience in Online Purchase Intentions. *Information Resources Management Journal (IRMJ)*, 23(4), 57–74.
- Wang, Y., Datta, P. (2009). A Technology Commitment Model of Post-Adoption Behavior. *Information Resources Management Journal (IRMJ)*, 22(4), 1–22.
- Wang, Y., Datta, P. (2009). Decomposition of Virtual Product Experience in Consumer Online Purchasing-A Preliminary Study. *AMCIS 2009 Proceedings*, 532.
- Bhattacharyya, K., Datta, P., Shanker, M., Maitra, A. (2009). The marginal utility of medical resources in clinics with deterministic patient arrivals: A simulation study. *AMCIS 2009 Proceedings*, 497.
- Chatterjee, S., Datta, P. (2008). Examining Inefficiencies and Consumer Uncertainty in E-Commerce. *Communications of the Association for Information Systems*, 22.
- Datta, P., Chatterjee, S. (2008). The economics and psychology of consumer trust in intermediaries in electronic markets: the EM-Trust Framework. *European Journal of Information Systems*, 17(1), 12–28.
- Datta, P. (2007). An agent-mediated knowledge-in-motion model. *Journal of the Association for Information Systems*, 8(5), 287.
- Harrison, M. J., Datta, P. (2007). An empirical assessment of user perceptions of feature versus application level usage. *Communications of the Association for Information Systems*, 20(1), 21.
- Wang, K., Datta, P. (2007). Investigating the Roles of Virtual Experience in Consumers' Online Purchasing Decisions. *AMCIS 2007 Proceedings*, 128.
- Datta, P., Mbarika, V. W. (2006). A global investigation of granger causality between information infrastructure investment and service-sector growth. *The Information Society*, 22(3), 149–163.
- Schneider, C., Datta, P. (2006). Adoption of WLANs in the hotel industry: A theoretical cost-analytic framework. *Journal of Hospitality and Tourism Management*, 13(02), 189–198.
- Chatterjee, S., Datta, P. (2006). Antecedents and contingencies affecting uncertainty in electronic markets: an empirical study.

- Kifle, M., Mbarika, V. W., Datta, P. (2006). Interplay of cost and adoption of tele-medicine in Sub-Saharan Africa: The case of tele-cardiology in Ethiopia. *Information Systems Frontiers*, 8(3), 211–223.
- Meso, P., Datta, P., Mbarika, V. (2006). Moderating information and communication technologies' influences on socioeconomic development with good governance: A study of the developing countries. *Journal of the American Society for Information Science and Technology*, 57(2), 186–197.
- Kifle, M., Mbarika, V. W., Datta, P. (2006). Telemedicine in sub-Saharan Africa: The case of teleophthalmology and eye care in Ethiopia. *Journal of the American Society for Information Science and Technology*, 57(10), 1383–1393.
- Wang, Y., Datta, P. (2006). Understand IS Continuance: A Technology Commitment Perspective. *ICIS 2006 Proceedings*, 77.
- Mbarika, V., Sankar, C., Datta, P., Shipps, B. (2006). Use of Multimedia Case Studies to Teach Technical Subjects: A Multiple Experimental Study. *AMCIS 2006 Proceedings*, 280.
- Schneider, C., Datta, P. (2005). Adoption of WLANS in the Hospitality Industry: A Theoretical Cost Analytic Framework. *ECIS 2005 Proceedings*, 36.
- Datta, P. (2005). Intermediaries as value moderators in electronic marketplaces. *ECIS 2005 Proceedings*, 35.
- Wang, Y., Datta, P. (2005). Online Decision Making in VR Application Environments. *AMCIS 2005 Proceedings*, 369.
- Pal, A., Mbarika, V. W. A., Cobb-Payton, F., Datta, P., McCoy, S. (2005). Telemedicine diffusion in a developing country: the case of India (March 2004). *IEEE Transactions on Information Technology in Biomedicine*, 9(1), 59–65.
- Pawlowski, S. D., Datta, P., Houston, A. L. (2005). The (gradually) changing face of state IT jobs. *Communications of the ACM*, 48(5), 87–91.
- Datta, P., Byrd, T. A., Okoli, C., Mbarika, V. W. (2005). The neglected continent of IS research: A research agenda for sub-Saharan Africa. *Journal of the Association for Information Systems*, 6(5), 6.
- Datta, P. (2002). A Modular Systems Perspective of IT Infrastructure Configurations and Productivity. *ICIS 2002 Proceedings*, 3.
- Datta, P., Walsh, K. R., Terrell, D. (2002). The impact of demographics on choice of survey modes: Demographic distinctiveness between web-based and telephone-based survey respondents. *Communications of the Association for Information Systems*, 9(1), 13.
- Pawlowski, S., Datta, P. (2001). Organizational Responses to the Shortage of IT Professionals: A Resource Dependence Theory Framework. *AMCIS 2001 Proceedings*, 360.

Other

- Datta, P. (2003). *Where have all the flowers gone? A modular systems perspective of IT infrastructure design and productivity*. Citeseer.

Intellectual Contributions in Submission

Refereed Journal Articles

- Rickett, L., Datta, P. (2016). Beauty-Contests in the age of Financialization: Information Activism and Retail Investor Behavior. *Under 3rd and Final round of Revision, Journal of IT. Special Issue on Finance and IT.*
- Roumani, Y., Booth, D., Datta, P. The Pace of Post-Acquisition Innovation Performance: Comparing Google and Yahoo. *Journal of Strategic Information Systems.*
- Roumani, Y., Datta, P., Shanker, M., Nwankpa, J. Adopters' Trust in Enterprise Open Source Software. *Expert Systems with Applications.*

Journal Articles

- Datta, P. E-Commerce Technology Adoption in Developing Countries. *Information Systems Journal.*
- Datta, P., Pawlowski, S. A Systems Perspective of IT Infrastructure. *Journal of Strategic Information Systems.*
- Datta, P., Chatterjee, S. An Empirical Investigation of Intermediation in Electronic Markets. *Decision Support Systems.*
- Datta, P., Chatterjee, S. Consumer Uncertainty in Electronic Markets. *European Journal of Information Systems.*

Contracts, Grants and Sponsored Research

Other

- Datta, P., "Summer Research Award," Sponsored by College of Business, Kent State University, \$3,000.00. (May 2015 - April 2016).
- Datta, P. (Co-Principal), Sinclair-Colando, E. (Co-Principal), "ACAA Student Writing," Sponsored by ACAA, Kent State University, \$5,000.00. (October 11, 2013 - August 11, 2014).
- Datta, P. (Co-Principal), Sinclair-Colando, E. (Co-Principal), "Student Writing Evaluation," Sponsored by ACAA, Kent State University, \$500.00. (October 11, 2013 - August 11, 2014).
- Datta, P. (Principal), "Farris Family Research Innovation Fellowship," Sponsored by Farris Family, Kent State University, \$24,000.00. (October 20, 2010 - September 2013).
- Datta, P., "Farris Family Research Innovation Fellowship," Sponsored by Farris Family, Private, \$25,000.00. (August 18, 2009 - August 17, 2012).
- Datta, P., "International Travel Grant Award," Sponsored by International Business Institute, State, \$6,000.00. (October 1, 2004 - March 2, 2005).
- Datta, P. (Co-Principal), "IT Infrastructure Design and Productivity (Dissertation Grant)," Sponsored by IBM, Private, \$6,000.00. (January 1, 2003 - June 1, 2003).
- Datta, P. (Co-Principal), "The Dynamics of IT professionals in State Agencies," Sponsored by Louisiana Board of Regents, State, \$25,000.00. (September 1, 2002 - June 1, 2003).

Presentations Given

Datta, P., MIS Association.

Datta, P., M&IS Research Forum, "Green Operations and Perceived Financial Performance: A Green Activities-Practices Model," M&IS, College of Business, Kent State University, Kent. (October 5, 2015).

Datta, P., IACCD Annual Technology and Development Conference, "Mobile Technology for Telehealth Geomapping and Incidence Response in rural Areas," IACCD, Hong Kong. (June 2015).

Datta, P., Youngstown State University Research Forum Series, "A Systems Theoretical Approach to Designing Systems Services and Corporate IT Performance," Youngstown State University College of Business, Youngstown, Ohio. (April 30, 2015).

Hill, G. A. (Presenter & Author), Vander Weert, C. (Presenter & Author), Datta, P. (Author Only), Midwest Association of Information Systems, "Strategic Pacing and the Progress Trap of Innovations," Association of Information Systems & University of Illinois, University of Illinois - Normal, IL. (May 2013).

Datta, P., Research Seminar, "The Tragedy of the Bazaar in Open Source Software," M&IS, COB. (September 27, 2010).

Remani, V. (Presenter & Author), Bhattacharyya, K., Hongli, H., Datta, P., Shanker, M., Mid-West DSI Conference, "From Data to Information: Simulation Study of an Agent-Mediated Knowledge-in-Motion (KiM) Model," Decision Science Institute, Toledo, OH. (April 22, 2010).

Bhattacharyya, K. (Presenter & Author), Datta, P., Shanker, M., Maitra, A., Americas Conference on Information Systems, "The Marginal Utility of Medical Resources in Clinics with Deterministic Patient Arrivals: A Simulation Study." (2009).

Datta, P., Research Seminar, "Strategic Pacing of Technological Innovations," Marketing, COB. (October 30, 2009).

Datta, P., Research Seminar, "The Impact of Green Policies on Green Reputation," M&IS, COB. (October 15, 2009).

Datta, P., Friday Brown Bag Seminar, "Strategic Pacing and the Progress Trap of Innovations," M&IS, College of Business, A416. (February 13, 2009).

Datta, P., Celebration of Scholarship, "iBioStylus: A non-intrusive biometric device and process," Kent State University, Student Center. (February 6, 2009).

Datta, P. (Presenter & Author), Troutt, M., Booth, D., Shanker, M., Decision Science Institute, "A Service-Design of IT Infrastructure," Decision Science Institute. (November 2008).

Datta, P., Offodile, F., Decision Sciences Institute Annual Conference, "The Role of Global Supply Chain Complexities on Supply Chain Outsourcing," Decision Sciences Institute, Baltimore, MD. (November 21, 2008).

Datta, P., Offodile, F., INFORMS Annual Conference, "[Re]Evolution of Global Supply Chains: Preconditions and Consequences of Supply Chain Outsourcing," INFORMS, Baltimore, MD. (November 21, 2008).

- Datta, P., Board of Executive Meeting, "IT Gap Analysis for IT Alignment," ComDoc, Akron, OH. (August 6, 2008).
- Datta, P. (Presenter & Author), Internal Directors' Meeting, "Reengineering IT for Business Alignment," ComDoc, Akron, OH. (June 26, 2008).
- Datta, P. (Presenter & Author), MISA Speaker Series, "Global IT- realities and opportunities.," MISA, BSA 108, Kent, OH. (April 8, 2008).
- Datta, P. (Presenter & Author), Conlon, R. (Presenter & Author), Academic Discovery, "Discovering the opportunities of a CIS major," CIS, BSA, Kent State University. (April 3, 2008).
- Datta, P., IT and Globalization, "The dark side of globalization," Rotary Club of Calcutta, Chandernagore, Calcutta. (January 4, 2008).
- Datta, P. (Presenter & Author), International Conference on Information Systems, "Understanding IS Continuance: A Technology Commitment Perspective," Association of Information Systems, Milwaukee, WI. (December 13, 2007).
- Datta, P., "Understanding Global Capital Markets," MBA Talk Roadshow. (September 2006).
- Datta, P. (Author Only), European Conference on Information Systems, "Antecedents and Contingencies affecting Uncertainty in Electronic Markets," European Union, St. Gallen, Switzerland. (June 20, 2006).
- Datta, P. (Presenter & Author), European Conference on Information Systems, "Intermediaries as Value Moderators in Electronic Marketplaces," European Union, Regensburg, Germany. (June 20, 2005).
- Datta, P., Journal of the AIS Theory Development Workshop, "Sticky Returns from Unsticky Information: A nonlinear Knowledge in Motion Model," Association of Information Systems, Barcelona, Spain. (December 15, 2003).
- Datta, P. (Presenter & Author), International Conference on Information Systems, "A Modular Perspective of IT Infrastructure," Association of Information Systems, Barcelona, Spain. (December 11, 2002).

Research Currently in Progress

A Theoretical Model of Technological Transience, with Larry Marks.

Evaluating IT investments: The role of infrastructure design, management, and the environment.

Mapping Knowledge Transformations in Firms: A Simulation

Optimizing IT Infrastructure Project Portfolios: An Optimization Model

Strategic Pacing and the Progress Trap of Technological Innovations (Datta and Anokhin)

The C3PO model for tracing Information Systems Security Services

The Impact of IS Security on IS Project Iron Triangle

The Importance of Strategic Pacing in Technology Innovations

The moderating role of Advanced Manufacturing Systems on Innovation Intensity in Organizations.

The subsequent effects of Supply Chain Complexities on Supply Chain Outsourcing Performance

Where networks are the structure: Rethinking Knowledge Management best practices in Open Source solutions.

TEACHING

Teaching Experience

Kent State University

BUSN 60095, ST: SEM IN GLOBAL TECHNOLOGY, 1 course.
 BUSN 67040, OPERATIONS MANAGEMENT-EMBA, 1 course.
 BUSN 67041, APPL STATISTICAL ANALYSIS, 1 course.
 BUSN 67042, MANAGEMENT INFO SYSTEMS, 1 course.
 BUSN 67191, SEM: CUR ISSUES/EXEC DEV, 1 course.
 MIS 34161, HEALTHCARE TECHNOLOGY MGMT, 2 courses.
 MIS 44007, PM AND TEAM DYNAMICS, 1 course.
 MIS 44049, NETWORK MGT AND SYS ADMIN, 1 course.
 MIS 44062, SUPPLY CHAIN MANAGEMENT, 1 course.
 MIS 44095, ST: PROJECT MANAGEMENT, 3 courses.
 MIS 44152, COLLABORATIVE PROJECT MANAGEMENT, 2 courses.
 MIS 44163, GLOBAL BUSINESS MANAGEMENT, 8 courses.
 MIS 44285, INTG BUS POLICY/STRATEGY, 2 courses.
 MIS 60095, ST: GLOBAL SUPPLY CHAIN MGMT, 2 courses.
 MIS 64026, GLOBAL SUPPLY/SUSTAIN STRATEG, 1 course.
 MIS 64042, GLOBAL TECHNOLOGY STRATEGY, 21 courses.
 MIS 64083, INFORMATION SECURITY, 1 course.
 MIS 67040, OPERATIONS MANAGEMENT-EMBA, 3 courses.
 MIS 67041, APPL STATISTICAL ANALYSIS, 1 course.
 MIS 67042, MANAGEMENT INFO SYSTEMS, 9 courses.
 MIS 67091, SEM: EXEC SKILLS DEV- INDEPEND, 1 course.
 MIS 67191, SEM: INTEGRATED EXECUTIVE DECI, 5 courses.
 MIS 84007, PHILOSOPHY OF SCIENCE/MODELS, 7 courses.
 MIS 84081, INFORMATION SYSTEMS STRATEGY, 1 course.
 MIS 84266, READINGS IN MANAGEMENT SYSTEMS, 1 course.
 MIS 84285, TECH MGMT AND ENTREPRENEURSHIP, 1 course.

Non-Credit Instruction

Seminar, Sichuan University, 117 participants. (June 11, 2013 - June 29, 2013).

Management/Executive Development, Bosch at Gottingen, 23 participants. (June 2, 2013 - June 8, 2013).

Management/Executive Development, Shanghai International Studies University, 74 participants. (December 20, 2012 - January 7, 2013).

- Management/Executive Development, Shanghai International Studies University, 74 participants. (December 20, 2012 - January 7, 2013).
- Management/Executive Development, Shanghai International Studies University, 74 participants. (December 20, 2010 - January 7, 2013).
- Management/Executive Development, Chonnam National University, 48 participants. (June 28, 2012 - August 4, 2012).
- Management/Executive Development, Shanghai International Studies University, 74 participants. (December 20, 2011 - January 7, 2012).
- Management/Executive Development, Chonnam National University, 48 participants. (June 28, 2011 - August 4, 2011).
- Management/Executive Development, Shanghai International Studies University, 74 participants. (July 11, 2011 - July 23, 2011).
- Management/Executive Development, Hanover University, 31 participants. (May 14, 2011 - June 3, 2011).
- Management/Executive Development, Shanghai International Studies University, 76 participants. (December 15, 2010 - January 10, 2011).
- Management/Executive Development, Shanghai International Studies University, 74 participants. (December 20, 2010 - January 7, 2011).
- Management/Executive Development, Shanghai International Studies University, 74 participants. (December 20, 2009 - January 7, 2010).

Directed Student Learning

- Individual/Independent Study, "Mentoring Project," Management and Information Systems. (August 30, 2008 - Present).
Advised: Laura Rickett, Yaman Roumani, Joseph Nwankpa, Fengkun Liu
- Dissertation Committee Chair, "Sensemaking in Big Data," Management and Information Systems. (April 29, 2014 - July 2015).
Advised: Geoffrey Hill
- Dissertation Committee Chair, Management and Information Systems. (August 2011 - July 2014).
Advised: Karoly Bozan
- Dissertation Committee Chair, Management and Information Systems. (August 11, 2010 - July 2012).
Advised: Laura Rickett, Karoly Bozan
- Dissertation Committee Member, "Technology Commitment and Post-Adoption Behavior," Management and Information Systems. (September 2005 - July 2008).
Advised: Ye Wang
- Dissertation Committee Member, "SUPPLY CHAIN SALES PROMOTION: THE INTERFACE BETWEEN MARKETING AND OPERATIONS," Management and Information Systems. (2006 - 2007).
Advised: Shilei Yang

Master's Thesis Committee Member, "Telemedicine Adoption in India." (2003 - 2004).
Advised: Amrita Pal

SERVICE

Editorial and Review Activities

Invited Manuscript Reviewer, "Journal of End User Computing." (2008 - Present).
Ad Hoc Reviewer, "MIS Quarterly Executive." (May 2006 - Present).
Invited Manuscript Reviewer, "Telecommunications Policy." (April 1, 2005 - Present).
Ad Hoc Reviewer, "International Conference on Information Systems." (May 2002 - Present).
Editorial Board Member, "International Journal of Information Systems in the Service Sector,"
Editorial Board. (November 20, 2008 - 2009).

General Service

College

Committee Member, Strategic Planning Committee, Member. (August 2014 - Present).
Ph.D. Director, PhD Program Director, President/Elect/Past. (October 1, 2013 - Present).
Committee Member, College Assessment Committee. (August 11, 2013 - Present).
Committee Member, PhD Subcommittee, Member. (June 11, 2013 - Present).
Lead, Assurance of Learning (AoL) for AACSB. (August 11, 2011 - Present).
Committee Member, MBA Subcommittee, Member. (July 20, 2011 - Present).
Committee Member, CoB 75th Anniversary Planning Committee, Member. (July 20, 2009 - Present).
Workshop Organizer, BizPrep@Kent. (June 14, 2009 - Present).
Committee Member, MBA Committee, Member. (January 18, 2009 - Present).
SAP Technical Lead Implementation. (June 1, 2010 - August 30, 2012).
Committee Member, Search Committee, VP of Research, Member. (September 2010 - March 2011).
Committee Member, 75th CoB Anniversary, Member. (August 17, 2009 - December 25, 2010).
Attendee, Meeting, Global Management Center's Speaker Series. (April 23, 2009).
Attendee, Award Ceremony, Beta Gamma Sigma, Member. (April 18, 2009).
Ad-hoc member, Curriculum Advisory Committee. (November 4, 2008).

Student Org Advisor (Non-Professional Org), MBA Case Competition. (November 7, 2007 - November 11, 2007).

Committee Member, Graduate Program Policy Committee, Member. (September 2004 - May 2007).

Committee Member, MBA Portfolio Committee, Member. (August 2003 - May 2007).

Department

Interaction with Industry, Venture building with Jumpstart, President/Elect/Past. (April 2011 - Present).

Mentor, Mentoring PhD Students in M&IS, Member. (March 10, 2008 - Present).

Help in drafting PhD Program Documents, PhD Program. (January 20, 2008 - Present).

Mentor, PhD M&IS, Member. (January 2008 - Present).

Committee Chair, Computer Information Systems, Member. (October 1, 2007 - Present).

Attendee, Meeting, Research Seminar, Member. (August 20, 2007 - Present).

Ph.D. Coordinator, M&IS PhD Coordinator. (May 11, 2013 - August 11, 2013).

Committee Member, FAC, Member. (August 15, 2010 - December 20, 2010).

Designer of Promotional Materials, Promotional Materials. (January 20, 2009 - March 3, 2009).

Committee Member, FAC, Member. (August 15, 2008 - December 20, 2008).

PhD Student Mentorship and Contract, Member. (March 30, 2008 - July 10, 2008).

Mentor, PhD Program in M&IS, Member. (September 1, 2007 - January 30, 2008).

Interviewed by prospective freshmen interested in pursuing a career in IS, Exploring Business. (November 19, 2007).

Committee Chair, IS Marketing, Member. (June 2004 - May 2007).

Other

Attendee, Meeting, CIS Curriculum Committee, Member. (October 2, 2008 - Present).

Professional

Conference Panel, INFORMS International Conference. (October 15, 2008).

Nominee, Keynote Speaker, SafeCo Insurance. (October 2006).

Public/Community

Interaction with Industry, ComDoc Inc. (January 17, 2008 - Present).

Committee Chair, Seattle SEAFair, Member. (August 2007).

Student Organization

Co-Advisor, MIS Association. (January 10, 2009 - Present).

Mentor, MIS Students Association Faculty Mentor, President/Elect/Past. (August 1, 2010 - May 17, 2013).

University

Committee Member, Provost's Advisory Committee, Member. (January 2016 - Present).

Committee Member, Advisory Committee on Academic Assessment(ACAA), Member. (July 2011 - Present).

Committee Member, Advisory Committee on Academic Assessment, Member. (August 14, 2010 - Present).

Learn-Practice-Travel Program Design, Program design with the Office of Global Education. (August 1, 2013 - November 1, 2013).

Committee Chair, Healthcare Management Program Design and Implementation, President/Elect/Past. (May 11, 2010 - July 11, 2012).

Committee Member, Ad-hoc committee to review summer and academic year research appointments, Member. (November 12, 2008).

Department Representative, M&IS, Academic Discovery, Member. (October 10, 2008).

OTHER

Professional Memberships

IEEE, SIG Tele-Engineering. (May 2015 - Present).

Center for Information Systems, Chair, Marketing Committee. (August 20, 2008 - Present).

Association of Information Systems, Member. (January 1, 2000 - Present).

Development Activities Attended

Research/Writing Presentation, "Celebration of Scholarship," Kent State University. (September 26, 2007).

Workshop, "Faculty Orientation Workshop," Kent State University. (August 15, 2007 - August 16, 2007).

Natalia Dragan

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Management and Information Systems
Business Administration Building A407
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Email: ndragan@kent.edu

Education

- Ph.D, Kent State University, 2010.
Major: Computer Science
Supporting Areas of Emphasis: Software Engineering
Dissertation Title: The Emergent Laws of Method and Class Stereotypes in Object Oriented Software
- MS, Kent State University, 2005.
Major: Computer Science
Supporting Areas of Emphasis: Software Engineering
Dissertation Title: Method Stereotypes and their Automatic Identification
- MS, Kishinev State University, Moldova, 1985.
Major: Applied Mathematics

Academic, Military and Professional Positions

Academic

- Adjunct Instructor, Kent State University. (May 2014 - June 2014).
- Senior Lecturer, The University of Akron. (August 2012 - December 2013).
- Visiting Assistant Professor, Cleveland State University. (August 2011 - May 2012).
- Adjunct Instructor, Kent State University - Stark. (January 2011 - May 2011).
- Adjunct Instructor, Kent State University. (August 2010 - December 2010).
- Graduate Assistant, Kent State University. (January 2004 - May 2010).

Professional

- Senior Programmer/Analyst, ONIX/JCV, Kishinev, Moldova. (September 1995 - September 1999).
- Senior Programmer/Analyst, OPERINFO, Kishinev, Moldova 1990-1995. (January 1990 - December 1995).
- Computer Center Of Academy of Science, Kishinev, Moldova. (August 1985 - December 1990).

RESEARCH

Published Intellectual Contributions

Book Chapters

Dragan, N., Sharif, B., Dragan, N., Sutton, A., Collard, M. L., Maletic, J. I. (2013). *Identifying and Analyzing Software Design Activities* (pp. Chapter 10, 22 pages). CRC Press, 2013 Software Designers in Action: A Human-Centric Look at Design Work.

Conference Proceedings

Abid, N., Dragan, N., Collard, M. L., Maletic, J. I. (2015). *Using Stereotypes in the Automatic Generation of Natural Language Summaries for C++ Methods* (pp. 561 - 565). IEEE Computer Society Washington, DC: ICSM '15 Proceedings of the 2015 31th IEEE International Conference on Software Maintenance.

Alhindawi, N., Dragan, N., Collard, M. L., Maletic, J. I. (2013). *Improving Feature Location by Enhancing Source Code with Stereotypes*. (pp. 300 - 309). IEEE Computer Society Washington, DC: ICSM '13 Proceedings of the 2013 29th IEEE International Conference on Software Maintenance.

Dragan, N. (2011). *The Emergent Laws of Method and Class Stereotypes in Object Oriented Software* (pp. 550-555). IEEE Computer Society Washington, DC: ICSM '11 Proceedings of the 2011 27th IEEE International Conference on Software Maintenance.

Dragan, N., Collard, M. L., Hammad, M., Maletic, J. I. (2011). *Using stereotypes to help characterize commits* (pp. 520 - 523). IEEE Computer Society Washington, DC: ICSM '11 Proceedings of the 2011 27th IEEE International Conference on Software Maintenance.

Dragan, N., Collard, M. L., Maletic, J. I. (2011). *Automatic identification of class stereotypes* (pp. 1-10). ICSM '10 Proceedings of the 2011 26th IEEE International Conference on Software Maintenance.

Dragan, N., Collard, M. L., Maletic, J. I. (2009). *Using method stereotype distribution as a signature descriptor for software systems* (pp. 567-570). ICSM '09 Proceedings of the 2011 25th IEEE International Conference on Software Maintenance.

Dragan, N., Collard, M. L., Maletic, J. I. (2006). *Reverse Engineering Method Stereotypes* (pp. 24-34). IEEE International Conference on Software Maintenance (ICSM'06).

Andriyevska, O., Dragan, N., Simoes, B., Maletic, J. I. (2005). *Evaluating UML Class Diagram Layout based on Architectural Importance*. (pp. 1 - 6). IEEE, Visualizing Software for Understanding and Analysis, 2005. VISSOFT 2005.

Presentations Given

Dragan, N. (Presenter & Author), 31st IEEE International Conference on Software Maintenance and Evolution (ICSME'15), "Using Stereotypes in the Automatic Generation of Natural Language Summaries for C++ Methods," University of Bremen, Bremen, Germany. (October 1, 2015).

TEACHING

Teaching Experience

Kent State University

- MIS 24053, COMPUTER APPLICATIONS, 2 courses.
- MIS 24065, WEB PROGRAMMING, 7 courses.
- MIS 34054, USING IS FOR BUS PROBLEMS, 9 courses.
- MIS 34070, PROGRAMMING THEORY AND APPS, 9 courses.
- MIS 44033, ADV COMPUTER PROG, 2 courses.
- MIS 44042, NETWORK THEORY/APPLICATION, 2 courses.

SERVICE

General Service

Department

Attendee, Meeting, Center for Information Systems (Department of Management and Information Systems), Member. (September 2014 - Present).

Interaction with Industry, Organizing 4 guest lectures for MIS 44033 (Fall2016) class. (September 1, 2016 - December 1, 2016).

Interaction with Industry, Organizing 4 guest lectures for MIS 44033 (Fall2015) class. (September 15, 2015 - December 5, 2015).

Professional

Committee Member, Program Committee of 2017 Ohio Celebration of Women in Computing (OCWiC), Huron, OH February 24-25, 2017, Member. (October 15, 2016 - February 25, 2017).

Committee Member, Program Committee of 24th IEEE International Conference on Program Comprehension (ICPC 2016), Austin, TX, May 2016, Member. (September 11, 2015 - May 17, 2016).

Committee Member, Program Committee (Early Research Achievements track) of 23rd IEEE International Conference on Program Comprehension (ICPC 2015), Florence, Italy, May 2015, Member. (October 30, 2014 - May 24, 2015).

Conference Program Organizer, Organizing Committee of the 29 IEEE International Conference on Software Maintenance (ICSM'13), Eindhoven, The Netherlands, September 22-28. (September 30, 2012 - September 28, 2013).

OTHER

Professional Memberships

Institute of Electrical and Electronics Engineers - Computer Society (IEEE-CS). (August 2011 - Present).

Development Activities Attended

Attended Conference, "31th IEEE International Conference on Software Maintenance (ICSM'2015)," University of Bremen, Bremen, Germany. (September 27, 2015 - October 3, 2015).

Workshop, "SAP Workshop on 'Business Analytics'," UWM, Milwaukee, WI. (July 13, 2015 - July 16, 2015).

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Management and Information Systems
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Email: aguiffri@kent.edu

Education

- Ph.D., University at Buffalo (SUNY), 2005.
Major: Industrial Engineering
Supporting Areas of Emphasis: Statistics
Dissertation Title: Cost Characteristics of Supply Chain Delivery Performance
- MS, University at Buffalo (SUNY), 1999.
Major: Industrial Engineering
- MBA, Virginia Tech, 1981.
Major: Management Science
- BS, University at Buffalo (SUNY), 1978.
Major: Industrial Engineering

Academic, Military and Professional Positions

Academic

- Associate Professor, Kent State University. (2011 - Present).
- Assistant Professor, Kent State University. (2006 - 2011).
- Adjunct Lecturer, Department of Industrial Engineering, SUNY Buffalo. (August 2001 - May 2006).
- Adjunct Lecturer, Faculty of Management, Brock University, Canada. (September 1999 - May 2000).

Awards and Honors

Research

- Best Paper Award, Midwest Decision Sciences Conference, Ashland Ohio. (2015).
- Honorable Mention Academic Paper Award, 8th Annual International Symposium on Supply Chain Management, Toronto Ontario Canada. (2010).
- Outstanding Paper Award Supply Chain Management/Logistics Track, Marketing Management Association 46th Annual MBAA International Conference Chicago 2010. (2010).
- Best Academic Paper Award, 4th International Annual Symposium on Supply Chain Management, Toronto Ontario Canada. (2006).

RESEARCH

Published Intellectual Contributions

Book Chapters

- Brown, J., Bushuev, M., Kretinin, A., Guiffrida, A. (2016). *Recent Developments in Green Supply Chain Management: Sourcing and Logistics* (pp. 23). IGI Global.
- Guiffrida, A., Weeks, K., Chen, L. (2015). *Improving Supply Chain Delivery Performance Using Lean Six Sigma* (pp. 89-117). *Lean Six Sigma Approaches in Manufacturing, Services and Production*, IGI Global.
- Guiffrida, A. (2009). *Fuzzy Inventory Models* (pp. 173-198). *Inventory Management: Non-Classical Views*, CRC Press, Taylor and Francis Group.
- Bagchi, U., Guiffrida, A., O'Neill, L., Zeng, A., Hayya, J. (2007). *The Effect of RFID on Inventory Management and Control* (pp. 71-92). *Trends in Supply Chain Management, Springer Series in Advanced Manufacturing*.

Refereed Journal Articles

- Weeks, K. O., Guiffrida, A., Safa, M. The Efficacy of Routing and Flexibility on Financial Performance within an International Manufacturing Setting. *To appear in International Journal of Productivity and Performance Management*.
- Ngniatedema, T., Chen, L., Guiffrida, A. (2016). A Modeling Framework for Improving Supply Chain Delivery Performance. *International Journal of Business Performance and Supply Chain Modelling*, 8(2), 79-96.
- Bushuev, M., Guiffrida, A., Rudchenko, T. Supply Chain Delivery Performance Improvement for Several Delivery Time Distributions. *To appear in International Journal of Operational Research*.
- Chen, L., Guiffrida, A., Datta, P. Capacity-Delivery Coordination in Supply Chains. *To appear in International Journal of Operational Research (IJOR)*.
- Ngniatedema, T., Shanker, M., Hu, M., Guiffrida, A., Patuwo, E. (2015). Late Customization Strategy with Service Level Requirements. *International Journal of Production Economics*, 166, 72-84.
- Bhattacharyya, K., Guiffrida, A. (2015). An Optimization Framework for Improving Supplier Delivery Performance. *Applied Mathematical Modelling*, 39(13), 3771-3783.
- Tanai, Y., Guiffrida, A. (2015). Reducing the Cost of Untimely Supply Chain Delivery Performance for Asymmetric Laplace Distributed Delivery. *Applied Mathematical Modelling*, 39(13), 3758-3770.
- Wellington, J., Guiffrida, A., Lewis, S. (2014). Interior Analysis of the Green Product Mix Solution. *European Journal of Operational Research*, 237(3), 966-974.
- Brown, J., Guiffrida, A. (2014). Carbon Emissions Comparison of Last Mile Delivery versus Customer Pick Up. *International Journal of Logistics and Applications*, 17(6), 503-521.

- Nwankpa, J., Brandyberry, A. A., Guiffrida, A., Hu, M., Shanker, M. (2013). Understanding the Link Between Initial ERP Systems and ERP-Enabled Adoption. *Information Resources Management Journal*, 26(4), 18-39.
- Bushuev, M., Guiffrida, A. (2012). Optimal position of supply chain delivery window: Concepts and general conditions. *International Journal of Production Economics*, 137, 226–234.
- Haring, R. C., Freeman, B., Guiffrida, A., Dennis, M. L. (2012). Relationship Building for a Healthy Future: Indigenous Youth Pathways for Resiliency and Recovery. *Journal of Indigenous Social Development*, 1(1), 1-17.
- Khan, M., Jaber, M. Y., Guiffrida, A. (2012). The Effect of Human Factors on the Performance of a Two Level Supply Chain. *International Journal of Production Research*, 50(2), 517-533.
- Khan, M., Jaber, M. Y., Guiffrida, A., Zolfaghari, S. (2011). A Review of the Extensions of a Modified EOQ Model for Imperfect Quality Items. *International Journal of Production Economics*, 132(2), 1-12.
- Jaber, M., Bonney, M., Guiffrida, A. (2010). Coordinating a Three Level Supply Chain with Learning-Based Continuous Improvement. *International Journal of Production Economics*, 127(1), 27-38.
- Guiffrida, A. (2009). A Probability Based Model for Evaluating Delivery Performance. *Journal of Academy of Business and Economics*, 9(3), 95-104.
- Guiffrida, A., Jaber, M. Y., Rzepka, R. A. (2009). An Economic Model for Justifying the Reduction of Delivery Variance in an Integrated Supply Chain. *INFOR: Information Systems and Operational Research*, 46(2), 147-153.
- Jaber, M. Y., Guiffrida, A. (2008). Learning Curves for Imperfect Production Processes with Rework and Process Restoration Interruptions. *European Journal of Operational Research*, 189(1), 93-104.
- Guiffrida, A., Jaber, M. Y. (2008). Managerial and Economic Impacts of Reducing Delivery Variance in the Supply Chain. *Applied Mathematical Modeling*, 32(10), 2149-2161.
- Jaber, M., Guiffrida, A. (2007). Observations on the Economic Order (Manufacture) Quantity Model with Learning and Forgetting. *International Transactions in Operations Research*, 14(2), 91-104.
- Bushuev, M., Guiffrida, A. A review of inventory lot sizing review papers. *To appear in Management Research Review*.
- Jaber, M., Osman, I. M., Guiffrida, A. (2006). Coordinating a Three Level Supply Chain with Price Discounts, Price Dependent Demand, and Profit Sharing. *International Journal of Integrated Supply Management*, 2(1/2), 28-48.
- Guiffrida, A., Nagi, R. (2006). Cost Characterizations of Supply Chain Delivery Performance. *International Journal of Production Economics*, 102(1), 22-36.
- Guiffrida, A., Nagi, R. (2006). Economics of Managerial Neglect in Supply Chain Delivery Performance. *The Engineering Economist*, 51(1), 1-17.
- Guiffrida, A., Jaber, M. (2006). The Expected Quantity Short per Replenishment Cycle for Truncated Normal Lead Time Demand. *Journal of Academy of Business and Economics*, 6(2), 88-95.

Guiffrida, A., Kotwas, K., Phelps, C. (2005). An Analysis of RFID Technology on Consumer Gasoline Purchasing Times. *Review of Business Research*, 5(1), 82-86.

Jaber, M., Guiffrida, A. (2004). Learning Curves for Processes Generating Defects Requiring Reworks. *European Journal of Operational Research*, 159(3), 663-672.

Conference Proceedings

Cai, J., Guiffrida, A. (2016). *A Comparison of Methodologies for Measuring Transport Distance in Supply Chain Last Mile Delivery* (pp. 8). World Business Institute, Toronto Canada.

Guiffrida, A., Ngniatedema, T., Reday, P. (2015). *Modeling Delivery Performance in Make-to-Order Supply Chains* (pp. 9). Proceedings of the Midwest Decision Sciences Institute, Ashland, Ohio.

Liang, H., Guiffrida, A., Patuwo, E. (2015). *Recent Trends in Stochastic Cost Volume Profit Analysis* (pp. 9). MMBA International Conference Proceedings, Chicago.

Peck, J., Guiffrida, A. (2015). *Selection Can Be Lean, Too: Utilizing Benchmarking to Reduce Time Lag in the HRM Selection Process* (pp. 9). MMBA International Conference Proceedings, Chicago.

Guiffrida, A., Brown, J., Bushuev, M., Kretinin, A. (2014). *A Review of Decision Models for Sustainable Sourcing* (pp. 51-65). Global Business Sustainability Proceedings 2014, Saginaw, Michigan.

Guiffrida, A. (2014). *A Capacity Acquisition Model for Multi-Stage Supply Chains* (pp. 13-21). Proceedings of the International Academy of Business and Economics, Las Vegas, Nevada.

Guiffrida, A. (2014). *Recent Trends in Supply Chain Delivery Performance* (pp. 833-835). Proceedings of the International Conference on Operations Research (ICOR2014), Toronto, Canada.

Guiffrida, A., Chen, L., Ngniatedema, T., Liang, H., Tanai, Y. (2013). *Modeling Supply Chain Delivery Performance: A Literature Review* (pp. 11-20). Proceedings of the International Academy of Business and Economics, Las Vegas, Nevada.

Ngniatedema, T., Guiffrida, A. (2013). *A Generalized Discrete Model for Evaluating Supply Chain Delivery Performance* (pp. 426-430). Proceedings of the International Conference on Management and Information Systems, Bangkok, Thailand.

Liang, H., Guiffrida, A. (2013). *Economics of Managerial Neglect in Supply Chain Delivery Performance Considering Learning Forgetting Effects* (pp. 6 pages CDRom). Proceedings of the Midwest Decision Sciences, Twinsburg Ohio.

Smas, J., Guiffrida, A. (2013). *Humanitarian Supply Chains: Performance Measures, Models and Ethics* (pp. 6 pages CDRom). Proceedings of the Midwest Decision Sciences, Twinsburg Ohio.

Tanai, Y., Guiffrida, A. (2013). *Improving Supply Chain Delivery Performance by Reducing Upstream Variability* (pp. 6 pages CDRom). Proceedings of the Midwest Decision Sciences, Twinsburg Ohio.

- Kretinin, A., Guiffrida, A. (2013). *The Application of Quantile Regression to the Vendor Selection Problem* (pp. 6 pages CDROM). Proceedings of the Midwest Decision Sciences, Twinsburg Ohio.
- Brown, J. R., Guiffrida, A. (2012). *Stochastic Modeling of the Last Mile Problem*. Proceedings of the 10th Annual International Symposium on Supply Chain Management, Toronto Canada.
- Ngniatedema, T., Bushuev, M., Guiffrida, A. (2012). *A Learning-Based Model for Evaluating Supply Chain Delivery Performance* (pp. 215-221). Proceedings of the Midwest Decision Sciences Institute, Grand Rapids Michigan.
- Guiffrida, A., Lao, S., Ling, Y., Ozarslan, L., Shrestha, B. (2012). *Improving Customer Delivery Performance in a Serial Supply Chain* (pp. 208-214). Proceedings of the Midwest Decision Sciences Institute, Grand Rapids Michigan.
- Miller, R., Bushuev, M., Guiffrida, A. (2012). *Transportation Model with Motor Carrier Freight Rates* (pp. 222-227). Proceedings of the Midwest Decision Sciences Institute, Grand Rapids Michigan.
- Bhattacharyya, K., Acar, W., Datta, P., Guiffrida, A. (2011). *Exploring the Black Box of Purchasing: Total procurement Costs*. (pp. 5). Proceedings of the Decision Sciences Institute.
- Bushuev, M., Guiffrida, A., Shanker, M. (2011). *A Generalized Model for Evaluating Supply Chain Delivery Performance* (pp. 4-8). Marketing Management Association 2011 Proceedings, 47th Annual MBAA International Conference, Chicago.
- Messina, M. J., Guiffrida, A. (2011). *Connecting Supply Chain Management with a Business Curriculum that Offers Majors in Management and Marketing* (pp. 59-62). Marketing Management Association 2011 Proceedings, 47th Annual MBAA International Conference, Chicago.
- Brown, J., Guiffrida, A. (2011). *Modeling Green Transportation Costs in an Integrated Supply Chain* (pp. 48-52). Marketing Management Association 2011 Proceedings, 47th Annual MBAA International Conference, Chicago.
- Bhattacharyya, K., Guiffrida, A. (2011). *Sourcing Initiatives for Best Value Supply Chains: The Case for Value Sourcing* (pp. 53-58). Marketing Management Association 2011 Proceedings, 47th Annual MBAA International Conference, Chicago.
- Tao, V., Guiffrida, A., Troutt, M. (2010). *A Green Cost Based Economic Production Order Quantity Model* (pp. 210-223). Proceedings of the Kent State International Symposium on Green Supply Chains, Canton Ohio.
- Reed, B., Smas, J., Rzepka, R., Guiffrida, A. (2010). *Introducing Green Transportation Costs in Supply Chain Modeling* (pp. 189-197). Proceedings of the Kent State International Symposium on Green Supply Chains, Canton Ohio.
- Guiffrida, A., Paul, N. (2010). *A Performance Evaluation Model for Supply Chain Sourcing*. Proceedings of the 8th Annual International Symposium on Supply Chain Management, Toronto, Ontario Canada.
- Guiffrida, A., Messina, M. J. (2009). *A Cost-Based Model for Improving Customer Waiting Times*. Proceedings of the 42nd Hawaii International Conference on Systems Sciences (HICSS-42).

- Chen, L., Guiffrida, A. (2009). *A Supply Chain Performance Measurement Model with Timely Delivery and Capacity Management* (pp. 251-256). Proceedings of the Annual Decision Sciences, New Orleans.
- Guiffrida, A., Apicello, A., Becka, J., Ding, R. (2009). *Transportation Based Economic Order Quantity Model* (pp. 173-178). Proceedings of the 2009 International Academy of Business and Economics, Las Vegas.
- Guiffrida, A., Messina, M. J., Jaber, M. Y. (2008). *A Parametric Supply Chain Model for Assessing Market Share Potential*. Proceedings of the Sixth Annual International Symposium on Supply Chain Management, Calgary, Alberta Canada.
- Guiffrida, A. (2008). *An Allocation Model for Variance Reduction in a Make to Order Serial Supply Chain*. Proceedings of the Midwest Decision Sciences, Erie Pennsylvania.
- Guiffrida, A. (2008). *Modeling Customer Delivery Times Using the Asymmetric Laplace Probability Density Function* (pp. 742-758). Proceedings of the Southeast Decision Sciences, Orlando Florida.
- Guiffrida, A., Papp, T. (2008). *On the Robust Properties of the Economic Order Quantity Model* (pp. 193-199). Proceedings of the Academy of Business and Economics Conference, Las Vegas Nevada.
- Guiffrida, A., Rzepka, R., Jaber, M. (2007). *A Convolution Algorithm for Evaluating Supply Chain Delivery Performance* (pp. 9 pages). Proceedings of the 40th Hawaii International Conference on Systems Science (HICSS-40).
- Jaber, M. Y., Bonney, M., Guiffrida, A. (2007). *Coordinating a Three Level Supply Chain with Learning-Based Continuous Improvement* (pp. 108-113). Proceedings of the 12th International Symposium on Logistics, Budapest Hungary.
- Guiffrida, A., Jaber, M., Rzepka, R. (2006). *An Economic Model for Justifying the Reduction of Delivery Variance in an Integrated Supply Chain*. Proceedings of the 4th International Annual Symposium on Supply Chain Management, Toronto, Ontario Canada.
- Guiffrida, A., Jaber, M. Y. (2006). *The Expected Quantity Short per Replenishment Cycle for Truncated Normal Lead Time Demand*. Proceedings of the International Academy of Business and Economics, Las Vegas Nevada.
- Guiffrida, A., Ayebo, A., Jaber, M. (2004). *Inventory Service Measures under the Skew Exponential Power Distribution* (pp. 43-48). Proceedings of the 32nd International Conference on Computers and Industrial Engineering, San Francisco.
- Guiffrida, A., Nagi, R. (2001). *A Cost-Based Model for Evaluating Supply Chain Performance* (pp. 233-239). Proceedings of the 29th International Conference on Computers and Industrial Engineering, Montreal Canada.
- Guiffrida, A., Rzepka, R. (2001). *A Framework for Evaluating Supplier Delivery Performance* (pp. 745-753). Proceedings of the International Conference on Industrial Engineering and Production Management, Quebec City Canada.

Journal Articles

- Guiffrida, A., Datta, P. (2011). Recent developments in green and sustainable supply chains. *Management Research Review*, 34(11).

Other

Moussawi, L., Jaber, M., Guiffrida, A. 47. *Moussawi, A Multi-Stage supply Chain Model with Uncertain Delivery Performance*. International Federation of Operational Research Society.

Intellectual Contributions in Submission

Refereed Journal Articles

Dechenaux, E., Tanai, Y., Guiffrida, A., Patuwo, E. Bargaining in a closed-loop supply chain with consumer returns. *International Journal of Production Research*.

Presentations Given

Smas, J. (Presenter & Author), Guiffrida, A. (Author Only), Supply Chain Management/Operations Management Track of the 2013, "Humanitarian Supply Chains: Performance Measures, Models, and Ethical Considerations," Midwest Decision Sciences Conference, Twinsburg, Ohio, April 18-21, 2013.

Nagarajan, S., Guiffrida, A., 43rd International Business Research Conference, "A Continuous Improvement Model for Reducing Yield Loss in Supply Chains," Toronto, Ontario, Canada. (July 14, 2017).

Liang, H., Guiffrida, A., Patuwo, E., International Symposium on Supply Chain Management, "Environmental Consequences of Inventory Stockout Decisions," Canadian Purchasing Management Association, Niagara Falls, Ontario Canada. (June 14, 2016).

Guiffrida, A., International Symposium on Supply Chain Management, "Managing False Product Returns in Retail Supply Chains," Canadian Purchasing Management Association, Niagara Falls, Ontario Canada. (June 14, 2016).

Chen, L., Guiffrida, A., Sixth Global Supply Chain Management Conference: Building Bridges Between Theory and Practice, "A Sustainable Model for Evaluating Supply Chain Delivery Performance," Detroit, Michigan. (October 26, 2013).

Brown, J. (., Guiffrida, A., Sixth Global Supply Chain Management Conference: Building Bridges Between Theory and Practice, "Modeling the carbon footprint for supply chain market share growth," Detroit, Michigan. (October 26, 2013).

Guiffrida, A. (Discussant), International Academy of Business and Economics. (2012).

Bushuev, M. (Presenter & Author), Guiffrida, A. (Author Only), DSI 43rd Annual Meeting, "Impact of supply chain delivery performance on supplier and buyer costs," Decision Sciences Institute, San Francisco, CA. (November 19, 2012).

Bhattacharyya, K., Guiffrida, A., 10th Annual International Symposium on Supply Chain Management, "Investigating Buyer Spending Towards Supplier Delivery Performance," Purchasing Management Association of Canada, Toronto, Canada. (October 2, 2012).

Bushuev, M., Guiffrida, A., 10th Annual International Symposium on Supply Chain Management, "Buyer's Point of View on Supply Chain Delivery Performance," Purchasing Management Association of Canada, Toronto, Canada. (October 1, 2012).

- Guiffrida, A., 10th Annual International Symposium on Supply Chain Management, "Research Feedback Forum (Invited Panelist)," Toronto Ontario Canada. (October 1, 2012).
- Ngniatedema, T., Guiffrida, A., 10th International Symposium on Supply Chain Management, "Buffer Inventory Service Levels in Delayed Product Customization: A Bayesian Belief Networks Approach," Purchasing Management Association of Canada, Toronto, Canada. (October 1, 2012).
- Guiffrida, A., Ngniatedema, T., Jaber, M. Y., 54th Annual Canadian Operational Research Conference, "Modeling Supply Chain Delivery Performance," Canadian Operational Research Society, Niagara Falls, Ontario Canada. (June 11, 2012).
- Guiffrida, A., Lewis, S., Messina, M. J., Wellington, J. F., 48th Annual MBAA International Conference, "A Delivery Performance Model for Multistage Supply Chains," Chicago Illinois. (March 28, 2012).
- Ngniatedema, T., Bushuev, M., Guiffrida, A., 48th Annual MBAA International Conference, "A Performance Model for Learning Based Improvement," Chicago, Illinois. (March 28, 2012).
- Haring, R. C., Freeman, B., Guiffrida, A., Dennis, M. L., 23rd Annual Native Health Research Conference, "Relationship Building for a Healthy Future: Indigenous Youth Pathways for Resiliency and Recovery," Niagara Falls, New York. (June 27, 2011).
- Shanker, M., Bushuev, M., Guiffrida, A., MBAA International Conference, "A generalized model for evaluating supply chain delivery performance," Chicago. (March 2011).
- Guiffrida, A., 8th Annual International Symposium on Supply Chain Management, "Performance Measurement (Invited Panelist)," Toronto, Ontario Canada. (2010).
- Guiffrida, A., Marketing Management Association Fall Educators' Conference, "Using Value Chains to Integrate the Marketing and Management Curriculums," Indianapolis, Indiana. (2010).
- Wellington, J. F., Guiffrida, A., Michael, M. J., "Enumeration Scheme for Some Common Resource Allocation Problems: A Pedagogical Contribution," 2010 Annual Meeting of the Academic Business Disciplines, Fort Myers, Florida. (November 10, 2010).
- Chen, L., Guiffrida, A., "An Economic Model for Supply Chain Delivery Performance," Canadian Operational Research Society/INFORMS, Toronto Ontario Canada. (June 14, 2009).
- Bhattacharyya, K., Guiffrida, A., "Service Supply Chains with Independent and Dependent Stages: The Impact on Customer Waiting Times," Canadian Operational Research Society/INFORMS, Toronto Ontario Canada. (June 14, 2009).
- Guiffrida, A. (Discussant), International Academy of Business and Economics Conference. (2008).
- Guiffrida, A. (Discussant), Southeast Decision Sciences Conference. (2008).
- Guiffrida, A. (Discussant), International Academy of Business and Economics. (2006).
- Guiffrida, A. (Discussant), International Academy of Business and Economics. (2005).

TEACHING

Teaching Experience

Kent State University

MIS 24056, FUND-BUSINESS STATISTICS, 14 courses.
 MIS 34055, COMP DECISION MODELING, 1 course.
 MIS 34059, SERVICE OPERATIONS MANAGEMENT, 2 courses.
 MIS 34060, OPERATIONS MANAGEMENT, 1 course.
 MIS 34064, MFG RESOURCE PLANNING, 4 courses.
 MIS 34065, QUALITY ASSURANCE, 1 course.
 MIS 44061, OP PLANNING/CONTROL, 3 courses.
 MIS 44062, SUPPLY CHAIN MANAGEMENT, 10 courses.
 MIS 44065, STRAT-PROD AND OPERS MGMT, 4 courses.
 MIS 60095, ST: GLOBAL SUPPLY CHAIN BUS MOD, 4 courses.
 MIS 64005, ANALYTICS FOR DECISION MAKING, 5 courses.
 MIS 64019, QUANT MGMT MODELING, 1 course.
 MIS 64029, VENDOR MANAGEMENT STRATEGIES, 3 courses.
 MIS 74018, MATHEMATICAL PROGRAMMING, 1 course.
 MIS 74019, SUPPLY CHAIN MANAGEMENT, 3 courses.
 MIS 84012, SCHEDULING AND PLANNING, 2 courses.
 MIS 84023, LINEAR STATISTICAL MODELS, 1 course.
 MIS 84047, VALUE AND SUPPLY CHAIN MGMT, 2 courses.
 MIS 84112, RESEARCH METHODOLOGY, 5 courses.
 MIS 84266, READINGS IN MANAGEMENT SYSTEMS, 1 course.

Directed Student Learning

Dissertation Committee Co-chair, Management and Information Systems. (September 2016 - Present).

Advised: Mateusz Lozykowski

Dissertation Committee Member, Finance. (September 2016 - Present).

Advised: Shaojie Lai

Dissertation Committee Member, "An Examination of the Association of Firm Credit Ratings with Real Activities Manipulation, Audit Quality, Corporate Governance, and Credit Default Swaps," Accounting. (2011 - Present).

Advised: Logan Browning,

Dissertation Committee Member, "The Development of Technology Acceptance Model for Adoption of Mobile Banking in Pakistan." (June 2016 - November 2016).

Advised: Muhammad Ibrahim

Dissertation Committee Co-chair, "Capturing Value from Decentralized Supply Chain with Third Party Logistics," Management and Information Systems. (September 2014 - July 2016).

Advised: Yertai Tanai

Individual/Independent Study, "Learning to Lead Mentorship," Management and Information Systems. (January 2016 - May 2016).

Advised: Jiashen Li

Dissertation Committee Member, "Sensemaking in Big Data: Conceptual and Empirical Approaches to Actionable Knowledge Generation from Unstructured Text Streams,"

Management and Information Systems. (2014 - 2015).
Advised: Jeff Hill

Dissertation Committee Member, "Essays on Governance Perspective on Franchising,"
Marketing. (2012 - 2015).
Advised: Andrey Kretinin

Dissertation Committee Member, "The Effect of Accounting Quality, Real Activities Earnings
Management and Corporate Governance on Credit Ratings," Accounting. (2011 - 2014).
Advised: Matthew Geiszler

Dissertation Committee Member, "Sustainability Analysis and Assessment in the Supply Chain."
(January 2014 - August 2014).
Advised: Payman Ahi

Dissertation Committee Member, "Essays on Social Venture Antecedents, Consequences, and
Strategies," Marketing. (2011 - 2013).
Advised: Karla Mendoza Abarca

Dissertation Committee Member, "Cards, Creatures, and Almost Anything: A Study of Children's
Trading," Marketing. (2011 - 2013).
Advised: Maria Yeh

Dissertation Committee Chair, "Stochastic and Discrete Green Supply Chain Delivery Models,"
Management and Information Systems. (2010 - 2013).
Advised: Jay Brown

Dissertation Committee Chair, "Supply Chain Delivery Performance: Points of View of a Supplier
and a Buyer," Management and Information Systems. (2010 - 2013).
Advised: Maxim Bushuev

Dissertation Committee Co-chair, "Carbon Emission Modeling in Green Supply Chain
Management," Management and Information Systems. (2010 - 2013).
Advised: Zhi Tao

Individual/Independent Study, "Learning to Lead Mentorship," Management and Information
Systems. (2012).
Advised: Kevin Lord

Dissertation Committee Member, "The Implications of Real Options on ERP-Enabled Adoption,"
Management and Information Systems. (2010 - 2012).
Advised: Joseph Nwankpa

Dissertation Committee Chair, "Value Sourcing in Supply Chains," Management and Information
Systems. (2010 - 2011).
Advised: Kuntal Bhattacharyya

Dissertation Committee Member, "Fair Share of Costs and Revenue through Transfer Pricing in
Supply Chains with Stochastic Demand," Management and Information Systems. (2009 -
2011).
Advised: Lihua Chen

Dissertation Committee Member, "Cost Reduction Through Assembly Postponement in Mass
Customization," Management and Information Systems. (2009 - 2010).
Advised: Thomas Ngniatedema

Dissertation Committee Member, "A Seasonal Shelf Space Reorder Model Decision Support System," Management and Information Systems. (2007 - 2010).
Advised: Susan Horne

Individual/Independent Study, "Learning to Lead Mentorship," Finance. (2009).
Advised: Benjamin Reed

Individual/Independent Study, "Quality and Reliability Management," Management and Information Systems. (August 24, 2006 - December 14, 2006).
Advised: Susan Horne

SERVICE

Editorial and Review Activities

Editorial Board Member, "Marketing Management Journal." (August 30, 2012 - Present).

Ad Hoc Reviewer, "Applied Mathematical Modeling." (2016).

Ad Hoc Reviewer, "Management Research Review." (2016).

Ad Hoc Reviewer, "Applied Mathematical Modelling." (2015).

Ad Hoc Reviewer, "Applied Mathematical Modelling." (2015).

Ad Hoc Reviewer, "Sustainability." (2015).

Ad Hoc Reviewer, "International Journal of Production Research." (2014).

Ad Hoc Reviewer, "International Journal of Production Economics." (2013).

Ad Hoc Reviewer, "International Journal of Production Economics." (2013).

Ad Hoc Reviewer, "Applied Mathematical Modeling." (2012).

Ad Hoc Reviewer, "Computers and Industrial Engineering." (2012).

Ad Hoc Reviewer, "International Journal of Production Economics." (2012).

Ad Hoc Reviewer, "International Journal of Production Economics." (2012).

Ad Hoc Reviewer, "International Journal of Production Research." (2012).

Ad Hoc Reviewer, "Journal of the Operational Research Society." (2012).

Ad Hoc Reviewer, "Management Marketing Proceedings 2012 of the 48th Annual MBAA Conference, Chicago." (2012).

Invited Manuscript Reviewer, "Proceedings of the 10th Annual International Symposium (2012) on Supply Chain Management." (2012).

Invited Manuscript Reviewer, "Proceedings of the 9th International Symposium (2011) on Supply Chain Management." (2011).

Ad Hoc Reviewer, "Computers and Industrial Engineering." (2010).

Ad Hoc Reviewer, "International Journal of Production Economics." (2010).

Ad Hoc Reviewer, "International Journal of Production Research." (2010).

Ad Hoc Reviewer, "Proceedings of the 2010 Annual Decision Sciences Conference." (2010).

Ad Hoc Reviewer, "Proceedings of the 2010 International Academy of Business and Economics Conference." (2010).

Invited Manuscript Reviewer, "Proceedings of the 8th International Symposium (2010) on Supply Chain Management." (2010).

Ad Hoc Reviewer, "International Journal of Production Economics." (2009).

Ad Hoc Reviewer, "Proceedings of the 2009 Annual Decision Sciences Conference." (2009).

Ad Hoc Reviewer, "Proceedings of the 2009 International Academy of Business and Economics." (2009).

Ad Hoc Reviewer, "Proceedings of the Hawaii International Conference on Systems Sciences (HICSS-42)." (2009).

Invited Manuscript Reviewer, "Proceedings of the Seventh International Symposium (2009) on Supply Chain Management." (2009).

Ad Hoc Reviewer, "Computers and Industrial Engineering." (2008).

Ad Hoc Reviewer, "Computers and Operations Research." (2008).

Ad Hoc Reviewer, "Proceedings of the 2008 Annual Decision Sciences Conference." (2008).

Ad Hoc Reviewer, "Proceedings of the 2008 Midwest Decision Sciences Institute." (2008).

Ad Hoc Reviewer, "Proceedings of the 2008 Southeastern Decision Sciences Conference." (2008).

Invited Manuscript Reviewer, "Proceedings of the Sixth International Symposium (2008) on Supply Chain Management." (2008).

Ad Hoc Reviewer, "Supply Chain Management: An International Journal." (2008).

Ad Hoc Reviewer, "Journal of Logistics." (2007).

Ad Hoc Reviewer, "Proceedings of the 2007 Annual Decision Sciences Conference." (2007).

Invited Manuscript Reviewer, "Proceedings of the Fifth International Symposium (2007) on Supply Chain Management." (2007).

Ad Hoc Reviewer, "Applied Mathematical Modeling." (2006).

Ad Hoc Reviewer, "Omega; International Journal of Management Science." (2006).

Ad Hoc Reviewer, "Proceedings of the 2006 Annual Decision Sciences Conference." (2006).

Ad Hoc Reviewer, "Proceedings of the 2006 Industrial Engineering Research Conference." (2006).

Ad Hoc Reviewer, "Computers and Operations Research." (2005).

Ad Hoc Reviewer, "European Journal of Operational Research." (2005).

Ad Hoc Reviewer, "Proceedings of the 2003 Northwest Decision Sciences Conference." (2003).

Ad Hoc Reviewer, "Proceedings of the 2002 Northeast Decision Sciences Conference." (2002).

Ad Hoc Reviewer, "Proceedings of the 2001 Northeast Decision Sciences Conference." (2001).

General Service

College

Committee Member, Curriculum Advisory Committee (CAC). (January 2017 - August 2017).

Committee Member, Graduate Council. (August 23, 2011 - August 23, 2013).

Department

Committee Member, Faculty Advisory Committee. (September 1, 2011 - August 31, 2013).

Ph.D. Coordinator, Ph.D. Coordinator Department of Management and Information Systems. (August 29, 2011 - August 29, 2013).

Participated in candidate interviews/evaluations, Search Committee. (2012).

Committee Member, Department Review Committee. (2011 - 2012).

Participated in candidate interviews/evaluation, Search Committee. (2007).

Other

External examiner for the dissertation "Sustainability Analysis and Assessment in the Supply Chain" by Payman Ahi, Department of Mechanical & Industrial Engineering, Ryerson University, Toronto, Canada. (August 2014).

Attendee, Convocation, Kent State Presidential Convocation. (2007).

Attendee, Meeting, AACSB mock accreditation. (April 30, 2007).

Professional

Tenure Reviewer for Another Institution, External tenure reviewer for Cleveland State University. (2016).

Conference Program Organizer, 2016 International Supply Chain Management Symposium Niagara Falls Canada. (2015).

Tenure Reviewer for Another Institution, External Tenure Reviewer for The American University Beirut. (2015).

- Conference Program Organizer, 2014 International Supply Chain Management Symposium, Edmonton, Canada. (2014).
- Conference Session Chair, International Conference on Operations Research (ICOR2014), Toronto, Canada. (2014).
- Conference Session Chair, 6th Global Supply Chain Management Conference, Dearborn, Michigan. (2013).
- Tenure Reviewer for Another Institution, External Tenure Reviewer for The University of Akron. (2013).
- Conference Session Chair, International Academy of Business and Economics, Las Vegas Nevada. (2013).
- Conference Session Chair, Midwest Decision Sciences Conference, Twinsburg Ohio. (2013).
- Conference Session Chair, Midwest Decision Sciences Conference, Grand Rapids Michigan. (2012).
- Conference Program Organizer, Tenth Annual International Symposium on Supply Chain Management, Toronto Canada. (2012).
- Conference Program Organizer, Ninth Annual International Symposium on Supply Chain Management. (2011).
- Conference Program Organizer, 8th International Symposium on Supply Chain Management, Toronto Canada. (2010).
- Conference Session Chair, International Academy of Business and Economics Conference, Las Vegas Nevada. (2010).
- Conference Session Chair, International Academy of Business and Economics Conference. (2009).
- Conference Program Organizer, Seventh International Symposium on Supply Chain Management. (2009).
- Conference Session Chair, Midwest Decision Sciences Conference. (2008).
- Conference Program Organizer, Sixth International Symposium on Supply Chain Management, Member. (2008).
- Conference Program Organizer, Fifth International Symposium on Supply Chain Management, Member. (2007).

Student Organization

- Invited Panelist "Tips on Publishing", Doctoral Student Association (DMSA). (September 20, 2012).
- Invited Panelist "Writing Research Papers", Doctoral Student Association (DMSA). (2011).
- Case Judge for Kent State Student Team, Molson Case Competition. (October 31, 2008).
- Case Judge for Kent State Student Team, Molson Case Competition. (November 30, 2007).

University

Attendee, Graduation. (December 2016).

Student Recruiter, Kent State College of Business. (July 2008).

OTHER**Professional Memberships**

Institute for Operations Research and the Management Sciences (INFORMS).

Development Activities Attended

Attended Conference, "Connaught Global Challenge Symposium on CO2 Solutions to Climate Change," University of Toronto, Toronto, Ontario, Canada. (May 8, 2017 - May 10, 2017).

Attended Conference, "ICOSDA 2016: International Conference on Statistical Distributions and Applications," Central Michigan University, Niagara Falls, Ontario, Canada. (October 15, 2016 - October 16, 2016).

Attended Conference, "Relating Systems Thinking and Design (RSD5) Symposium," Ontario College, Toronto, Ontario Canada. (October 14, 2016).

Attended Conference, "AACSB Sustainability Conference: Fostering the Social Impact of B-Schools," AACSB, Washington, D. C. (June 23, 2013 - June 25, 2013).

Seminar, "Reducing the Carbon Footprint Modeling and Analysis of a Carbon Tax Policy Based on the Emission Factor," University of Toronto Operations Research Group. (April 5, 2012).

Invited Research Scholar, "Invited Research Scholar Dep. of Mechanical and Industrial Engineering Ryerson University," Department of Mechanical and Industrial Engineering, Ryerson University, Toronto, Ontario Canada. (September 19, 2011 - September 23, 2011).

Attended Conference, "4th Annual Global Supply Chain Forum," The University of Akron, Akron, Ohio. (September 17, 2010).

Attended Conference, "The Great Lakes/St. Lawrence Marine Highway Conference," John Carroll University/Port of Cleveland, University Heights, Ohio. (August 30, 2010).

Attended Conference, "Second Engineering Optimization Day," Department of Management Sciences, University of Waterloo, Ontario, Canada. (March 31, 2010).

Attended Conference, "Logistics in Northeast Ohio," NEOTEC/John Carroll University, University Heights, Ohio. (March 19, 2010).

Dong Heon Kwak

Kent State University
Management and Information Systems
Business Administration Building A428
Email: dkwak@kent.edu

Education

Ph.D., University of Wisconsin-Milwaukee, 2014.
Major: Management Information Systems
Supporting Areas of Emphasis: Behaviors of Organizations and Consumers
Dissertation Title: Three Essays on the Effects of Charity Website Design on Online Donations

MS, Morehead State University, 2009.
Major: Information Systems

BA, Yeungnam University, 2005.
Major: Sociology

BBA, Yeungnam University, 2005.
Major: Management

Academic, Military and Professional Positions

Academic

Assistant Professor, Kent State University. (September 2014 - Present).

Teaching and Research Assistant, University of Wisconsin-Milwaukee. (August 2009 - May 2014)..

Awards and Honors

Research

Americas Conference on Information Systems (AMCIS) Doctoral Consortium, Association for Information Systems. (August 2013).

Roger L. Fitzsimonds Doctoral Scholarship, University of Wisconsin-Milwaukee. (August 2013).

Sheldon B. Lubar Doctoral Scholarship, University of Wisconsin-Milwaukee. (August 2013).

Chancellor's Fellowship, University of Wisconsin-Milwaukee. (August 2009).

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

- Darbanhosseiniamirkhiz, M., Kwak, D.-H., Deng, S., Srite, M., Lee, S. (2016). *Computers & Education, 103*.
- Kwak, D.-H., Kizzier, D., Zo, H., Jung, E. (2012). Cross-Cultural Investigation of Security Knowledge Process. *International Journal of Business Information Systems, 10(1)*, 1-19.
- Kwak, D.-H., Kizzier, D., Zo, H., Jung, E. (2011). Understanding Security Knowledge and National Culture: A Comparative Investigation between Korea and the U.S. *Asia Pacific Journal of Information Systems, 21(3)*, 51-69.

Conference Proceedings

- Kuem, J., Wu, J., Kwak, D.-H., Deng, S., Srite, M. (2016). *Socio-Cognitive and Affective Processing in the Context of Team-Based Gamified ERP Training: Reflective and Impulsive Model*. Proceedings of the 11th Midwest Association for Information Systems Conference.
- Elnoshokaty, A., Deng, S., Kwak, D.-H. (2016). *Success Factors of Online Petition: Evidence from Change.org*. Proceedings of the 49th Hawaii International Conferences on System Sciences.
- Kwak, D.-H., Jain, H. (2015). *Role of Web and E-Commerce in Poverty Reduction: Ecological Systems Theory*. Proceedings of the 14th Workshop on e-Business.
- Darbanhosseiniamirkhiz, M., Liang, H., Kwak, D.-H., Srite, M. (2015). *Mediating Role of Knowledge Update in an ERP Simulation Game*. Proceedings of the 46th Decision Science Institute.
- Kwak, D.-H., Polites, G. L., Darbanhosseiniamirkhiz, M., Deng, S. (2015). *The Moderating Role of Espoused National Cultural Values on Perceptions of Privacy Assurance Mechanisms*. Proceedings of the 21st Americas Conference on Information Systems.
- Kwak, D.-H., Srite, M., Hightower, R., Haseman, W. D. (2013). *How does Team Cohesion Influence Attitude Change?* International Conference on Information Systems.
- Kwak, D.-H., Deng, S., Neely, D., Zhao, H. (2012). *What Should be Considered to Attract Charity Website Visitors*. Workshop on e-Business.
- Kwak, D.-H., Ramamurthy, K. (2011). *IOS Resources, Electronic Cooperation, and Performance: A Conceptual Model*. Hawaii International Conferences on System Sciences.
- Kwak, D.-H., Kizzier, D., Jung, E. (2011). *Spyware Knowledge in Anti-Spyware Program Adoption: Effects on Risk, Trust, and Intention to Use*. Hawaii International Conference on System Science.

Presentations Given

Kwak, D.-H. (Presenter & Author), Polites, G. L. (Author Only), Darbanhosseiniamirkhiz, M. (Author Only), Deng, S. (Author Only), Americas Conference on Information Systems (AMCIS), "The Moderating Role of Espoused National Cultural Values on Perceptions of Privacy Assurance Mechanisms," Association for Information Systems (AIS), Puerto Rico. (August 13, 2015).

Research Currently in Progress

Chen, Y., Deng, S., Kwak, D.-H., Elnoshokaty, A. and Wu, J. "A Framework of Multi-Appeals of Persuasion for Online Petition Success: A Linguistic Cue-Based Approach" Under Review at Journal of Association for Information Systems

Kwak, D.-H., Holtkamp, P., and Kim, S. S. "Measuring and Controlling Social Desirability Bias: Applications in Information Systems Research," Under Review at Journal of Association for Information Systems

Kwak, D.-H., Ma, X., Polites, G. L., Srite, M., Hightower, R., and Haseman, W. "The Moderating Role of Team Cohesion in Utilitarian and Hedonic Information Processing: Evidence in the Context of Team-Based Gamified Training." Under Review at Journal of Association for Information Systems

Kwak, D.-H., Ramamurthy, K., Nazareth, D, and Deng, S. "Antecedents and Consequences of Content Consistency in Charity Website Design" Under Review at European Journal of Information Systems

Kwak, D.-H., Ramamurthy, K., Nazareth, D., and Chen, Y. "Charity Website Evaluation and Reputation Formation: From the Perspective of Reflective and Impulsive Model," Targeting at Journal of Strategic Management Journal

Kwak, D.-H., Ramamurthy, K., Nazareth, D., and Lee, S. "Moderating Role of Helper's High in Anchoring Process: Context of Charity Website Design" Under Review at Information and Management

Kwak, D.-H., Shuyuan, D., and Kim, S. S. "Earning Game Points in Mobile Gaming: Goal-Oriented Model and Its Empirical Test" Targeting at MIS Quarterly

TEACHING

Teaching Experience

Kent State University

BUSN 60095, ST: SIMULATION GAME AND BUS AN, 1 course.
 MIS 34036, ENTERPRISE SYS AND BUS PROCESS, 3 courses.
 MIS 44042, NETWORK THEORY/APPLICATION, 3 courses.
 MIS 44049, NETWORK MGT AND SECURITY, 3 courses.
 MIS 44295, ST: SIM GAME AND BUS ANALYTICS, 3 courses.

MIS 60095, ST: BUSINESS PROCESSES AND ANA, 2 courses.
MIS 84045, SOCIAL ISSUES IN IS, 1 course.

SERVICE

General Service

Department

Committee Member, Scholarship Committee of the Center for Information Systems, Member.
(September 2016 - Present).

Committee Member, Department PhD committee, Member. (January 2015 - Present).

OTHER

Professional Memberships

Association for Information Systems, Member. (April 2015 - Present).

Khuong Le-Nguyen

Kent State University
Management and Information Systems
Email: klenguye@kent.edu

Education

Ph.D., University of London, 2010.
Major: Management
Supporting Areas of Emphasis: Information Systems

MS, University of Warwick, 2004.
Major: Management
Supporting Areas of Emphasis: Information Systems

BS, HCMC University of Technology, 1998.
Major: Civil Engineering

Licensures and Certifications

Certificate of Achievement in Power BI: Data Visualization & Analysis, Microsoft. (June 20, 2015 - Present).

Academic, Military and Professional Positions

Academic

Assistant Professor, Kent State University. (2016 - Present).

Regular member, Association for Information Systems. (July 1, 2007 - Present).

Consulting

Management Consulting, Vietnam Chamber of Commerce and Industry (VCCI), Saigon, Vietnam.
(March 1, 2011 - September 11, 2011).

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

Le-Nguyen, K. (2016). "Exploring Knowledge Management technologies implementation from a situated knowledge work context perspective". *Information Systems Frontiers*.

Le-Nguyen, K. Developing an enterprise social software platform: Insights from a Chinese leading firm. *To appear in Journal of Information Technology*.

Le-Nguyen, K. (2016). Choosing e-commerce strategies: A Case of eBay partnership in Vietnam. *Journal of Information Technology*.

Le-Nguyen, K. (2015). The Impact of Government Subsidies on Enterprises' R&D Investment: A Panel Data Study. *Energy Policy*.

Le-Nguyen, K. (2014). IT-Ration's Quest for Growth: A Market Choice Challenge. *International Journal of Case Studies in Management*.

Le-Nguyen, K. (2013). Understanding Knowledge Management technology-organization misalignments from an institutional perspective. *International Journal of Information Management*.

Presentations Given

LE, K. (Author Only), Pacific Asian Conference on Information Systems (PACIS) 2016, Taiwan, Taiwan. (June 2016).

LE-NGUYEN, K. (Author Only), Marketing Dynamic Capabilities of international firms: A knowledge integration mechanism perspective, SAVANAH, GEORGIA. (November 2015).

LE-NGUYEN, K. (Author Only), Consumer acceptance and use of information technology products: An integrative expectation-confirmation model, Puerto Rico. (August 2015).

LE-NGUYEN, K. (Author Only), Understanding seller-buyer trust in cross-border e-commerce: A conceptual framework, Puerto Rico. (August 2015).

LE-NGUYEN, K. (Presenter & Author), Business School, Hohai University, Nanjing, China, "Big Data & Customer Analytics: Towards a customer-centric organization," Business School, Hohai University, Nanjing, China, Business School, Hohai University, Nanjing, China. (July 2015).

TEACHING

Teaching Experience

Kent State University

- MIS 34054, USING IS FOR BUS PROBLEMS, 1 course.
- MIS 44043, DATABASE MANAGEMENT SYSTEMS, 1 course.
- MIS 64036, BUSINESS ANALYTICS, 1 course.
- MIS 64038, ANALYTICS IN PRACTICE, 1 course.
- MIS 84047, VALUE AND SUPPLY CHAIN MGMT, 1 course.

SERVICE

General Service

College

Design MASTER OF SCIENCE BUSINESS ANALYTICS, Member. (May 1, 2016 - Present).

Department

Committee Member, FAC, Member. (2016 - Present).

Committee Member, Association of Information Systems, Member. (September 10, 2007 - Present).

Felix Offodile

Kent State University
Management and Information Systems
Business Administration Building A432
(330) 672-1141
Email: foffodil@kent.edu

Education

Ph.D., Texas Tech University, 1984.
Major: Industrial Engineering

MS, Texas Tech University, 1980.
Major: Industrial Engineering
Supporting Areas of Emphasis: Operations Research

BS, Texas Tech University, 1978.
Major: Industrial Engineering

Academic, Military and Professional Positions

Academic

Professor and Chair, Kent State University. (September 2003 - Present).

Professor, Kent State University. (September 2002 - Present).

Associate Professor, Kent State University. (September 1992 - August 2002).

Assistant Professor, Kent State University. (September 1988 - August 1992).

Consulting

Management Consulting, Rocketcalc, Kent, OH. (January 2005 - April 2005).

Management Consulting, T-Shirts Plus, Streetsboro, OH. (January 2005 - April 2005).

Management Consulting, 3D Precision Optics, Ravenna, OH. (January 2003 - April 2003).

Management Consulting, Earth Tones, Kent, OH. (January 2003 - April 2003).

Technical/Professional Work, The Will-Burt Company, Orrville, Ohio. (2000 - 2001).

Awards and Honors

Teaching

Pfeifer Award for Teaching Excellence. (April 2004).

RESEARCH

Published Intellectual Contributions

Book Chapters

- Gopalakrishna Remani, V., Bhattacharyya, K., Offodile, F. (2013). *A decision framework for manufacturing outsourcing*.
- Khouja, M., Offodile, F., Booth, D., Suh, M. (2000). *The industrial robot selection problem including related procedures for robotic assembly cell design* (pp. 646-653). Encyclopedia of Production and Manufacturing Management. Swamidias Paul (Ed.) (Boston, MA: Kluwer Academic Publishers).

Refereed Journal Articles

- Ghosh, S., Offodile, F. (2016). A Real Options Model of Phased Migration to Cellular Manufacturing. *International Journal of Production Research*, 54(3).
- Smith, A. D., Offodile, F. (2016). Green and sustainability corporate initiatives: A case study of goods and services design. *International Journal of Process Management and Benchmarking*, 6(3), 273-299.
- Smith-Ditizio, A. A., Smith, A., Gopalakrishna-Remani, V., Offodile, F. (2013). Gender preferences concerning identity theft and technology-related issues with sports e-ticketing. *International Journal of Services and Operations Management/Inderscience*, 13(3), 279-309.
- Smith, A., Offodile, F. (2011). Service operations management: Case studies of architecture firms' commitment to quality assurance. *International Journal of Services and Operations Management*, 9(2), 141-161.
- Xue, G., Offodile, F., Zhou, H., Troutt, M. (2011). Integrated production planning with sequence-dependent family setup times. *International Journal of Production Economics*, 131(2), 674-681.
- Bhattacharyya, K., Datta, P., Offodile, F. (2010). The Impact of Third-Party Indices on Global Operational Risks. *Journal of Supply Chain Management*, 24(2).
- Ghosh, S., Troutt, M., Thornton, J., Offodile, F. (2010). An Empirical Method for Assessing the Research Relevance Gap. *European Journal of Operational Research*, 942-948(4), 25-43.
- Smith, A., Offodile, F. (2009). The perceived importance of major RFID-related technology initiatives among retail store managers. *International Journal of Services and Operations Management*, 5(4), 520-547.
- Smith, A., Offodile, F. (2008). Data Collection Automation and Total Quality Management: Case Studies in the Health-Service Industry. *Health-Service Industry Health Marketing Quarterly*, 25(3), 217-240.
- Smith, A., Offodile, F. (2008). Data Collection Automation and Total Quality Management: Case Studies in the Health-Service Industry. *Health-Service Industry Health Marketing Quarterly*, 25(3), 217-240.
- Smith, A., Offodile, F. (2008). Gauging web portals impact on supply chain management concepts. *International Journal of Logistics and Supply Management*, 4(2), 184-206.

- Smith, A., Offodile, F. (2008). Operational Aspects Associated with Strategic Layout Designs and their Effectiveness: A Multiple Case Study. *Logistic Systems & Management*, 4(6), 710-727.
- Smith, A., Offodile, F. (2008). Operational Aspects Associated with Strategic Layout Designs and their Effectiveness: A Multiple Case Study. *Logistic Systems & Management*, 4(6), 710-727.
- Smith, A., Offodile, F. (2008). Strategic Importance of Team Integration Issues in the product Development Process to Improve Manufacturability. *Team Performance Management: An International Journal*, 14(5/6), 269-292.
- Smith, A., Offodile, F. (2007). Exploring forecasting and project management characteristics of supply chain management. *International Journal of Logistics and Supply Chain Management*, 3(2), 174-214.
- Smith, A., Offodile, F. (2007). Exploring forecasting and project management characteristics of supply chain management. *International Journal of Logistics and Supply Chain Management*, 3(2), 174-214.
- Goeke, R., Offodile, F. (2005). Forecasting management philosophy of life cycles: a comparative study of six sigma and TQM. *Quality Management Journal*, 12(2), 13.
- Smith, A., Offodile, F. (2002). Information management of automatic data capture: an overview of technical developments. *Information Management and Computer Security*, 10(3), 109-118.
- Offodile, F., Abdel-Malek, L. (2002). The virtual manufacturing paradigm: The impact of IT/IS outsourcing on manufacturing strategy. *The International Journal of Production Economics*, 75, 147-159.
- Beugre, C. D., Offodile, O. F. (2001). Managing for organizational effectiveness in sub-Saharan Africa: A culture-fit model. *The International Journal of Human Resource Management*, 12(4), 535-550.

Conference Proceedings

- Gopalakrishna Remani, V., Bhattacharyya, K., Offodile, F. *Manufacturing Outsourcing: The Dark Side*. Decision Science Institute.
- Datta, P., Offodile, F. (2008). *Strategic Pacing of Innovations*. Washington DC: INFORMS Conference.

Intellectual Contributions in Submission

Refereed Journal Articles

- Zhao, X., Offodile, F. O. The impact of geographical proximity and cultural ties on spatial exogenous online consumption. *Electronic Commerce Research and Applications*.
- Xue, G., Hong, Z., Offodile, F. Iterative optimization of hierarchical production planning system with setup time feasibility for improving supply chain effectiveness. *Computers & Industrial Engineering*.
- Offodile, F. The Role of Standard Data Tables in the Reliability Design of Complex Mechanisms. *American Society for Quality*.

Journal Articles

Tao, V., Patuwo, E., Offodile, F. Lead time reduction in supply chain management. *European journal of operational research*.

Presentations Given

Offodile, F. O., Education Fair, "Business Analytics Education at Kent State University," AfriHUB Nigeria Ltd, Abuja, Nigeria. (October 18, 2016).

Offodile, F. O., Education Fair, "Business Analytics Education at Kent State University," Ghana Institute of Management & Public Administration, Accra, Ghana. (October 13, 2016).

Offodile, F. O. (Presenter & Author), Education Fair, "Business Analytics Education at Kent State University," KCA University, Nairobi, Kenya. (October 10, 2016).

Offodile, F. O. (Presenter & Author), Education Fair, "Business Education in the United States," Gee Bee, Mumbai, India. (September 11, 2016).

Smith, A. D. (Presenter & Author), Offodile, F., Eco-friendly Marketing Issues in a Web-Engaged Environment session, "Green and sustainability corporate initiatives: A case study of goods and service design," Atlantic Marketing Association, Asheville, NC. (September 26, 2014).

Brandyberry, A. A., Offodile, F., Smith, A., 2009 Decision Sciences Institute Annual Conference, "Exploring Threats to New Product Development, Manufacturability, and Development Team Processes within Smart Card-Related Industries," Decision Sciences Institute, New Orleans. (November 2009).

Datta, P., Offodile, F., Decision Sciences Institute Annual Conference, "The Role of Global Supply Chain Complexities on Supply Chain Outsourcing," Decision Sciences Institute, Baltimore, MD. (November 21, 2008).

Datta, P., Offodile, F., INFORMS Annual Conference, "[Re]Evolution of Global Supply Chains: Preconditions and Consequences of Supply Chain Outsourcing," INFORMS, Baltimore, MD. (November 21, 2008).

TEACHING

Teaching Experience

Kent State University

BAD 64033, MODERN MANUFACT MGMT, 1 course.
 BAD 64041, OPERATIONS MANAGEMENT, 22 courses.
 BAD 64047, MFG TECH AND STRATEGY, 2 courses.
 BAD 67040, OPERATIONS MANAGEMENT-EMBA, 5 courses.
 BAD 74033, MODERN MANUFACTURING MGT, 1 course.
 BAD 74047, MFG TECH AND STRATEGY, 4 courses.
 BAD 80199, DISSERTATION I, 1 course.
 BAD 80299, DISSERTATION II, 1 course.
 BAD 84047, MFG TECHNOLOGY AND STRATEGY, 2 courses.
 MIS 34060, OPERATIONS MANAGEMENT, 3 courses.
 MIS 44096, INDIV INVEST-MANAGEMENT, 1 course.
 MIS 60095, ST: MANAGING PEOPLE IN ORGANIZ, 1 course.
 MIS 64041, OPS SUPPLY CHAIN MANAGEMENT, 10 courses.

Directed Student Learning

Dissertation Committee Co-chair, "Carbon Emission Modeling in Green Supply Chain Management," Management and Information Systems. (August 2010 - May 2013).
Advised: Zhi (Vicky) Tao

Dissertation Committee Co-chair, "A Simulation and Evaluation Study of the Economic Production Quantity Lot Size and Kanban for a Single Line, Multi-Product Production System Under Various Setup Times," Management and Information Systems. (2003 - August 2008).
Advised: Terry Moran

Dissertation Committee Member, "Essays on the Spatial Analysis of manufacturing Employment in the U.S.," Management and Information Systems. (2003 - August 2008).
Advised: Jolien Helsel

Dissertation Committee Member, Management and Information Systems. (2001 - 2005).
Advised: Eileen Keller

Dissertation Committee Chair, Management and Information Systems. (2001 - 2004).
Advised: Alan Smith

Dissertation Committee Member, Management and Information Systems. (1998 - 2002).
Advised: John Mahaney

SERVICE

General Service

College

Committee Member, College of Business Dean Review Committee, Member. (November 2005 - Present).

University

Committee Member, KSU Presidential Search Committee, Member. (November 2005 - Present).

OTHER

Professional Memberships

APICS. (January 1, 1988 - Present).

Development Activities Attended

Seminar, "Flexible Production as a Competitive Business Advantage," Managing Automation, Web Cast. (March 14, 2006).

Seminar, "Enhancing Education through Active Learning and Technology: A Workshop of Tools, Techniques and Experiences," John Wiley & Sons, Inc., Web Cast. (February 15, 2006).

Seminar, "Strategic Management Seminar," AACSB, Tampa, FL. (January 19, 2006 - January 23, 2006).

Butje E. Patuwo

Kent State University
Management and Information Systems
Business Administration Building A403
(330) 672-1163
Email: epatuwo1@kent.edu

Education

Ph.D. Virginia Polytechnic Institute & State University, 1989.
Major: Industrial Engineering & Operations Research
Dissertation Title: The Effect of the dependency in the Markov Renewal Arrival Process on the various performance measures of an exponential server Queue

Academic, Military and Professional Positions

Academic

Professor, Kent State University. (August 1988 - Present).

Awards and Honors

Teaching

Faculty member who "made a difference in the life of a student", Kent State Univ. (October 25, 2013).

College of Business Administration Tenured/Tenure Track Teaching Excellence Award recipient, College of Business - KSU. (April 13, 2013).

Ohio Magazine 2004 Excellent in Education Award, Ohio Magazine. (December 2004).

The 2004 NOCHE Award for Teaching Excellence, North East Ohio Council on Higher Education. (October 2004).

Distinguished Teaching Award, Kent State University - Alumni Assoc. (November 2003).

Graduate's Applause, 2001, Kent State University. (2001).

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

Ngniatedema, T., Shanker, M., Hu, M., Guiffrida, A., Patuwo, E. (2015). Late Customization Strategy with Service Level Requirements. *International Journal of Production Economics*, 166, 72-84.

Co, H. C., Israel, D., Feng, P., Patuwo, E. (2012). A Continuous-Review Model for Dual Intercontinental and Domestic Outsourcing. *International Journal of production Research (IJPR)*, 50(19), 5460-5473.

- Lan, J.-S., Hu, M., Patuwo, E., Zhang, G. (2010). An Investigation of Neural Network Classifiers with Unequal Misclassification Costs and Group Sizes. *Decision Support Systems*, 48, 582-591.
- Lan, J.-S., Berardi, V., Patuwo, E., Hu, M. (2009). A joint investigation of Misclassification Treatments and Imbalanced Datasets on Neural Network Performance. *Neural Computing & Applications*, 18(7), 689-706.
- Berardi, V., Patuwo, E., Hu, M. (2004). A Principled Approach to Building and Evaluating Neural Network Classifiers for E-Commerce Applications. *Decision Support Systems*, 38(2), 233 - 246.
- Williams, C. L., Patuwo, B. E. (2004). Analysis of the Effect of Various Unit Costs on the Optimal Incoming Quantity in a Perishable Inventory Model. *European Journal of Operations Research*, 156, 140-147.
- Zhang, G., Patuwo, B. E., Chu, C. W. (2003). A Hybrid Inventory System with Time Limit on Back Order. *IIE (Institute of Industrial Engineers) Transactions*, 35(7), 9-Jan.
- Chu, C.W., Patuwo, B. E., Mehrez, A., Rabinowitz, G. (2001). A Dynamic Two-segment Partial Backorder Control of (r, Q) Inventory System. *Computers & Operations Research*, 28, 935-953.
- Zhang, G., Patuwo, B. E., Hu, M. Y. (2001). A Simulation Study of Artificial Neural Networks for Nonlinear Time Series Forecasting. *Computers & Operations Research*, 28, 381-396.

Conference Proceedings

- Liang, H., Guiffrida, A., Patuwo, E. (2015). *Recent Trends in Stochastic Cost Volume Profit Analysis* (pp. 9). MMBA International Conference Proceedings, Chicago.
- Berardi, V., Patuwo, E. (2003). *Personalizing Quantitative Homework Assignments to Facilitate Student Learning*. Proceedings of the Third International Conference on Electronic Business (ICEB 2003).
- Berardi, V., Patuwo, E., Kline, D. M. (2003). *Simulating Neural Network Classification Problems: A Bayesian Approach*. Proceedings of the Annual Meeting of the Decision Sciences Institute (DSI).
- Berardi, V. L., Patuwo, B. E., Hu, M. Y. (2002). *A Detailed Procedure for Using Copulas to Classify E-Business Data Taipei, Taiwan*, Proceedings of The Second International Conference in Electronic Business (ICEB 2002).
- Berardi, V., Patuwo, E., Hu, M. (2001). *A Principled Approach to Building and Evaluating Neural Network Models for e-Business Applications*. Proceedings of The Second International Conference in Electronic Business (ICEB 2002),

Intellectual Contributions in Submission

Refereed Journal Articles

- Dechenaux, E., Tanai, Y., Guiffrida, A., Patuwo, E. Bargaining in a closed-loop supply chain with consumer returns. *International Journal of Production Research*.

Journal Articles

Tao, V., Patuwo, E., Offodile, F. Lead time reduction in supply chain management. *European journal of operational research*.

Presentations Given

Liang, H., Guiffrida, A., Patuwo, E., International Symposium on Supply Chain Management, "Environmental Consequences of Inventory Stockouts Decisions," Canadian Purchasing Management Association, Niagara Falls, Ontario Canada. (June 14, 2016).

Patuwo, E., Berardi, V., The Third International Conference in Electronic Business (2003), "Personalizing Quantitative Homework Assignments To Facilitate Student Learning," ICEB (International Congress in Electronic Business, Singapore. (December 9, 2003).

Berardi, V., Patuwo, E., Hu, M., Annual Meeting of the Decision Science Institute, "Simulating Neural Network Classification Problems: A Bayesian Approach," Decision Science Institute, Washington, DC. (November 22, 2003).

Patuwo, E., Berardi, V., Hu, M., The Second International Conference in Electronic Business (2002), "A Detailed Procedure for Using Copulas to Classify E-Business," ICEB, Taipei, Taiwan. (December 2002).

TEACHING

Teaching Experience

Kent State University

BAD 74015, STOCHASTIC MODELS, 1 course.
 BAD 84015, STOCHASTIC MODELS, 2 courses.
 MIS 24056, FUND-BUSINESS STATISTICS, 9 courses.
 MIS 34055, COMPUTER DECISION MODELING, 1 course.
 MIS 34059, SERVICE OPERATIONS MANAGEMENT, 2 courses.
 MIS 34060, OPERATIONS MANAGEMENT, 75 courses.
 MIS 34065, QUALITY ASSURANCE, 1 course.
 MIS 44062, SUPPLY CHAIN MANAGEMENT, 1 course.
 MIS 44150, TOTAL QUALITY MANAGEMENT, 2 courses.
 MIS 44152, COLLABORATIVE PROJECT MANAGEMENT, 10 courses.
 MIS 64005, STATISTICS FOR MANAGEMENT, 1 course.
 MIS 64041, OPS SUPPLY CHAIN MANAGEMENT, 3 courses.
 MIS 84015, STOCHASTIC MODELS, 1 course.

SERVICE

Editorial and Review Activities

Invited Manuscript Reviewer, "A (Q, R) INVENTORY MODEL WITH A DROP SHIPPING OPTION FOR E-BUSINESS," *OMEGA: An International Journal for Management Science*. (September 7, 2007 - Present).

Invited Manuscript Reviewer, "An evaluation of UK risky money: A comparison of two neural network approaches," *European Journal of Operations Research*. (August 19, 2007 - Present).

Invited Manuscript Reviewer, "Implementation of Total Productive Maintenance: A Case Study," *International Journal of Production Economics*. (July 29, 2004).

Invited Manuscript Reviewer, "An Experimental Analysis of Solution Performance in a Resource Sharing and Scheduling Problem," European Journal of Operations Research. (November 13, 2003).

General Service

College

Committee Member, CAC, Member. (2015 - 2016).

Committee Member, College Advisory Committee, Member. (January 2007 - May 2007).

Department

Committee Member, Review and Approval Regional College Teaching Faculty, Member. (August 2000 - Present).

Committee Member, Faculty Advisory Committee, Member. (October 2006 - December 2007).

Committee Member, Search Committee Regional Campus, Member. (January 2005 - April 2005).

University

Committee Member, Institutional Review Board, Member. (January 2013 - Present).

Committee Member, Promotion Advisory Board, Member. (September 2005 - May 2007).

Committee Member, Faculty Senate Ethics Committee, Member. (August 2003 - August 2005).

OTHER

Professional Memberships

DSI (Decision Sciences Institute).

INFORMS (Institute for Operations Research & Management Science).

Development Activities Attended

Workshop, "Online Learning Symposium," Kent State University, Kent Ohio. (November 10, 2016).

Attended Conference, "POMS 26th Annual Conference," Production & Operations Management Society, Washington DC. (May 8, 2015 - May 11, 2015).

Attended Conference, "MBAA International Conference," MBAA International, Chicago IL. (March 25, 2015 - March 27, 2015).

Attended Conference, "Annual Meeting Decision Sciences Institute," DSI (Decision Sciences Institute), San Antonio. (November 18, 2006 - November 20, 2006).

Workshop, "Teaching Operations Management," Fisher College of Business, Ohio State Univ., Columbus, OH. (June 20, 2005 - June 22, 2005).

Workshop, "Teaching Manufacturing Strategy," Fisher College of Business, Ohio State Univ., Columbus, OH. (July 7, 2004 - July 9, 2004).

Research/Writing Presentation, "The third International Conference in ICEB," International Consortium for Electronic Business, Singapore. (December 9, 2003 - December 13, 2003).

Attended Conference, "The 34th Annual Meeting," Decision Science Institute, Boston, MA. (November 22, 2003 - November 25, 2003).

Research/Writing Presentation, "The first International Conference in ICEB," International Consortium for Electronic Business, Hong Kong, China. (December 19, 2001 - December 21, 2001).

Greta L. Polites

Kent State University
Management and Information Systems
Business Administration Building A406
(330) 672-1166
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Education

- Ph.D., University of Georgia, 2009.
Major: Management Information Systems
- MBA, University of South Florida, 2003.
Major: MIS, Management, International Business, Statistical Analysis
- MS, University of South Florida, 2003.
Major: Management Information Systems
- BS, University of South Florida, 2000.
Major: Information Systems

Licensures and Certifications

- Oracle8i Certified Professional Exam 1Z0-001 - Introduction to Oracle: SQL and PL/SQL, Oracle.
(January 2002 - Present).

Academic, Military and Professional Positions

Academic

- Associate Professor, Kent State University. (August 22, 2016 - Present).
- Assistant Professor, Kent State University. (August 19, 2012 - August 21, 2016).
- Assistant Professor of Information Systems, Bucknell University. (July 2008 - May 2012).
- Graduate Research Assistant, University of Georgia. (August 2004 - May 2008).
- Business & Economic Statistics II Teaching Assistant, University of South Florida, ISDS Dept.
(1999 - 2002).
- Multimedia Research & Teaching Assistant, University of South Florida, ISDS Dept. (1999 - 2001).

Professional

- DBA / Business Intelligence Administrator, Catalina Marketing. (2002 - 2004).
- Intern, Database Architecture Group, Catalina Marketing. (2002).
- Paleontological Research Contractor, Florida Museum of Natural History, Division of Invertebrate Paleontology. (1996 - 2001).
- Web Intern, Production Support DBA Homeroom, Verizon Data Services. (June 2001 - September 2001).

Administrative Clerk, Goldome Savings Bank. (1987 - 1989).

Awards and Honors

Research

2012 Paper of the Year, MIS Quarterly.

Best Paper Award, Midwest Association for Information Systems. (May 2013).

Best Student Paper Award, Southern Association for Information Systems. (February 2005).

Service, Professional

Best Reviewer Award, DIGIT Pre-ICIS Workshop (SIGADIT). (December 2012).

Best Reviewer Award, Information Systems Research / INFORMS. (2012).

Best Reviewer Award, DIGIT Pre-ICIS Workshop (SIGADIT). (December 2007).

RESEARCH

Published Intellectual Contributions

Book Chapters

Liu, F., Brandyberry, A. A., Hogue, M., Polites, G. L., Wang, T. (2015). *Adopter-Based Determinants of Effort in Mobile App Information Search*. Trends and Research in the Decision Sciences: Best Papers from the 2015 Annual Conference.

Watcon, R. T., Serrano, C. I., Polites, G. L. (2010). *Social Network Analysis and Information Systems Research*. History, Current Status and Future Development of MIS.

Refereed Journal Articles

Darban, M., Polites, G. L. (2016). Do Emotions Matter in Technology Training? Exploring Their Effects on Individual Perceptions and Willingness to Learn. *Computers in Human Behavior*, 62.

Karahanna, E., Williams, C., Polites, G. L., Liu, B., Seligman, L., Scullen, S. E. (2013). Uncertainty Avoidance and Consumer Perceptions of Global e-Commerce Sites: A Multi-Level Model. *Drake Management Review*, 3(1), 12-47.

Polites, G. L., Karahanna, E. (2013). The Embeddedness of Information Systems Habits in Organizational Routines: Development and Disruption. *MIS Quarterly*, 37(1), 221-246.

Polites, G. L., Karahanna, E. (2012). Shackled to the Status Quo: The Inhibiting Effects of Incumbent System Habit, Switching Costs, and Inertia on New System Acceptance. *MIS Quarterly*, 36(1), 21-42.

Polites, G. L., Williams, C., Karahanna, E., Seligman, L. (2012). A Theoretical Framework for Consumer e-Satisfaction and Site Stickiness: An Evaluation in the Context of Online Hotel Reservations. *Journal of Organizational Computing and Electronic Commerce*, 22, 1-37.

- Polites, G. L., Roberts, N. H., Thatcher, J. B. (2012). Conceptualizing Models Using Multidimensional Constructs: A Review and Guidelines for Their Use. *European Journal of IS*, 21(1), 22-48.
- Hendricks, J. R., Portell, R. W., Polites, G. L. (2009). An Aberrant Sinistral Conus (Neogastropoda: Conidae) from the Miocene of Florida, USA. *The Nautilus*, 123(4), 317-318.
- Polites, G. L., Watson, R. T. (2009). Using Social Network Analysis to Analyze Relationships Among IS Journals. *Journal of the AIS*, 10(8), 595-636.
- Polites, G. L., Watson, R. T. (2008). The Centrality and Prestige of CACM: A Social Network Analysis of IS Journals. *Communications of the ACM, 50th Anniversary Special Issue* (1), 95-100.

Conference Proceedings

- Liu, F., Brandyberry, A. A., Polites, G. L., Hogue, M., Wang, T. (2016). *A Study of the Effects of Social Factors and Innovation Characteristics on Search Effort and Uncertainty in Mobile App Adoption*. Proceedings of the 2016 Hawaii International Conference on System Sciences.
- Liu, F., Brandyberry, A. A., Hogue, M., Polites, G. L., Wang, T. (2015). *The Effects of Decision-Maker Characteristics on Search Effort in Mobile Application Adoption*. Proceedings of the Decision Sciences Institute 2015 Conference.
- Polites, G. L. (2015). *"The Interplay of Gender, Habit, and Individual Differences in Predicting Trying Intentions"*. Proceedings of the 21st Americas Conference on Information Systems.
- Kwak, D.-H., Polites, G. L., Darbanhosseiniamirkhiz, M., Deng, S. (2015). *The Moderating Role of Espoused National Cultural Values on Perceptions of Privacy Assurance Mechanisms*. Proceedings of the 21st Americas Conference on Information Systems.
- Karahanna, E., Williams, C., Polites, G. L., Liu, B., Seligman, L. (2013). *"The Influence of Uncertainty Avoidance on Consumer Perceptions of Global E-Commerce Sites"*. Proceedings of the Eighth Midwest Association for Information Systems Conference.
- Polites, G. L., Karahanna, E., Seligman, L. (2013). *"Understanding Conversion Decisions on B2C Websites"*. Proceedings of the Midwest Decision Sciences Institute Annual Conference.
- Karahanna, E., Polites, G. L., Seligman, L., Williams, C. (2009). *"Consumer e-Satisfaction and Site Stickiness: An Empirical Investigation in the Context of Online Hotel Reservations"*. Proceedings of the 42nd Hawaii International Conference on System Sciences.
- Polites, G. L. (2006). *"From Real-Time BI to the Real-Time Enterprise: Organizational Enablers of Latency Reduction"*. Proceedings of the Twenty-Seventh International Conference on Information Systems.
- Polites, G. L. (2005). *"Counterintentional Habit as an Inhibitor of Technology Acceptance"*. Proceedings of the Eighth Annual Conference of the Southern Association for Information Systems.

Journal Articles

- Portell, R. W., Polites, G. L., Schmelz, G. W. (2006). MOLLUSCA: Shoal River Formation (Middle Miocene). *Florida Fossil Invertebrates*, 9.

Other

Polites, G. L. (2009). *The Collecting Continuum: Incorporating Amateur Scientists and Scholarly Collecting Behaviors* (vol. 36). Duluth, MN: Advances in Consumer Research.

Presentations Given

Polites, G. L. (Presenter & Author), Murray, D. E. (Author Only), Geological Society of America Southeastern Section Meeting, "Encouraging Professional-Amateur Collaboration: Lessons from the Literature on Collecting Motives", Geological Society of America (GSA), Columbia, South Carolina. (March 31, 2016).

Liu, F., Brandyberry, A. A., Polites, G. L., Hogue, M., Wang, T., 2016 Hawaii International Conference on System Sciences, "A Study of the Effects of Social Factors and Innovation Characteristics on Search Effort and Uncertainty in Mobile App Adoption," Kauai, Hawaii. (January 2016).

Liu, F., Brandyberry, A. A., Hogue, M., Polites, G. L., Wang, T., 2015 DSI Annual Meeting, "Adopter-Based Determinants of Effort in Mobile App Information Search," Decision Science Institute, Seattle. (November 2015).

Polites, G. L. (Presenter & Author), Americas Conference on Information Systems (AMCIS), "The Interplay of Gender, Habit, and Individual Differences in Predicting Trying Intentions," Association for Information Systems (AIS), Puerto Rico. (August 13, 2015).

Kwak, D.-H. (Presenter & Author), Polites, G. L. (Author Only), Darbanhosseiniamirkhiz, M. (Author Only), Deng, S. (Author Only), Americas Conference on Information Systems (AMCIS), "The Moderating Role of Espoused National Cultural Values on Perceptions of Privacy Assurance Mechanisms," Association for Information Systems (AIS), Puerto Rico. (August 13, 2015).

Karahanna, E. (Author Only), Williams, C. K. (Author Only), Polites, G. L. (Presenter & Author), Liu, B. (Author Only), Seligman, L. (Author Only), Midwest AIS Conference, "The Influence of Uncertainty Avoidance on Consumer Perceptions of Global E-Commerce Sites," Midwest Association for Information Systems, Normal, IL. (May 25, 2013).

Polites, G. L. (Presenter & Author), Karahanna, E. (Author Only), Seligman, L. (Author Only), Midwest DSI Conference, "Understanding Conversion Decisions on B2C Websites," Midwest Decision Sciences Institute, Twinsburg, OH. (April 19, 2013).

Karahanna, E. (Presenter & Author), Claggett, J. (Author Only), Serrano, C. (Author Only), Polites, G. L. (Author Only), Georgia Partnership for TeleHealth Conference, "Habits and Organizational Routines: Preliminary Evidence of Habit Disruption in Telehealth Implementations," Georgia Partnership for TeleHealth, Greensboro, GA. (March 17, 2011).

Karahanna, E. (Author Only), Polites, G. L. (Presenter & Author), Seligman, L. (Author Only), Williams, C. K. (Author Only), 42nd Hawaii International Conference on System Sciences, "Consumer e-Satisfaction and Site Stickiness: An Empirical Investigation in the Context of Online Hotel Reservations," IEEE, Waikoloa, Big Island, Hawaii. (January 2009).

Polites, G. L., ACR Annual North American Conference, "The Collecting Continuum: Incorporating Amateur Scientists and Scholarly Collecting Behaviors," Association for Consumer Research, San Francisco, CA. (October 2008).

Polites, G. L. (Presenter & Author), ICIS Doctoral Consortium, "The Dual Role of Habit in Technology Acceptance: A Habitual Inertia Perspective," Association for Information Systems, Montreal, Quebec, Canada. (December 2007).

Polites, G. L. (Presenter & Author), ICIS Conference, "From Real-Time BI to the Real-Time Enterprise: Organizational Enablers of Latency Reduction," Association for Information Systems, Milwaukee, WI. (December 2006).

Polites, G. L. (Presenter & Author), Academy of Management Conference (OCIS Division), "Counterintentional Habit as an Inhibitor of Technology Acceptance," Academy of Management, Honolulu, Hawaii. (August 2005).

Polites, G. L. (Presenter & Author), Southern AIS Conference, "Counterintentional Habit as an Inhibitor of Technology Acceptance," Southern Association for Information Systems, Savannah, GA. (February 2005).

TEACHING

Teaching Experience

Kent State University

MIS 34068, SYSTEMS ANALYSIS AND DESIGN, 12 courses.
 MIS 44043, DATABASE MANAGEMENT SYSTEMS, 1 course.
 MIS 74017, MULTIVARIATE STATISTICS, 4 courses.
 MIS 84266, DIRECTED RESEARCH, 3 courses.

SERVICE

Editorial and Review Activities

Associate Editor, "Information & Management." (2014 - Present).

Ad Hoc Reviewer, "Data Base for Advances in Information Systems." (2009 - Present).

Ad Hoc Reviewer, "MIS Quarterly." (2005 - Present).

Associate Editor, "ICIS Conference / Human Behavior and IS Track." (2017).

Ad Hoc Reviewer, "Management Science." (2011 - 2015).

Ad Hoc Reviewer, "Information Systems Research." (2009 - 2015).

"AMCIS Conference - The Dark Side of Post-Adoptive Use Mini-Track Co-Chair." (2014).

Associate Editor, "ICIS Conference / Human Behavior and IS Track." (2014).

Associate Editor, "ICIS Conference / General IS Topics Track." (2013).

Associate Editor, "ICIS Conference / Global and Cultural Issues in IS Track." (2012).

Ad Hoc Reviewer, "Behavior & Information Technology." (2008).

Ad Hoc Reviewer, "Journal of Organizational Computing and Electronic Commerce." (2008).

Ad Hoc Reviewer, "Journal of the AIS." (2006 - 2007).

Ad Hoc Reviewer, "Electronic Commerce Research & Applications." (2006).

General Service

College

Committee Member, Undergraduate Curriculum Committee, Member. (2012 - 2015).

Attendee, Graduation, Faculty Representative at Commencement. (May 2013).

Committee Member, Curriculum Committee, School of Management, Bucknell University, Member. (2009 - 2012).

Committee Member, Assessment Committee, School of Management, Bucknell University, Member. (2010 - 2011).

Committee Member, Visiting Strategy Faculty Search Committee, School of Management, Bucknell University, Member. (2009 - 2010).

Committee Member, Business Analytics Faculty Search Committee, School of Management, Bucknell University, Member. (2009).

Committee Member, Marketing, Innovation, & Design Faculty Search Committee, Member. (2009).

Committee Member, Library Faculty Representative for the School of Management, Bucknell University, Member. (2008 - 2009).

Department

Committee Member, PhD Program Committee, Member. (2015 - Present).

Committee Member, Faculty Advisory Committee, M&IS Dept. Member. (2014 - Present).

Committee Member, RTP Policy Committee, Member. (2016 - 2017).

Committee Member, Student Advisory Complaint Committee, Member. (2015 - 2016).

Committee Member, NTT Faculty Search Committee (multiple positions), Member. (2014 - 2016).

Committee Member, Business Analytics Faculty Search Committee, Member. (2015).

Committee Member, Department Chair Review Committee, Member. (2014).

Committee Member, Fengkun Liu - Dissertation Committee, Member. (2013 - 2014).

Professional

Conference Reviewer, International Conference on Information Systems (ICIS). (2005 - Present).

Conference Session Chair, ICIS Conference / Global and Cultural Issues in IS Track. (December 2012).

Conference Reviewer, SIG MIS Computers and People Research (CPR) Doctoral Consortium. (2012).

Conference Reviewer, DIGIT Pre-ICIS Workshop. (2007 - 2012).

Conference Reviewer, Association for Consumer Research North American Conference. (2008).

Conference Reviewer, Academy of Management conference (OCIS and TIM divisions). (2005 - 2006).

Conference Reviewer, Americas Conference on Information Systems (SIGADIT). (2005 - 2006).

Conference Reviewer, Southern Association for Information Systems (SAIS) conference. (2005).

Student Organization

Student Org Advisor (Professional Org), MISA Faculty Advisor. (2012 - 2015).

University

Interaction with Industry, USENIX Association Campus Representative. (2013 - 2015).

Committee Member, University Research Council Screening Committee, Member. (2014).

OTHER

Professional Memberships

Association for Computing Machinery. (2002 - Present).

Association for Information Systems. (2002 - Present).

Institute of Electrical and Electronics Engineers. (2005 - 2012).

Association for Consumer Research. (2008 - 2010).

American Statistical Association. (2003 - 2009).

The Data Warehousing Institute. (2006 - 2007).

Academy of Management. (2005 - 2006).

Development Activities Attended

Attended Conference, "Geological Society of America Southeastern Section Meeting (SEGSA)," Columbia, South Carolina. (March 31, 2016 - April 1, 2016).

Attended Conference, "American Conference on Information Systems (AMCIS)," Association for Information Systems (AIS), Puerto Rico. (August 13, 2015 - August 15, 2015).

Workshop, "SAP Analytics," University of Wisconsin Milwaukee, Milwaukee, WI. (July 9, 2013 - July 12, 2013).

Attended Conference, "Midwest AIS Conference," Midwest Association for Information Systems, Normal, IL. (May 24, 2013 - May 25, 2013).

Attended Conference, "Midwest DSI Conference," Midwest Decision Sciences Institute, Twinsburg, OH. (April 19, 2013).

Attended Conference, "ICIS Conference," Association for Information Systems, Orlando, FL. (December 16, 2012 - December 19, 2012).

Attended Conference, "AMCIS Conference," Association for Information Systems, Detroit, MI. (August 4, 2011 - August 7, 2011).

Attended Conference, "ICIS Conference," Association for Information Systems, St Louis, MO. (December 12, 2010 - December 15, 2010).

Attended Conference, "ICIS Conference," Association for Information Systems, Phoenix, Arizona. (December 16, 2009 - December 18, 2009).

Conference Program, "ICIS Junior Faculty Consortium," Association for Information Systems, Phoenix, Arizona. (December 15, 2009).

Attended Conference, "Hawaii Int'l Conference on System Sciences," Waikoloa, Big Island, Hawaii. (January 5, 2009 - January 8, 2009).

Attended Conference, "ACR Annual North American Conference," Association for Consumer Research, San Francisco, CA. (October 23, 2008 - October 26, 2008).

Conference Program, "ICIS Doctoral Consortium," Association for Information Systems (AIS), Montréal, Québec, Canada. (December 6, 2007 - December 9, 2007).

Attended Conference, "International Conference on Information Systems (ICIS)," Association for Information Systems (AIS), Milwaukee, Wisconsin. (December 10, 2006 - December 13, 2006).

Attended Conference, "Academy of Management conference (OCIS division)," Academy of Management, Honolulu, Hawaii. (August 5, 2005 - August 10, 2005).

Attended Conference, "Southern Association for Information Systems (SAIS)," Savannah, Georgia. (February 25, 2005 - February 26, 2005).

Murali Shanker

Kent State University
Management and Information Systems
Business Administration Building A401
(330) 672-1165
Email: mshanker@kent.edu

Education

Ph.D., University of Minnesota, 1990.
Major: Operations and Management Science

MS, University of Madras, 1981.
Major: Operations Research

BS, University of Madras, 1979.
Major: Mathematics

Academic, Military and Professional Positions

Academic

Professor, Kent State University. (2008 - Present).

Associate Professor, Kent State University. (1997 - 2008).

Assistant Professor, Kent State University. (1990 - 1997).

Visiting Assistant Professor, University of Minnesota. (1989 - 1990).

Instructor and Teaching Assistant, University of Minnesota. (1984 - 1989).

Professional

System Analyst, Management Information Services, Sarabhai Enterprises. (1982 - 1984).

Research Associate, State Transport Corporation, Madras, India. (1980).

Awards and Honors

Research

Distinguished Paper Award, Decision Science Institute. (November 2008).

Mentorship Excellence Award, RAGS. (March 2006).

Distinguished Paper Award, Decision Science Institute. (October 2004).

Teaching

Beta Gamma Sigma Professor of the Year, Beta Gamma Sigma. (2011).

College of Business Teaching Award, College of Business, Kent State University. (April 2008).

Nominated for College of Business Administration Award, College of Business Administration. (2007).

Distinguished Teaching Award, Alumni Association. (November 3, 2006).

RESEARCH

Published Intellectual Contributions

Book Chapters

- Shanker, M., Hu, M. (2007). *Improving Teaching Effectiveness Using Distance-Education Tools*, Idea Group.
- Troutt, M. D., Gribbin, D., Shanker, M., Zhang, A. (2003). *Maximum Performance Efficiency Approaches for Estimating Best Practice Costs* (pp. 239-250). *Data Mining: Opportunities and Challenges*.
- Hu, M. Y., Shanker, M., Hung, M. (2003). *Predicting Consumer Situational Choice with Neural Networks* (pp. 172-194). 'Neural Networks in Business Forecasting.
- Troutt, M. D., Hu, M., Shanker, M., William, A. (2002). *Frontier Versus Ordinary Regression Models for Data Mining* (pp. 21-31). *Managing Data Mining Technologies in Organizations: Techniques and Applications*.

Refereed Journal Articles

- Gopalakrishna Remani, V., Brown, J. (., Shanker, M., Hu, M. (2017). An Information Supply Chain System View for Managing Rare Infectious Diseases: The Need to Improve Timeliness. *To appear in Information & Management*.
- Shanker, M., Astakhova, M., DuBois, C. (2015). Sexual Harassment: A Complex Adaptive System Viewpoint. *Gender, Technology, and Development*, 19(3), 239-270.
- Ngniatedema, T., Shanker, M., Hu, M., Guiffrida, A., Patuwo, E. (2015). Late Customization Strategy with Service Level Requirements. *International Journal of Production Economics*, 166, 72-84.
- Nwankpa, J., Brandyberry, A. A., Guiffrida, A., Hu, M., Shanker, M. (2013). Understanding the Link Between Initial ERP Systems and ERP-Enabled Adoption. *Information Resources Management Journal*, 26(4), 18-39.
- Wang, J., Hu, M., Shanker, M. (2012). Human agency, social networks, and FOSS project success. *Journal of Business Research*, 65(7), 977-984.
- Agnihotri, R., Shanker, M., Kothandaraman, P. (2012). Theorization of the Open Source Software Phenomenon: A Complex Adaptive System Approach. *Journal of Management and Marketing Research*, 10, 1-10.
- Gwebu, K., Hu, M., Shanker, M. (2011). An Experimental Investigation into the Effects of Information Revelation in Multi-Attribute Reverse Auction. 31(6), 631-644.
- Schramm, M., Trainor, K. J., Shanker, M., Hu, M. (2010). An Agent-Based Diffusion Model with Consumer and Brand Agents. *Decision Support Systems*, 50, 234-242.

- Wang, J., Gwebu, K., Shanker, M., Troutt, M. (2009). An Application of Agent-Based Simulation to Knowledge Sharing. *Decision Support Systems*, 46, 532-541.
- Hu, M., Shanker, M., Zhang, G. P., Hung, M. (2008). Modeling Consumer Situational Choice of Long Distance Communication with Neural Networks. *Decision Support Systems*, 640-647.
- Shanker, M., Hu, M. (2006). A Framework for Distance-Education Effectiveness: An Illustration with Business Statistics. *International Journal of Web-based Learning and Teaching Technologies*, 1(2).
- Troutt, M. D., Hu, M. Y., Shanker, M. (2005). A Distribution Free Approach to Estimating Best Response Values with Application to Mutual Fund Performance Modeling. *European Journal of Operational Research*, 166(2), 520-527.
- Hung, M., Shanker, M., Hu, M. (2002). Estimating Breast Cancer Risk Using Neural Networks. *Journal of the Operational Research Society*, 52, 222-231.
- Shanker, M., Padman, R., Kelton, W. D. (2001). Efficient Distributed Simulation through Load Balancing. *IIE Transactions (special issue in Simulation honoring A. Alan B. Pritsker)*, 33(3), 203-217.
- Troutt, M., Gribbin, D., Shanker, M., Zhang, A. (2000). Cost Efficiency Benchmarking for Operational Units with Multiple Cost Drivers. *Decision Sciences*, 31(4), 813-832.
- Hu, M. Y., Hung, M., Shanker, M. (2000). Estimating Posterior Probabilities of Consumer Situational Choices with Neural Networks. *International Journal of Research in Marketing*, 16(4), 307-317.
- Shanker, M., Hu, M., Hung, M. (2000). Estimating Probabilities of Diabetes Mellitus Using Neural Networks. *SAR QSAR Environmental Research*, 11(2), 133-147.

Conference Proceedings

- Roumani, Y., Shanker, M., Datta, P., Nwankpa, J. *ADOPTERS' TRUST IN ENTERPRISE OPEN SOURCE SOFTWARE* (pp. 136).
- Roumani, Y., Shanker, M., Datta, P., Nwankpa, J. (2012). *ADOPTERS' TRUST IN ENTERPRISE OPEN SOURCE SOFTWARE*. Midwest DSI.
- Bushuev, M., Guiffrida, A., Shanker, M. (2011). *A Generalized Model for Evaluating Supply Chain Delivery Performance* (pp. 4-8). Marketing Management Association 2011 Proceedings, 47th Annual MBAA International Conference, Chicago.
- Wang, J., Hu, M., Shanker, M. (2009). *The Survival and Success of Open Source Software Projects*. Decision Science Institute.
- Bhattacharyya, K., Shanker, M., Datta, P., A. M. *The Marginal Utility of Medical Resources in Clinics with* . San Francisco, CA: Americas Conference on Information Systems.
- Datta, P., Troutt, M., Booth, D., Shanker, M. (2008). *A service-design of it infrastructure* (pp. 3481-3486).
- Datta, P., Troutt, M., Booth, D., Shanker, M. (2008). *A Service-Design of IT Infrastructure (Distinguished Paper Award)*. Decision Sciences Institute.

Gwebu, K., Wang, J., Shanker, M. (2005). *A Simulation Study of Online Auctions: Analysis of Bidders' and Bid-takers' Strategies*. Decision Science Institute.

Hu, M. Y., Shanker, M., Zhang, G. P. (2004). *Modeling Consumer Situational Choice of Long Distance Communication with Neural Networks*. Decision Science Institute.

Journal Articles

Bhattacharyya, K., Datta, P., Shanker, M., Maitra, A. (2009). The marginal utility of medical resources in clinics with deterministic patient arrivals: A simulation study. *AMCIS 2009 Proceedings*, 497.

Intellectual Contributions in Submission

Refereed Journal Articles

AKPAN, I. J., Shanker, M. A Comparative Evaluation of the Effectiveness of Virtual Reality, Three-dimensional Display and Visual Interactive Discrete Event Simulation based on Cognitive Fit Theory: A Literature Survey. *Decision Support Systems*.

AKPAN, I. J., Shanker, M. Improving the success of simulation projects using 3D visualization and virtual reality. *Journal of Operational Research Society*.

Roumani, Y., Datta, P., Shanker, M., Nwankpa, J. Adopters' Trust in Enterprise Open Source Software. *Expert Systems with Applications*.

Gwebu, K., Hu, M., Shanker, M. An Approach to Teaching eProcurement Auctions. *Decision Science Journal of Innovative Education*.

Hu, M., Shanker, M., Hung, M. Neural networks for Consumer Choice. *Marketing Science*.

Contracts, Grants and Sponsored Research

Other

AKPAN, I. J. (Co-Principal), Shanker, M. (Co-Principal), "Research Grant: Summer Research Funding," Sponsored by College of Business Administration, Kent State University, Kent State University, \$4,250.00. (May 2014 - Present).

Shanker, M. (Co-Principal), Dechenaux, E. (Co-Principal), "Dean's Summer \$30,000 research grant for Behavioral Research Lab," Kent State University, \$30,000.00. (September 2013).

Shanker, M., "An investigation of Open Source Software Success with Implications for Developers and Users," Sponsored by RAGS, Kent State University, \$10,000.00. (May 2006 - August 2006).

Shanker, M., "Engaging and Involving the Student Learner through Intensive Interaction: An IT-Driver Approach," Sponsored by Partnerships in Transforming Teaching and Learning with Technology, Kent State University, Kent State University, \$82,327.00. (2004 - 2005).

Shanker, M. (Principal), "An Interactive Distributed Course in Statistics," Sponsored by Teaching Council, Kent State University, \$10,000.00. (May 2004 - August 2004).

Shanker, M. (Principal), "An Interactive Web-Based Course for Fundamentals of Business Statistics," Sponsored by Provost, Kent State University, \$10,000.00. (May 2004 - August 2004).

Shanker, M., "Self-Organizing Searchers: A Bottom-Up Approach to Online Searches," Sponsored by RAGS, Kent State University, \$10,000.00. (May 2002 - August 2002).

Presentations Given

Astakhova, M., Shanker, M., SIOP, "Person Environment Fit: A Duet Between Solid Theory and Rigorous Methodology." (May 2013).

Shanker, M., Bushuev, M., Guiffrida, A., MBAA International Conference, "A generalized model for evaluating supply chain delivery performance," Chicago. (March 2011).

Astakhova, M., DuBois, C., Shanker, M., SIOP, "Sexual Harassment: Some New Perspectives on an Old Problem." (2010).

Remani, V. (Presenter & Author), Bhattacharyya, K., Hongli, H., Datta, P., Shanker, M., Mid-West DSI Conference, "From Data to Information: Simulation Study of an Agent-Mediated Knowledge-in-Motion (KiM) Model," Decision Science Institute, Toledo, OH. (April 22, 2010).

Astakhova, M. (Presenter & Author), Shanker, M., Society for Industrial and Organizational Psychology, "Applying Agent-Based Simulation to an Integrated Model of Sexual Harassment:" American Psychology Association, Atlanta. (April 9, 2010).

Bhattacharyya, K. (Presenter & Author), Datta, P., Shanker, M., Maitra, A., Americas Conference on Information Systems, "The Marginal Utility of Medical Resources in Clinics with Deterministic Patient Arrivals: A Simulation Study." (2009).

Wang, J. (Presenter & Author), Hu, M., Shanker, M., Decision Science Institute, "The Survival and Success of Open Source Software Projects," DSI. (November 2009).

Brandyberry, A. A., Shanker, M., Troutt, M., 2009 CORS/INFORMS, "On the Usage of PLS Versus SEM in Technology Adoption Research: A Comparative Simulation," Toronto. (June 14, 2009).

Datta, P. (Presenter & Author), Troutt, M., Booth, D., Shanker, M., Decision Science Institute, "A Service-Design of IT Infrastructure," Decision Science Institute. (November 2008).

Ngniatedema, T., Hu, M., Shanker, M., DSI, "Information Systems Architecture to Support Manufacturing Customization," Decision Science Institute, Baltimore, MD. (November 2008).

Shanker, M., KASADA, "Using Social Networking and Open Source to Improve Student Retention," Kent State University, Stark, OH. (May 2008).

Shanker, M., RETAIN, "Best Practices for Student Success," Kent State University, Kent, OH. (March 2008).

Shanker, M., DSI, "Does Information Matter? An Investigation of the Effects of Information Disclosure Policies on Reverse Multi-Attribute Auction Performance," DSI, New Mexico. (October 2007).

Shanker, M., DSI, "The Impact of Social Network Size on the Success of Open Source Software Projects," DSI, New Mexico. (October 2007).

Shanker, M., Hu, M., Gwebu, K., INFORMS, "The Effects of Feedback on Multi-Attribute Auction Performance," INFORMS, Puerto Rico. (July 2007).

Shanker, M., Wang, J., Hu, M., INFORMS, "The Role of Social Networks in the Success of Open Source Software Systems," INFORMS, Puerto Rico. (July 2007).

Shanker, M., iTunes, "iTunes University," Kent State University, Kent State University. (July 2007).

Shanker, M., Brown Bag, "Screech - Rubber Meets the Road," Kent State University, Kent State University. (November 2006).

Shanker, M., Wang, J., Hu, M., Troutt, M., INFORMS, "Antecedents of Open Source Software Success," INFORMS, Pittsburgh. (November 8, 2006).

Shanker, M., Gwebu, K., Wang, J., Decision Sciences, "A Simulation Study of Online Auctions: Analysis of Bidders' and Bid-takers' Strategies," Decision Science Institute, San Francisco. (October 2005).

Shanker, M., Hu, M., Zhang, G. P., Decision Sciences, "Modeling Consumer Situational Choice of Long Distance Communication with Neural Networks," Decision Science Institute, Boston. (October 2004).

Research Currently in Progress

"The effect of Meditation on Ethical Decision Making," Murali Shanker

TEACHING

Teaching Experience

Kent State University

BAD 60095, ST: OPEN SOURCE, 2 courses.
 BAD 64011, SYSTEMS SIMULATION, 3 courses.
 BAD 74011, SYSTEMS SIMULATION, 6 courses.
 BAD 80299, DISSERTATION II, 1 course.
 BAD 84011, SYSTEMS SIMULATION, 1 course.
 BUSN 84023, LINEAR STATISTICAL MODELS, 1 course.
 MIS 24056, FUND-BUSINESS STATISTICS, 82 courses.
 MIS 24060, SYSTEMS ANALYSIS I, 8 courses.
 MIS 34070, PRINC OF SYSTEMS DEVELOPMENT, 1 course.
 MIS 34162, HEALTHCARE SYSTEMS OPERATIONS, 1 course.
 MIS 64005, ANALYTICS FOR DECISION MAKING, 4 courses.
 MIS 64018, QUANT MANAGEMENT MODELING, 1 course.
 MIS 64037, ADV DATA MINING AND ANALYTICS, 1 course.
 MIS 64080, EMERGING HW AND SW TECH, 1 course.
 MIS 84011, SYSTEMS SIMULATION, 1 course.
 MIS 84023, LINEAR STATISTICAL MODELS, 4 courses.
 MIS 84291, SEMINAR IN MANAGEMENT SYSTEMS, 1 course.

Directed Student Learning

Dissertation Committee Member, "Distributed MCU Placement in Crowd-Scale P2P Telepresence System." (December 2016 - Present).
 Advised: Amjad Hossain

Dissertation Graduate Faculty Representative, Finance. (July 2014).
Advised: Tzveta Vateva

Dissertation Committee Co-chair, Marketing. (March 2014).
Advised: Rebecca Dingus

Dissertation Committee Member, Marketing. (2013).
Advised: Kun Chen

Dissertation Graduate Faculty Representative. (June 2013).
Advised: N. Scott Robinson

Dissertation Committee Member, Management and Information Systems. (May 2013).
Advised: Maxim Bushuev

Dissertation Committee Co-chair, Management and Information Systems. (2012).
Advised: Venugopal Remani,

Dissertation Committee Member, Marketing. (2012).
Advised: Hyunjung Lee

Dissertation Committee Member, "The Implications of Real Options on ERP-Enabled Adoption,"
Management and Information Systems. (2012).
Advised: Joseph Nwankpa

Dissertation Committee Member, "Predicting Vulnerability Risks Based on Software,"
Management and Information Systems. (2012).
Advised: Roumani Yaman

Dissertation Committee Member. (October 2012).
Advised: Omar Tahboub

Dissertation Committee Co-chair, "Minimizing Costs using Assembly Postponement in Mass
Customization Scenarios," Management and Information Systems. (2011).
Advised: Thomas Ngniatedema

Dissertation Committee Member, "Modeling a Value Sourcing Framework for Supply Chains,"
Management and Information Systems. (2011).
Advised: Kuntal Bhattacharyya

Dissertation Defense Moderator, "Crop Condition and Yield Prediction at the Field Scale with
Geospatial and Artificial Neural Network Applications." (2011).
Advised: David Hollinger

Dissertation Committee Member, "The Explicit Versus Implicit Learning: Using Implicit Learning to
Explain Brand Placement Effects," Marketing. (2009).
Advised: Claudia Costiuc

Dissertation Committee Member, "Examining the Integration of Technical Knowledge Following
Mergers and Acquisitions," Marketing. (2009).
Advised: Kevin Trainor

Dissertation Committee Member, "Capabilities of Adaptive Multi-Agent Simulation Architecture for
Supply Chain Management." (July 2008).
Advised: David Zhu

Dissertation Committee Member, "Brand Alliance Model and Global Brand Alliance," Marketing. (June 2008).

Advised: Wei (Andy) Hao

Dissertation Graduate Faculty Representative, "Understanding Brand Managers' Intangible Capital and Capability." (June 2008).

Advised: Annie Cui

Dissertation Committee Member, "A Simulation Study of Flexible Manufacturing Systems," Management and Information Systems. (May 2008).

Advised: Terry Moran

Dissertation Committee Member, "Brand Extensions: Affect Transfer, Network Effects, and Sub-Branding," Marketing. (August 2007).

Advised: Xin Liu

Dissertation Graduate Faculty Representative, "Attribution, Expectation, and Recovery: An Integrated Model of Service Failure and Recovery," Marketing. (August 2007).

Advised: Jun Ma

Dissertation Committee Co-chair, "The Role of Social Networks in the Success of Open-Source Software Systems: A Theoretical Framework and an Empirical Investigation." (May 2007).

Advised: Jing Wang

Dissertation Committee Chair, "Towards an Understanding of the Role of Information Architecture on the Performance of First-Score Reverse Multi-Attribute Auctions." (May 2006).

Advised: Kholekile Gwebu

SERVICE

Editorial and Review Activities

Editorial Board Member, "JITE: innovations in Practice." (2004 - Present).

Editorial Board Member, "JITE: Research," Informing Science Institute. (2004 - Present).

Editorial Board Member, "Informing Science Journal," Informing Science Institute. (2004 - 2013).

Editorial Board Member, "International Journal of Web-based Learning and Teaching Technologies," Idea Group. (2004 - 2013).

"Decision Support Systems." (2010).

"IJWLTT." (2010).

"Information Technology and Management." (2010).

Ad Hoc Reviewer, "Exhaustive and Heuristic Search Approaches," Decision Support Systems. (September 2007 - November 2007).

"Tenure and promotion file for Somnath Mukhopadhyay." (August 2007).

Editorial Board Member, "Informing Science and Information Technology Education Joint Conference," Informing Science Institute. (2004 - 2005).

Invited Manuscript Reviewer, "DSI," Decision Science Institute. (2003 - 2005).

Invited Manuscript Reviewer, "Computers and OR." (2004).

Invited Manuscript Reviewer, "IRMA," Information Resources Management Association. (2002 - 2004).

Invited Manuscript Reviewer, "Operations Research," INFORMS. (2002).

Invited Manuscript Reviewer, "Decision Sciences," Decision Science Institute. (2000 - 2002).

General Service

College

Committee Member, Graduate Faculty Committee. (August 2016 - Present).

Committee Member, PhD Subcommittee. (August 2016 - Present).

Committee Member, Promotion to Full Committee - Economics. (September 2016 - December 2016).

Committee Member, PhD Subcommittee - Strategic Task Force. (January 2009 - 2013).

Ph.D. Director, College of Business. (July 2010 - June 2013).

Committee Member, PhD Subcommittee. (May 2007 - 2012).

Committee Member, Student Retention. (May 2007 - 2012).

Committee Member, Promotion committee for Mark Altieri, Department of Accounting. (August 2011 - December 2011).

Committee Member, PhD program development. (2009 - 2011).

Committee Member, Graduate Faculty Committee. (August 2009 - August 2011).

Committee Member, Graduate Council. (May 2007 - May 2009).

Committee Chair, Graduate Faculty Status Ad-Hoc Committee. (January 2008 - December 2008).

Committee Member, RETAIN, Kent State University. (2008).

Mace Bearer, Commencement Ceremonies. (May 2007).

Committee Member, College Advisory Committee. (August 2004 - August 2005).

Committee Member, Graduate Faculty Committee. (August 2003 - August 2005).

Department

Committee Member, Faculty Advisory Committee. (August 2016 - Present).

Ph.D. Coordinator, PhD. (2016 - Present).

Committee Chair, Resource Coordinator. (1998 - Present).

Committee Chair, TT and NTT Faculty Search Committee. (August 2014 - April 2017).

PhD Program Development subcommittee. (August 2011 - 2016).

Committee Chair, PhD Program Revision. (January 2007 - 2016).

Committee Chair, TT and NTT Faculty Search Committee. (2011 - 2013).

Committee Member, BETA. (2004 - 2013).

Ph.D. Coordinator. (May 2007 - 2012).

Ph.D. Coordinator, PhD coordinator; Management and Information Systems Department. (June 2007 - August 2011).

Committee Chair, Grievance Committee, Student Grade Appeal. (April 2011).

Committee Chair, Search committee. (2009 - 2010).

Committee Member, Department Website & Intranet Server Committee. (2005).

Committee Member, Teaching Assessment. (2004 - 2005).

Intranet-server developer, Webserver <http://mis.kent.edu>. (May 2005 - August 2005).

Committee Member, Faculty Advisory Committee. (August 1996 - May 2005).

Committee Member, Undergraduate Programs Committee. (1999 - 2004).

Committee Member. (August 2000 - December 2000).

Other

Internal Reviewer, Economics Department - External Review. (October 25, 2015 - October 28, 2015).

Professional

Conference Session Chair, International Conference: Morality, Moral Philosophy, and the Humanities in the Age of Neuroscience. (November 17, 2016 - November 20, 2016).

Campus Representative, USENIX. (May 2007 - 2013).

Committee Member, ACM. (2000 - 2013).

Committee Member, INFORMS. (1990 - 2013).

Student Organization

Student Org Advisor (Non-Professional Org), MISA. (August 2007 - 2012).

University

Committee Member, Promotion Advisory Board. (September 2015 - April 2017).

Judge, Graduate Research Symposium. (April 21, 2017).

Committee Member, Promotion to Full Committee - Nettey, I. Richmond. (September 8, 2015 - October 15, 2015).

Committee Member, Joint-Appeals Board. (2011 - 2013).

Committee Member, Faculty Advisory Committee for Graduate Program. (October 2009 - 2013).

Alternate Representative from COB, Graduate Program Council. (May 2009 - 2013).

Committee Member, Search committee for Provost. (2011 - 2012).

Committee Member, UCT Subcommittee on Course Management Systems. (March 2009 - 2012).

Committee Member, UTC Subcommittee on Course Recording Software. (March 2009 - 2012).

Committee Member, Statistical and Qualitative Software Advisory Panel. (January 2009 - 2012).

Committee Member, Statistical Software Assessment Committee. (January 2009 - 2012).

Committee Member, Learning and Teaching in Large Classes Faculty Learning Community. (2003 - 2012).

Review committee, David B. Smith Award for graduate students. (June 2011 - August 2011).

Committee Chair, UTC Subcommittee on Course Recording Software. (March 2009 - 2010).

Committee Member, Provost Advisory Board. (December 2009 - May 2010).

Committee Member, Promotion Appeals Committee. (December 2008 - 2009).

Committee Member, Provost Advisory Board. (December 2008 - May 2009).

Committee Member, Consistency and Retention Transformation Committee. (March 2008 - September 2008).

Committee Chair, Learning and Teaching in Large Classes Faculty Learning Community. (August 2006 - January 2007).

Committee Member, Working Group for Wireless Technologies. (2004 - 2005).

Committee Member, Class Schedule Modeling Project. (January 2004 - December 2004).

Committee Member, Campus Pipeline. (2002 - 2004).

Committee Member, Research and Graduate Studies. (2003).

Committee Member, DARWin. (2000 - 2001).

Curriculum Vitae

Xiang Lian

(PhD, HKUST, 2009)

ENGR 3.275

Department of Computer Science, University of Texas Rio Grande Valley (Edinburg Campus)

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Email: xiang.lian@utrgv.edu

Homepage: <http://faculty.utpa.edu/lianx/index.html>

PERSONAL INFORMATION

First Name: Xiang

Gender: Male

Surname: Lian

Nationality: China (Permanent Resident of Hong Kong and USA)

Birthday: September 18, 1981

EDUCATION

- **PhD** in Computer Science and Engineering, Advisor: Dr. Lei Chen Sept., 2003 ~ Aug., 2009
 Department of Computer Science and Engineering
The Hong Kong University of Science and Technology, Hong Kong, China
- **Bachelor** in Computer Science Sept., 1999 ~ Jun., 2003
 Department of Computer Science and Technology
Nanjing University, Nanjing, Jiangsu, China

RESEARCH INTERESTS

My main research interest is in databases. In particular, I am interested in query processing over:

- Probabilistic, inconsistent, and uncertain databases;
- Uncertain and certain graph databases;
- Streaming time series; and
- Spatial databases.

WORK EXPERIENCE

- **Assistant Professor**, *University of Texas Rio Grande Valley*, **Sept., 2015 ~ present**
- **Assistant Professor**, *University of Texas - Pan American*, **Sept., 2011 ~ Aug., 2015**
- **Research Assistant Professor**, *HKUST Fok Ying Tung Graduate School*, **Sept., 2010 ~ Sept., 2011**
- **Post-Doctoral Fellow**, *the Hong Kong University of Science and Technology*, **Sept., 2009 ~ Sept., 2011**
- **Research Assistant**, *the Hong Kong University of Science and Technology*, **Spring, 2009**
- **Research Assistant**, *the Hong Kong University of Science and Technology*, **Fall, 2008**
- **Research Assistant**, *the Hong Kong University of Science and Technology*, **Fall, 2007**
- **Research Assistant**, *the Hong Kong University of Science and Technology*, **Fall, 2005**

REFEREED JOURNAL ARTICLES

Journal Statistics: TODS - 1; VLDBJ - 4; TKDE - 18; ISCI - 3; IS - 2; JWS - 1; FCS - 1; HKIE Transactions - 1;

Year 2016

1. Xiang Lian and Lei Chen. Quality-Aware Subgraph Matching Over Inconsistent Probabilistic Graph Databases. In

IEEE Transactions on Knowledge and Data Engineering (TKDE), 2016.

2. Ye Yuan, **Xiang Lian**, Lei Chen, Yongjiao Sun, and Guoren Wang. RSkNN: k NN Search on Road Networks by Incorporating Social Influence. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 2015.

Year 2015

3. **Xiang Lian**, Lei Chen, and Zi Huang. Keyword Search Over Probabilistic RDF Graphs. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 27(5), pages 1246-1260, 2015.
4. Liang Hong, Lei Zou, **Xiang Lian**, and Philip S. Yu. Subgraph Matching with Set Similarity in a Large Graph Database. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 27(9), pages 2507-2521, 2015.
5. Weiguo Zheng, Lei Zou, **Xiang Lian**, Dong Wang, and Dongyan Zhao. Efficient Graph Similarity Search over Large Graph Databases. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 27(4), pages 964-978, 2015.

Year 2014

6. **Xiang Lian** and Lei Chen. Trip Planner Over Probabilistic Time-Dependent Road Networks. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 26(8), pages 2058-2071, 2014.
7. Weiguo Zheng, Lei Zou, **Xiang Lian**, Huaming Zhang, Wei Wang, and Dongyan Zhao. SQBC: An Efficient Subgraph Matching Method Over Large and Dense Graphs. In *Information Sciences* (ISCI), 261, pages 116-131, 2014.

Year 2013

8. **Xiang Lian** and Lei Chen. Probabilistic Top- k Dominating Queries in Uncertain Databases. In *Information Sciences* (ISCI), 226, pages 23-46, 2013.
9. **Xiang Lian**, Eugenio De Hoyos, Artem Chebotko, Bin Fu, and Christine Reilly. k -Nearest Keyword Search in RDF Graphs. In *Journal of Web Semantics* (JWS), 22, pages 40-56, 2013.

Year 2012

10. **Xiang Lian** and Lei Chen. Subspace Similarity Search Under L_p -Norm. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 24(2), pages 365-382, 2012.
11. **Xiang Lian** and Lei Chen. Efficient Processing of Probabilistic Group Subspace Skyline Queries in Uncertain Databases. In *Information Systems* (IS), 38(3), pages 265-285, 2012.
12. Xiaofeng Ding, **Xiang Lian**, Lei Chen, and Hai Jin. Continuous Monitoring of Skylines Over Uncertain Data Streams. *Information Sciences* (ISCI), 184(1), pages 196-214, 2012.

Year 2011

13. **Xiang Lian** and Lei Chen. Shooting Top- k Stars in Uncertain Databases. In *Very Large Data Bases Journal* (VLDBJ), 20(6), pages 819-840, 2011.
14. **Xiang Lian** and Lei Chen. Probabilistic Inverse Ranking Queries in Uncertain Databases. In *Very Large Data Bases Journal* (VLDBJ), 20(1), pages 107-127, 2011.
15. **Xiang Lian** and Lei Chen. Similarity Join Processing on Uncertain Data Streams. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 23(11), pages 1718-1734, 2011.
16. **Xiang Lian**, Lei Chen, and Guoren Wang. Finding the Least Influenced Set in Uncertain Databases. In *Information Systems* (IS), 36(2), pages 359-385, 2011.
17. Ke Yi, **Xiang Lian**, Feifei Li, and Lei Chen. The World in a Nutshell: Concise Range Queries. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 23(1), pages 139-154, 2011.

Year 2010

18. **Xiang Lian** and Lei Chen. Reverse Skyline Search in Uncertain Databases. In *ACM Transactions on Database Systems* (TODS), 35(1), 2010.
19. **Xiang Lian** and Lei Chen. Ranked Query Processing in Uncertain Databases. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 22(3), pages 420-436, 2010.
20. Lei Chen, Mitchell Tseng, and **Xiang Lian**. Development of foundation models for Internet of Things. In *Frontiers of*

Computer Science (FCS), 4(3), pages 376-385, 2010.

Year 2009

21. **Xiang Lian** and Lei Chen. Efficient Processing of Probabilistic Reverse Nearest Neighbor Queries over Uncertain Data. In *Very Large Data Bases Journal (VLDBJ)*, 18(3), pages 787-808, 2009.
22. **Xiang Lian** and Lei Chen. Efficient Similarity Join over Multiple Stream Time Series. In *IEEE Transactions on Knowledge and Data Engineering (TKDE)*, 21(11), pages 1544-1558, 2009.
23. **Xiang Lian** and Lei Chen. General Cost Models for Evaluating Dimensionality Reduction in High Dimensional Spaces. In *IEEE Transactions on Knowledge and Data Engineering (TKDE)*, 21(10), pages 1447-1460, 2009.
24. **Xiang Lian**, Lei Chen, Jeffrey Xu Yu, Jinsong Han, and Jian Ma. Multi-Scale Representations for Fast Pattern Matching in Stream Time Series. In *IEEE Transactions on Knowledge and Data Engineering (TKDE)*, 21(4), pages 568-581, 2009.
25. Lei Chen and **Xiang Lian**. Efficient Processing of Metric Skyline Queries. In *IEEE Transactions on Knowledge and Data Engineering (TKDE)*, 21(3), pages 351-365, 2009.
26. **Xiang Lian** and Lei Chen. Efficient Pattern Matching over Uncertain Data Streams (*The HKIE Outstanding Paper Award*). In the *HKIE Transactions*, 16(4), pages 9-18, 2009.

Year 2008

27. **Xiang Lian** and Lei Chen. Probabilistic Group Nearest Neighbor Queries in Uncertain Databases. In *IEEE Transactions on Knowledge and Data Engineering (TKDE)*, 20(6), pages 809-824, 2008.
28. **Xiang Lian** and Lei Chen. Efficient Similarity Search over Future Stream Time Series. In *IEEE Transactions on Knowledge and Data Engineering (TKDE)*, 20(1), pages 40-54, 2008.
29. Lei Chen and **Xiang Lian**. Efficient Similarity Search in Nonmetric Spaces with Local Constant Embedding. In *IEEE Transactions on Knowledge and Data Engineering (TKDE)*, 20(3), pages 321-336, 2008.

Year 2007

30. Yufei Tao, **Xiang Lian**, Dimitris Papadias, and Marios Hadjieleftheriou. Random Sampling for Continuous Streams with Arbitrary Updates. In *IEEE Transactions on Knowledge and Data Engineering (TKDE)*, 19(1), pages 96-110, 2007.
31. Yufei Tao, Dimitris Papadias, **Xiang Lian**, and Xiaokui Xiao. Multidimensional Reverse k NN Search. In *Very Large Data Bases Journal (VLDBJ)*, 16(3), pages 293-316, 2007, invited submission from best of *VLDB* 2004.

REFEREED CONFERENCE PUBLICATIONS

Conference Statistics: SIGMOD - 5; VLDB - 5; ICDE - 5; EDBT - 3; CIKM - 5; DASFAA - 2; SSDBM - 2;

Year 2015

32. Weiguo Zheng, Lei Zou, **Xiang Lian**, Jeffrey Xu Yu, Shaoxu Song, and Dongyan Zhao. How to Build Templates for RDF Question/Answering - An Uncertain Graph Similarity Join Approach. In Proceedings of the *ACM Conference on the Management of Data (SIGMOD'15)*, pages 1809-1824, Melbourne, VIC, Australia, May 31 - Jun. 4, 2015.
33. Peng Cheng, **Xiang Lian**, Zhao Chen, Lei Chen, Jinsong Han, and Jizhong Zhao. Reliable Diversity-Based Spatial Crowdsourcing by Moving Workers. In Proceedings of the *Very Large Data Bases Conference (PVLDB'15)*, Kohala, Hawaii, USA, Aug. 31 - Sept. 4, 2015.

Year 2014

34. Xiaochen Zhu, Shaoxu Song, **Xiang Lian**, Jianmin Wang, Lei Zou. Matching Heterogeneous Event Data. In Proceedings of the *ACM Conference on the Management of Data (SIGMOD'14)*, pages 1211-1222, Snowbird, Utah, USA, Jun. 22-27, 2014.
35. Weiguo Zheng, Lei Zou, **Xiang Lian**, Liang Hong, and Dongyan Zhao. Efficient Subgraph Skyline Search Over Large Graphs. In Proceedings of the *ACM Conference on Information and Knowledge Management (CIKM'14)*,

Acceptance rate: 19.2%.

50. **Xiang Lian** and Lei Chen. Probabilistic Ranked Queries in Uncertain Databases. In Proceedings of the *International Conference on Extending Database Technology (EDBT'08)*, pages 511-522, Nantes, France, Mar. 25-30, 2008. Acceptance rate: 16.7%.
51. Lei Chen and **Xiang Lian**. Dynamic Skyline Queries in Metric Spaces. In Proceedings of the *International Conference on Extending Database Technology (EDBT'08)*, pages 333-343, Nantes, France, Mar. 25-30, 2008. Acceptance rate: 16.7%.
52. **Xiang Lian**, Lei Chen, and Jeffrey Xu Yu. Pattern Matching over Cloaked Time Series (poster paper). In Proceedings of the *International Conference on Data Engineering (ICDE'08)*, pages 1462-1464, Cancún, México, Apr. 7-12, 2008. Acceptance rate: 31%.

Year 2007

53. **Xiang Lian** and Lei Chen. A General Cost Model for Dimensionality Reduction in High Dimensional Spaces. In Proceedings of the *International Conference on Data Engineering (ICDE'07)*, pages 66-75, Istanbul, Turkey, Apr. 16-20, 2007. Acceptance rate: 18.5%.
54. **Xiang Lian**, Lei Chen, Jeffrey Xu Yu, Guoren Wang, and Ge Yu. Similarity Match Over High Speed Time-Series Streams. In Proceedings of the *International Conference on Data Engineering (ICDE'07)*, pages 1086-1095, Istanbul, Turkey, Apr. 16-20, 2007. Acceptance rate: 18.5%.
55. Qiuxia Chen, Lei Chen, **Xiang Lian**, Yunhao Liu, and Jeffrey Xu Yu. Indexable PLA for Efficient Similarity Search. In Proceedings of the *Very Large Data Bases Conference (VLDB'07)*, pages 435-446, Vienna, Austria, Sept. 23-27, 2007. Acceptance rate: 16.9%.
56. **Xiang Lian**, Lei Chen, and Bin Wang. Approximate Similarity Search over Multiple Stream Time Series (short paper). In Proceedings of the *International Conference on Database Systems for Advanced Applications (DASFAA'07)*, pages 962-968, Bangkok, Thailand, Apr. 9-12, 2007. Acceptance rate: 18.7%.

Year 2006

57. **Xiang Lian** and Lei Chen. Efficient Methods on Predictions for Similarity Search over Stream Time Series. In Proceedings of the *International Conference on Scientific and Statistical Database Management (SSDBM'06)*, pages 241-250, Vienna, Austria, July 3-5, 2006.

Year 2004

58. Yufei Tao, Dimitris Papadias, and **Xiang Lian**. Reverse k NN Search in Arbitrary Dimensionality. In Proceedings of the *Very Large Data Bases Conference (VLDB'04)*, pages 744-755, Toronto, Canada, Aug. 30-Sept. 3, 2004. Acceptance rate: 16%.

BOOKS, BOOK CHAPTERS, AND WORKSHOP PAPERS

Book and Workshop Statistics: Book - 1; Conference Workshop - 2;

Year 2012

59. Lei Chen and **Xiang Lian**. Query Processing over Uncertain Databases (Book; DOI number: doi:10.2200/S00465ED1V01Y201212DTM033). In *Synthesis Lectures on Data Management*, Vol. 4, No. 6, pages 1-101, December, 2012.
60. Artem Chebotko, Eugenio De Hoyos, Carlos Gomez, Andrey Kashlev, **Xiang Lian**, and Christine Reilly. UTPB: A Benchmark for Scientific Workflow Provenance Storage and Querying Systems. In the *6th International IEEE Workshop on Scientific Workflows*, Honolulu, Hawaii, USA, June 24-29, 2012.

Year 2011

61. Thomas Bernecker, Tobias Emrich, Hans-Peter Kriegel, Andreas Züfle, Lei Chen, **Xiang Lian**, and Nikos Mamoulis.

Managing Uncertain Spatio-Temporal Data. In *QeST@GIS*, pages 16-20, Chicago, IL, USA, 2011.

TECHNICAL REPORT

Technical Report Statistics: Technical Report - 3;

Year 2015

62. Peng Cheng, **Xiang Lian**, Lei Chen, Jinsong Han, and Jizhong Zhao. Task Assignment on Multi-Skill Oriented Spatial Crowdsourcing (Technical Report). In *CoRR abs/1510.03149* [<http://arxiv.org/abs/1510.03149>], 2015.
63. Peng Cheng, **Xiang Lian**, Lei Chen, Cyrus Shahabi. Prediction-Based Task Assignment on Spatial Crowdsourcing (Technical Report). In *CoRR abs/1512.08518* [<http://arxiv.org/abs/1512.08518>], 2015.

Year 2014

64. Peng Cheng, **Xiang Lian**, Zhao Chen, Lei Chen, Jinsong Han, and Jizhong Zhao. Reliable Diversity-Based Spatial Crowdsourcing by Moving Workers (Technical Report). In *CoRR abs/1412.0223* [<http://arxiv.org/abs/1412.0223>], 2014.

PROFESSIONAL SERVICES

Service Statistics: (Co-)chair - 2; Journal Reviewer - 27; Conference/Workshop Reviewer - 18; External Reviewer - 18; Technical Program Committee Member - 3; Grant Proposal Reviewer - 2; IEEE Software Evaluator - 1; Tutorial - 1; Talks - 14;

Chair and co-chair for:

ACM Conference on the Management of Data (SIGMOD), Proceedings Co-Chair [2014, 2015]; and International Conference on Web-Age Information Management (WAIM), Proceedings Co-Chair [2016].

Journal reviewer for:

*ACM Transactions on Database Systems (TODS) [2016];
 Very Large Data Bases Journal (VLDBJ) [2010, 2012, 2013, 2014, 2015, 2016];
 IEEE Transactions on Knowledge and Data Engineering (TKDE) [2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016];
 ACM Transactions on the Web (TWEB) [2009];
 Information Systems (IS) [2013];
 Knowledge and Information Systems (KAIS) [2012, 2013];
 Information Sciences (ISCI) [2013, 2014, 2015];
 Data and Knowledge Engineering Journal (DKE) [2012, 2013];
 World Wide Web Journal (WWWJ) [2011, 2013, 2016];
 Journal of Computer Science and Technology (JCST) [2012, 2013];
 Distributed and Parallel Databases (DAPD) [2012, 2013, 2014, 2015];
 Transactions on Knowledge Discovery from Data (TKDD) [2013, 2014];
 Transactions on Systems, Man, and Cybernetics – Part B: Cybernetics (SMCB) [2012];
 ACM Transactions on Interactive Intelligent Systems (ACM TiiS) [2013];
 International Journal on Advances of Computer Science for Geographic Information Systems (Geoinformatica) [2015];
 International Journal of Uncertainty, Fuzziness and Knowledge-Based Systems (IJUFKS) [2014, 2015, 2016];
 International Journal of Cooperative Information Systems (IJCIS) [2015];
 Frontiers of Computer Science (FCS) [2011, 2014];
 Transactions on Fuzzy Systems (TFS) [2015, 2016];
 China Communication (CNCOMM) (Big data special issue) [2014];
 International Journal of Distributed Sensor Networks [2015];
 Neurocomputing [2015];*

The Journal of Computers (JCP) [2013, 2014];
The Computer Journal (COMPJ) [2014];
Journal of Computer Science and Technology (JCST) [2015, 2016];
SpringerPlus [2015]; and
Journal of Web Engineering (JWE) [2015].

Program committee (PC) member and reviewer for:

International Conference on Data Engineering (ICDE) [2012];
ACM Conference on Information and Knowledge Management (CIKM) [2011];
ACM SIGSPATIAL International Conference on Advances in Geographic Information Systems (GIS) [2015];
International Conference on Web-Age Information Management (WAIM) [2010, 2013, 2014, 2016];
International Asia-Pacific Web Conference (APWeb) [2013, 2014, 2016];
International Conference on Database Systems for Advanced Applications (DASFAA) [2015];
International Joint Conference on Artificial Intelligence (IJCAI) [2015];
IEEE International Conference on Computer and Information Technology (CIT) [2010, 2011, 2013];
IEEE International Conference on Parallel and Distributed Systems (ICPADS) [2014];
Asia-Pacific Services Computing Conference (APSCC) [2014, 2016];
Wireless Telecommunications Symposium (WTS) [2015];
IEEE Frontiers in Education Conference (FIE) [2015];
International Conference on Big Data Computing and Communication (BIGCOM) [2016];
IEEE International Conference on Intelligent Cloud Computing (ICC) [2016];
International Workshop on Semantic Big Data (SBD @ SIGMOD) [2016]
International Workshop on Uncertain Data Computing [2013];
International Workshop on Graph Database (IWGD) [2010]; and
International Workshop on Management and mining Of UNcertain Data (MOUND) [2009].

External conference reviewer for:

ACM Conference on the Management of Data (SIGMOD) [2006, 2007, 2008, 2009, 2010, 2011, 2015, 2016];
Very Large Data Bases Conference (VLDB) [2004, 2005, 2006, 2007, 2008, 2010, 2012, 2013, 2015];
International Conference on Data Engineering (ICDE) [2006, 2007, 2008, 2009, 2010, 2011, 2013, 2014, 2015];
ACM SIGKDD Conference on Knowledge Discovery and Data Mining (SIGKDD) [2010];
IEEE International Conference on Data Mining (ICDM) [2009, 2010, 2012];
International Conference on Extending Database Technology (EDBT) [2006, 2013, 2014];
International World Wide Web Conferences (WWW) [2008, 2009];
ACM Conference on Information and Knowledge Management (CIKM) [2005, 2013];
IEEE International Conference on Computer Communications (INFOCOM) [2013];
International Conference on Scientific and Statistical Database Management (SSDBM) [2005, 2007, 2008, 2010];
International Conference on Database Systems for Advanced Applications (DASFAA) [2011, 2014];
ACM Multimedia (MM) [2012];
ACM SIGSPATIAL International Conference on Advances in Geographic Information Systems (GIS) [2009, 2010];
Symposium on Spatial and Temporal Databases (SSTD) [2005];
International Conference on Database and Expert Systems Applications (DEXA) [2004, 2005]; and
Mobile Data Management (MDM) [2009].

External workshop reviewer for:

International Workshop on Data Quality in Integration Systems (DQIS'11) [2011]; and
ACM SIGKDD International Workshop on Knowledge Discovery from Uncertain Data (U'09) [2009].

Technical program committee member and organizing committee member for:

IEEE International Conference on Intelligent Cloud Computing (ICC) [2016];
Wireless Telecommunications Symposium (WTS) [2015, 2016]; and
The 5th Beijing-Hong Kong International Doctoral Forum [2010].

Research grant proposal reviewer for:

Initiative of the Chilean National Science and Technology Commission (CONICYT), Chile [2015]; and
 STW / Enabling new technology, *Technology Foundation STW*, Netherlands [2014].

Evaluator for:

IEEE Collabratec™, *IEEE Platform Testing*, IEEE [2014].

Tutorials for:

- Lei Chen and Xiang Lian. Query Processing over Uncertain and Probabilistic Databases. In Proceedings of the *International Conference on Database Systems for Advanced Applications (DASFAA'12)*, pages 326-327, Busan, South Korea, Apr. 15-19, 2012.

Talks and Presentations for:

- Xiang Lian. Efficient Management Over Probabilistic Graph Databases. Tsinghua University, Beijing, China, July, 2015.
- Xiang Lian and Lei Chen. Causality and Responsibility: Probabilistic Queries Revisited in Uncertain Databases. *ACM Conference on Information and Knowledge Management (CIKM'13)*, San Francisco, CA, USA, Oct. 27 - Nov. 1, 2013.
- Xiang Lian. Query Processing in Uncertain Databases. Fudan University, Shanghai, China, July, 2013.
- Xiang Lian. Efficient Query Answering Over Uncertain Data. Tsinghua University, Beijing, China, June, 2012.
- Xiang Lian. Consistent Query Answers in Inconsistent Probabilistic Databases. Beijing University, Beijing, China, June, 2012.
- Xiang Lian, Yincheng Lin, and Lei Chen. Cost-Efficient Repair in Inconsistent Probabilistic Databases. *ACM Conference on Information and Knowledge Management (CIKM'11)*, Glasgow, United Kingdom, Oct. 24-28, 2011.
- Xiang Lian and Lei Chen. Set Similarity Join on Probabilistic Data. *Very Large Data Bases Conference (VLDB'10)*, Singapore, Sept. 13-17, 2010.
- Xiang Lian, Lei Chen, and Shaoxu Song. Consistent Query Answers in Inconsistent Probabilistic Databases. *ACM Conference on the Management of Data (SIGMOD'10)*, Indianapolis, Indiana, USA, Jun. 6-11, 2010.
- Xiang Lian and Lei Chen. Efficient Pattern Matching over Uncertain Data Streams (The HKIE Outstanding Paper Award). *Hong Kong Institution of Engineers (HKIE)*, Hong Kong, China, December, 2009.
- Xiang Lian and Lei Chen. Monochromatic and Bichromatic Reverse Skyline Search over Uncertain Databases. *ACM Conference on the Management of Data (SIGMOD'08)*, Vancouver, Canada, Jun. 9-12, 2008.
- Xiang Lian and Lei Chen. Probabilistic Ranked Queries in Uncertain Databases. *International Conference on Extending Database Technology (EDBT'08)*, Nantes, France, Mar. 25-30, 2008.
- Lei Chen and Xiang Lian. Skyline Queries in Metric Spaces. *International Conference on Extending Database Technology (EDBT'08)*, Nantes, France, Mar. 25-30, 2008.
- Xiang Lian and Lei Chen. A General Cost Model for Dimensionality Reduction in High Dimensional Spaces. *International Conference on Data Engineering (ICDE'07)*, Istanbul, Turkey, Apr. 16-20, 2007.
- Xiang Lian, Lei Chen, Jeffrey Xu Yu, Guoren Wang, and Ge Yu. Similarity Match Over High Speed Time-Series Streams. *International Conference on Data Engineering (ICDE'07)*, Istanbul, Turkey, Apr. 16-20, 2007.

University/College/Department services for:

- *Colloquium Committee (Department)*, Chair [2012 ~ 2013]
- *Annual Evaluation Committee (Department)*, Chair [2013 ~ 2014]

- *Faculty Research Council* (FRC; University), Member [2014 ~2015]
- *Excellence Awards Selection Committee* (College), Member [2014]
- *Majors Fair* (College), Volunteer [2012, 2013, 2014]
- *Annual Evaluation Committee* (Annual Evaluation and Nominations of Faculty Excellence Awards; Department and College), Member [2012 ~ 2013]
- *Undergraduate Curriculum Committee* (Department), Member [2011, 2012, 2013, 2014, 2015, 2016]
- *Graduate Committee* (Department), Member [2011, 2012, 2013, 2014, 2015, 2016]
- *Faculty Search Committee* (Department), Member [2014 ~2016]

Student helper for:

IEEE International Conference on Data Mining (ICDM) [2006, Hong Kong]

ACM SIGMOD member [2010]

IEEE student member [2007, 2008, 2009, 2010]

IEEE communications society member [2010]

TEACHING EXPERIENCE

Instructor, University of Texas Rio Grande Valley

2015 ~ present

- Operating Systems (CSCI/CMPE 4334), Spring, 2016
- Applied Database Systems [graduate] (CSCI 6315), Spring, 2016
- Database Design and Implementation (CSCI 4333), Fall, 2015
- Object Oriented Programming in C# (CSCI/CMPE 3328), Fall, 2015
- Master's Thesis (CSCI 7300) [graduate], Fall, 2015

Instructor, University of Texas - Pan American

2011 ~ 2015

- Operating Systems (CSCI/CMPE 4334), Spring, 2015
- Topic: Programming in Python (CSCI/CMPE 4341), Spring, 2015
- Object Oriented Programming in C# (CSCI/CMPE 3328), Fall, 2014
- Database Design and Implementation (CSCI 4333), Fall, 2014
- Problems in Computer Science [graduate] (CSCI 6380), Fall, 2014
- Independent Research and Study [graduate] (CSCI 6381), Fall, 2014
- Computer Science I: C++ Programming (CSCI 1380), Spring, 2014
- Operating Systems (CSCI/CMPE 4334), Spring, 2014
- Master's Project (CSCI 6390) [graduate], Spring, 2014
- Object Oriented Programming in C# (CSCI/CMPE 3328), Fall, 2013
- Foundations of Systems [graduate] (CSCI 6307), Fall, 2013
- Computer Science I: C++ Programming (CSCI 1380), Spring, 2013
- Operating Systems (CSCI/CMPE 4334), Spring, 2013
- Independent Research and Study [graduate] (CSCI 6381), Spring, 2013
- Computer Science I: C++ Programming (CSCI 1380), Fall, 2012
- Object Oriented Programming in C# (CSCI 3328), Fall, 2012
- Master's Project (CSCI 6390) [graduate], Fall, 2012
- Computer Science I: C++ Programming (CSCI 1380), Spring, 2012
- Operating Systems (CSCI/CMPE 4334), Spring, 2012
- Master's Thesis (CSCI 7300) [graduate], Spring, 2012
- Computer Science I: C++ Programming (CSCI 1380/1387), Fall, 2011
- Visual Basic (CSCI 3327), Fall, 2011

- Independent Research and Study [graduate] (CSCI 6381), Fall, 2011

Teaching Assistant, the Hong Kong University of Science and Technology 2003 ~ 2008

- Database Management Systems (COMP 231), Dr. Lei Chen and Dr. Dik Lun Lee, Spring, 2008
- Design and Analysis of Algorithms (COMP 271), Dr. An-Chow Lai, Spring, 2007
- Data Structures and Algorithms (COMP 171), Dr. Lei Chen, Fall, 2006
- Similarity Search Over Databases (COMP 630J), Dr. Lei Chen, Spring, 2006
- Advanced Database Systems: MSc in Information Technology Course (CSIT 530), Dr. Dimitris Papadias, Spring, 2005
- Database Management Systems (COMP 231), Dr. Dimitris Papadias, Spring, 2005
- Database Architecture and Implementation (COMP 530), Dr. Dimitris Papadias, Fall, 2004
- Data Structures and Algorithms (COMP 171), Dr. Shueng-Han Gary Chan, Spring, 2004
- Exploring Multimedia and Internet Computing (COMP101), Dr. Vincent Yun Shen, Fall, 2003

AWARDS AND GRANTS

- **Undergraduate Research Initiative (URI), Xiang Lian (supervisor)** and Ms. Janette Garcia (undergraduate student), "Probabilistic Transitive Nearest Neighbor Queries on Road Networks", *University of Texas Rio Grande Valley*, Edinburg, Texas, USA, **Feb., 2016, \$2,000.**
- **Grant of the Faculty Research Council (FRC), Xiang Lian (PI)**, "Efficient and Accurate Query Processing on Road Networks with Dynamic and Uncertain Traffic Conditions", *University of Texas Rio Grande Valley*, Edinburg, Texas, USA, **Feb., 2015, \$4,969.66.**
- **Departmental Research Travel Grant**, *ACM Conference on Information and Knowledge Management (CIKM'13)*, San Francisco, CA, USA, Oct. 27 - Nov. 1, 2013;
- **Grant of the Faculty Research Council (FRC), Xiang Lian (PI)**, "Search Your University", *University of Texas – Pan American*, Edinburg, Texas, USA, **Feb., 2012, \$5,000.**
- **The HKIE Outstanding Paper Award for Young Engineers and Researchers**, "Efficient Pattern Matching over Uncertain Data Streams", *Hong Kong Institution of Engineers (HKIE)*, Hong Kong, China, **Sept., 2009**
- **Best Paper Award**, "Inverse Ranking Queries over Uncertain Data", *International Conference on Database Systems for Advanced Applications (DASFAA)*, Brisbane, Australia, **Apr., 2009**
- **Research Travel Grant**, *Very Large Data Bases Conference (VLDB'10)*, Singapore, **Sept., 2010**
- **Research Travel Grant**, *ACM Conference on the Management of Data (SIGMOD'10)*, Indianapolis, Indiana, USA, **Mar., 2010**
- **Research Travel Grant**, *ACM Conference on the Management of Data (SIGMOD'08)*, Vancouver, Canada, **Jun., 2008**
- **Research Travel Grant**, *International Conference on Data Engineering (ICDE'07)*, Istanbul, Turkey, **Dec., 2006**
- **Postgraduate Studentships**, *The Hong Kong University of Science and Technology*, Hong Kong, China, **2003 ~ 2009**
- **People Scholarships**, *Nanjing University*, China, **2000 ~ 2002**
- **IBM WSAD Certification**, *Nanjing University*, China, **2002**
- **China Undergraduate Mathematical Contest in Modeling (CUMCM)**, the third prize (Jiangsu Province), *Nanjing University*, China, **2002**
- **China Undergraduate Mathematical Contest in Modeling (CUMCM)**, the first prize (Jiangsu Province), *Nanjing University*, China, **2001**
- **The Competition of CKC Chinese Input System**, the third prize, *Nanjing University*, China, **2000**

LANGUAGE PROFICIENCY

- Chinese (Native)
- English (Fluent)
- Cantonese (Basic)

REFERENCES

Dr. Lei Chen (*Associate Professor of Computer Science*)

Department of Computer Science and Engineering the
Hong Kong University of Science and Technology
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Dr. M. Tamer Ozsü (*Associate Dean (Research), Faculty of Mathematics and Professor of Computer Science*)

David R. Cheriton School of Computer Science
University of Waterloo
Waterloo, ON, Canada N2L 3G1

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Telephone: (+1) 519-888-4043

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Dr. Jeffrey Xu Yu (*Professor of Computer Science*)

Department of Systems Engineering and Engineering Management
The Chinese University of Hong Kong
Room 511B, William M.W. Mong Engineering Building, CUHK, Hong Kong

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Dr. Xuemin Lin (*Professor of Computer Science*)

School of Computer Science and Engineering
The University of New South Wales
Sydney, NSW 2052, Australia

Homepage: <http://www.cse.unsw.edu.au/~lxue/>

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Jin, Ruoming

Associate Professor
 9063 Computer Science Department,
 Kent State University

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 Email: jin@cs.kent.edu
<http://www.cs.kent.edu/~jin>

Research Interests

Data Mining, Graph Databases, Complex Network Analysis, Bio-Medical Informatics, and Cloud Computing.

Education

Ph.D. (2005) in Computer Science
 University Dissertation: New Techniques for Efficiently Discovering Frequent Patterns
 M.S. (2001) in Computer Science
 M.E. (1999), B.E. (1996) in Computer Engineering

CSE Dept., Ohio State
 CIS Dept., University of Delaware
 CSE Dept., Beihang University, China

Research and Work Experience

- Associate Professor, Aug. 2011 -
 Computer Science Department (CS), Kent State University
- Visiting Researcher, May 2011 - Jul. 2011, Jun. 2010-Jul. 2010
 Microsoft Research Asia (MSRA)
- Assistant Professor, Aug. 2005 - Jul. 2011
 Computer Science Department (CS), Kent State University
- Research Assistant, Sep. 2002 - Aug. 2005
 Department of Computer Science and Engineering (CSE), The Ohio State University
- Research Scientist, Aug. 2001 - Sep. 2002
 Department of Computer Science and Engineering (CSE), The Ohio State University
- Research Assistant, Aug. 1999 - July 2001
 Computer Information Science Department (CIS), University of Delaware
- Member of Technical Staff, Feb. 1999 - June 1999
 Bell Labs, Lucent Technology (Beijing, China)
- Research Assistant, Sep. 1996 - Jan. 1999
 Software Engineering Institute (SEI), Beihang University

Honors

- NSF CAREER Award (Novel Data Mining Technologies for Complex Network Analysis), 2010-2015
- OBR Research Challenge Award, 2007-2008
- KSU Research Activity Award, 2007
- ACM KDD (Knowledge Discovery and Data Mining) student travel award, 2005
- OSU Presidential Fellowship, The Ohio State University, 2003-2004
- Winner of the "Fengru Cup" of Science & Technology Creative Contest, Beihang University, 1997
- First Prize of People's Scholarship, Beihang University, 1993, 1994, 1995
- Winner of Beijing College Programming Contest, 1993
- Champion of Computer Programming Contest of Beihang University, 1993

Memberships

- Member of ACM (Association of Computing Machinery)
- Member of IEEE (Institute of Electrical and Electronics Engineers)

Publications

Book Chapters and Journal Papers

1. *Topic level expertise search over heterogeneous networks*, Jie Tang, Jing Zhang, Ruoming Jin, Zi Yang, Keke Cai, Li Zhang, and Zhong Su. *Mach. Learn.* 82, 2 (February 2011), 211-237, 2011.
2. *Summarizing transactional databases with overlapped hyperrectangles, theories and algorithms*, Yang Xiang,

Ruoming Jin, Dave Fuhry, and Feodor Dragan, *Data Mining and Knowledge Discovery (DMKD)*, 23(2): 215- 251 (2011).

3. *Path-Tree: An Efficient Reachability Indexing Scheme for Very Large Directed Graphs*, Ruoming Jin, Yang Xiang, Ning Ruan, Haixun Wang, *ACM Transactions on Database Systems (TODS)*, 36(1): 7 (2011).
4. *A Survey of Algorithms for Dense Subgraph Discovery*, Victor Lee, Ning Ruan, Ruoming Jin, and Charu Agrawal, book chapter in *MANAGING AND MINING GRAPH DATA* (Springer), edited by Charu Agrawal and Haixun Wang, February 2010.
5. *Predicting Biomarkers for Chronic Lymphocytic Leukemia Using Gene Co-Expression Network Analyses for ZAP70*, J. Zhang, L. Ding, K. Circle, T. Borlawsky, Y. Xiang, H. Ozer, R. Jin, P. Payne, and K. Huang, in *BMC Bioinformatics* (invited publication as part of a special relationship between AMIA and BMC to recognize exceptional 2010 Translational Bioinformatics Summit papers).
6. *Data Discretization Unification*, Ruoming Jin, Yuri Breitbart, and Chibuike Muoh, in *Knowledge and Information System (KAIS journal)*, Volume 19, Number 1, Pages 1-29, April, 2009.
7. *MMIS07, 08: mining multiple information sources workshop report*, Xingquan Zhu, Ruoming Jin, Yuri Breitbart, Gagan Agrawal, *SIGKDD Explorations* 10(2): 61-65 (2008)
8. *Middleware for Data Mining Applications on Clusters and Grids*, Leonid Glimcher, Ruoming Jin, Gagan Agrawal, *Journal of Parallel and Distributed Computing (JPDC)*, 68(1): 37-53 (2008).
9. *Frequent Pattern Mining in Data Streams*, Ruoming Jin, Gagan Agrawal, book chapter in *Data Streams: Models and Algorithms*, Ed. Charu Agrawal, Springer, 2007.
10. *Fast and Exact Out-of-Core and Distributed K-Means Clustering*, Ruoming Jin, Anjan Goswami, and Gagan Agrawal, in *Knowledge and Information System (KAIS journal)*, 10(1): 17-40 (2006) .
11. *Communication and Memory Optimal Parallel Data Cube Construction*, Ruoming Jin, Karthik Vaidyanathan, Ge Yang, and Gagan Agrawal, in the *IEEE transactions on Parallel and Distributed Systems (TPDS)*, 16(12): 1105-1119 (2005).
12. *A Methodology for Detailed Performance Modeling of Reduction Computations on SMP Machines*, Ruoming Jin and Gagan Agrawal, in *Performance Evaluation*, Vol. 60(1-4), p. 73-105, 2005.
13. *Shared Memory Parallelization of Data Mining Algorithms: Techniques, Programming Interface, and Performance*, Ruoming Jin, Ge Yang, and Gagan Agrawal. in the *IEEE Transactions on Knowledge & Data Engineering (TKDE)*, Vol. 17, No. 1, January, 2005
14. *Implementing Data Cube Construction Using a Cluster Middleware: Algorithms, Implementation Experience, and Performance Evaluation*, Ge Yang, Ruoming Jin, and Gagan Agrawal, in *Future Generation Computer Systems (FGCS)*, v. 19, i. 4, p. 533 - 550, 2003.
15. *Research on Static Prediction and Visual Analysis of Program Execution Time*, Changai Sun, Maozhong Jin, Chao Liu, and Ruoming Jin, *Journal of Software (Chinese)*, Vol. 14, No. 1, 2003, p: 68-75.
16. *Testing Technology of Real-time and Embedded Software*, Changai Sun, Ruoming Jin, Chao Liu, and Maozhong Jin, *Journal of Mini Micro Systems (Chinese)*, Vol. 21, No. 9, 2000, p: 920-924.

Conference and Referred Workshop Papers

17. *SCARAB: Scaling Reachability Computation on Large Graphs*, Ruoming Jin, Ning Ruan, Saikat Dey, and Jeffrey Xu Yu, in *SIGMOD12*.
18. *A Highway-Centric Labeling Approach for Answering Distance Queries on Large Sparse Graphs*, Ruoming Jin, Ning Ruan, Yang Xiang, and Victor Lee, in *SIGMOD12*.
19. *Optimizing Index for Taxonomy Keyword Search*, Bolin Ding, Haixun Wang, Ruoming Jin, Jiawei Han, and Zhongyuan Wang, in *SIGMOD12*.

20. *Distance Preserving Graph Simplification*, Ning Ruan, Ruoming Jin, and Yan Huang, in ICDM11.
21. *A Hypergraph-based Method for Discovering Semantically Associated Itemsets*, Haishan Liu, Paea LePendu, Ruoming Jin, Dejing Dou, ICDM11.
22. *Multi-view random walk framework for search task discovery from click-through log*, Jianwei Cui, Hongyan Liu, Jun Yan, Lei Ji, Ruoming Jin, Jun He, Yingqin Gu, Zheng Chen, Xiaoyong Du, in CIKM11.
23. *Axiomatic Ranking of Role Similarity*, Ruoming Jin, Victor Lee, and Hui Hong, in SIGKDD11.
24. *Discovering Highly Reliable Subgraphs in Uncertain Graphs*, Ruoming Jin, Lin Liu, and Charu Agrawal, in SIGKDD11.
25. *Relational Approach for Shortest Path Discovery over Large Graphs*, Jun Gao, Ruoming Jin, Jiashuai Zhou, Jeffrey Xu Yu, Xiao Jiang, and Tengjiao Wang, PVLDB 5(4): 358-369(2011)
26. *Computing Distance-Constraint Reachability in Uncertain Graphs*, Ruoming Jin, Lin Liu, Bolin Ding, and Haixun Wang, PVLDB 4(9): 551-562 (2011).
27. *Neighborhood-Privacy Protected Shortest Distance Computing in Cloud*, Jun Gao, Jeffrey Xu Yu, Ruoming Jin, Jiashuai Zhou, Tengjiao Wang, and Dongqing Yang, in SIGMOD11, 2011.
28. *On Dense Pattern Mining in Graph Streams*, Charu Aggrawal, Yao Li, Philip Yu, and Ruoming Jin, in VLDB10 (Full Paper, Acceptance Rate: 16.1%).
29. *Computing Label Constraint Reachability in Graph Databases*, Ruoming Jin, Hui Hong, Haixun Wang, Ning Ruan and Yang Xiang, in the Proceedings of ACM SIGMOD conference (SIGMOD10), June, 2010, pages 123-134 (Full Paper, Acceptance Rate: 20.8%).
30. *Communication Motifs: A Tool to Characterize Social Communications*, Qiankun Zhao, Yuan Tian, Qi He, Nuria Oliver, Ruoming Jin, and Wang-Chien Lee, in CIKM10.
31. *Block Interaction: A Generative Summarization Scheme for Frequent Patterns*, Ruoming Jin, Yang Xiang, Hui Hong, and Kun Huang, in KDD10 workshop UP10 (Useful Patterns).
32. *Predicting biomarkers for chronic lymphocytic leukemia using gene co-expression network analyses for ZAP70*, Zhang J, Ding L, Keen-Circle K, Borlawsky T, Xiang Y, Ozer HG, Jin R, Payne PRO, Huang K. in the Proceedings of the AMIA Summit of Translational Bioinformatics, 2010.
33. *A Tree-Based Framework for Difference Summarization*, Ruoming Jin, Yuri Breitbart, and Rong Li, in the Proceeding of IEEE International Conference on Data Mining (ICDM09), pages 209-218 (Full Paper, Acceptance rate: 8.9%).
34. *A Sparsification Approach for Temporal Graphical Model Decomposition*, Ning Ruan, Ruoming Jin, Victor Lee, and Kun Huang, in the Proceeding of IEEE International Conference on Data Mining (ICDM09), pages 447-456 (Full Paper, Acceptance rate: 8.9%).
35. *Cartesian Contour: A Concise Representation for a Collection of Frequent Sets*, Ruoming Jin, Yang Xiang, and Lin Liu, in the Proceedings of the 15th ACM SIGKDD International Conference on Knowledge Discovery and Data Mining (KDD09), pages 417-426 (Full Paper, Long Presentation, Acceptance rate: 10%).
36. *Migration Motif: A spatial-temporal pattern mining approach for financial market*, Xiaoxi Du, Ruoming Jin, Ling Ding, Victor Lee, and John Thornton, in the Proceedings of the 15th ACM SIGKDD International Conference on Knowledge Discovery and Data Mining (KDD09), pages 1135-1144 (Industry/Application Track, Full Paper, Short Presentation, Acceptance rate: 27%).
37. *Multiple Information Sources Cooperative Learning*, Xingquan Zhu and Ruoming Jin, in the Proceedings of the 21st International Joint Conference on Artificial Intelligence (IJCAI), pages 1369-1375, Pasadena, California, USA (Full Paper, Acceptance rate: 25%).
38. *3-HOP: A High-Compression Indexing Scheme for Reachability Query*, Ruoming Jin, Yang Xiang, Ning Ruan, and Dave Fuhr, in the Proceedings of ACM SIGMOD conference (SIGMOD09), pages 813-826 (Full Paper, Acceptance rate: 15.9%).

39. *Identify Dynamic Network Modules with Temporal and Spatial Constraints*, Ruoming Jin, Scott McCallen, Chun-Chi Liu, Yang Xiang, Eivind Almaas, and Xianghong Jasmine Zhou, in the Proceedings of Pacific Symposium on Biocomputing (PSB09) pages 14:203-214.
40. *Using Frequent Co-expression Network to Identify Gene Clusters for Breast Cancer Prognosis*, Jie Zhang, Yang Xiang, Ruoming Jin, Kun Huang, in Proceedings of the ISIBM International Joint Conferences on Bioinformatics, Systems Biology and Intelligent Computing, pages 428-434, IEEE Press, 2009.
41. *Efficient Skyline Computation in Metric Space*, Dave Fuhry, Ruoming Jin, and Donghui Zhang, in the Proceedings of 12th International Conference on Extending Database Technology (EDBT09), pages 1042-1051, March, 2009 (Full Paper, Acceptance rate: 32%).
42. *Estimating the Number of Frequent Itemsets in a Large Database*, Ruoming Jin, Scott Mccallen, Yuri Breitbart, Dave Fuhry, and Dong Wang, in the Proceedings of 12th International Conference on Extending Database Technology (EDBT09), pages 505-516, March, 2009 (Full Paper, Acceptance rate: 32%).
43. *Overlapping Matrix Pattern Visualization: a Hypergraph Approach*, Ruoming Jin, Yang Xiang, Dave Fuhry, and Feodor Dragan, in International Conference on Data Mining (ICDM08), pages 313-322 (Full Paper, Acceptance rate: 9.7%).
44. *A Topic Modeling Approach and its Integration into the Random Walk Framework for Academic Search*, Jie Tang, Ruoming Jin, Jing Zhang, in International Conference on Data Mining (ICDM08), pages 1055-1060 (Short Paper, Acceptance rate: 19.9%).
45. *Effective and efficient itemset pattern summarization: regression-based approaches*, Ruoming Jin, Muad Abu-Ata, Yang Xiang, and Ning Ruan, in the Proceedings of the 14th ACM SIGKDD International Conference on Knowledge Discovery and Data Mining (KDD08), August, 2008, Pages 399-407 (Full Paper, Acceptance rate: 18.5%).
46. *Succinct summarization of transactional databases: an overlapped hyperrectangle scheme*, Yang Xiang, Ruoming Jin, Dave Fuhry, and Feodor Dragan, in the Proceedings of the 14th ACM SIGKDD International Conference on Knowledge Discovery and Data Mining (KDD08), August, 2008, Pages 758-766 (Full Paper, Acceptance rate: 18.5%).
47. *Efficiently Answering Reachability Query on Very Large Directed Graphs*, Ruoming Jin, Yang Xiang, Ning Ruan, and Haixun Wang, in the Proceedings of ACM SIGMOD conference (SIGMOD08), June, 2008, Pages 595-608 (Full Paper, Acceptance rate: 18%).
48. *Query Planning for Searching Inter-dependent Deep-Web Databases*, Fan Wang, Gagan Agrawal, and Ruoming Jin, in the Proceedings of 20th International Conference on Scientific and Statistical Database Management (SSDBM08), July, 2008, pages 24-41 (Full Paper, Acceptance rate: 34.5%).
49. *Cost-Based Query Optimization for Complex Pattern Mining on Multiple Databases*, Ruoming Jin, Dave Fuhry, and Abdulkareem Alali, in the Proceedings of 11th International Conference on Extending Database Technology (EDBT08), March, 2008, pages 380-391 (Full Paper, Acceptance rate: 17.5%).
50. *Data Discretization Unification*, Ruoming Jin, Yuri Breitbart, and Chibuike Muoh, in the Proc. of the Seventh IEEE International Conference on Data Mining (ICDM07), Oct. 2007, pages 183-192, (Full Paper, Acceptance rate: 7%, received two best paper nomination).
51. *Trend Motif: A Graph Mining Approach for Analysis of Dynamic Complex Networks*, Ruoming Jin, Scott McCallen, and Eivind Almaas, in the Proc. of the Seventh IEEE International Conference on Data Mining (ICDM07), Oct. 2007, pages 541-546 (Short Paper, Acceptance rate: 19%).
52. *SNPMiner: A Domain-Specific Deep Web Mining Tool*, Fan Wang, Gagan Agrawal, Ruoming Jin, and Helen Piontkivska. in IEEE 7th Symposium in Bioinformatics and Bioengineering (BIBE), Oct. 2007, pages 192-199. (Acceptance rate: 13%).
53. *Graph and Topological Structure Mining on Scientific Articles*, Fan Wang, Ruoming Jin, Gagan Agrawal, and Helen Piontkivska. in IEEE 7th Symposium in Bioinformatics and Bioengineering (BIBE), Oct. 2007, pages 1318-1322.

54. *Assigning Schema Labels Using Ontology and Heuristics*, Xuan Zhang, Ruoming Jin, and Gagan Agrawal, in IEEE 6th Symposium in Bioinformatics and Bioengineering (BIBE), pages 269-280, Oct. 2006.
55. *Exploratory Tools for Follow-Up Studies to Microarray Experiments*, Kaushik Sinha, Ruoming Jin, Gagan Agrawal, and Helen Piontkivska, in IEEE 6th Symposium in Bioinformatics and Bioengineering (BIBE), pages 81-85, Oct. 2006.
56. *FREERIDE-G: Supporting Applications that Mine Remote FREERIDE-G: Supporting Applications that Mine Remote*, Leo Glimcher, Ruoming Jin, and Gagan Agrawal, in the Proc. of International Conference on Parallel Processing (ICPP), pages 109-118, August 2006.
57. *A New Robust Estimation Technique for Approximate Processing of OLAP Queries*, Ruoming Jin, Leo Glimcher, Chris Jermaine, and Gagan Agrawal, in the Proc. of 22nd International Conference on Data Engineering (ICDE), 18, April 2006.
58. *A Systematic Approach for Optimizing Complex Mining Tasks on Multiple Databases*, Ruoming Jin and Gagan Agrawal, in the Proc. of 22nd International Conference on Data Engineering (ICDE), 17, April 2006.
59. *A Decomposition-Based Probabilistic Framework for Estimating the Selectivity of XML Twig Queries*, Chao Wang, Srinivasan Parthasarath, and Ruoming Jin, in the Proc. of 10th International Conference on Extending Database Technology (EDBT), pages 533-551, March 2006.
60. *An Algorithm for In-Core Frequent Itemset Mining on Streaming Data*, Ruoming Jin and Gagan Agrawal, in the Proc. of the Fifth IEEE International Conference on Data Mining (ICDM), pages 210-217, Nov. 2005.
61. *Using Data Mining Techniques to Learn Layouts of Flat-File Biological Datasets*, Kaushik Sinha, Xuan Zhang, Ruoming Jin, and Gagan Agrawal, in the IEEE 5th Symposium on Bioinformatics & Bioengineering (BIBE), pages 177-184, Oct. 2005.
62. *Simultaneous Optimization of Complex Mining Tasks with a Knowledgeable Cache*, Ruoming Jin, Kaushik Sinhak, and Gagan Agrawal, in the Proc. of 11th International Conference on Knowledge Discovery and Data Mining (SIGKDD), pages 600-605, Aug. 2005.
63. *Discovering Frequent Topological Patterns from Graph Datasets*, Ruoming Jin, Chao Wang, Dmitrii Polshako, Srinivasan Parthasarathy, Gagan Agrawal, in the Proc. of 11th International Conference on Knowledge Discovery and Data Mining (SIGKDD), pages 606-611, Aug. 2005.
64. *A Framework to Support Multiple Query Optimization for Complex Mining Tasks*, Ruoming Jin, Kaushik Sinhak, and Gagan Agrawal, in the Sixth International Workshop on Multimedia Data Mining in conjunction with KDD (MDM/KDD2005), Aug. 2005.
65. *Learning Layouts of Biological Datasets Semi-Automatically*, Kaushik Sinha, Xuan Zhang, Ruoming Jin, and Gagan Agrawal, in the Proc. of 2nd International Workshop on Data Integration in the Life Sciences (DILS), Jul. 2005.
66. *Parallelizing a Defect Detection and Categorization Application*, Leo Glimcher, Gagan Agrawal, Sameep Mehta, Ruoming Jin, and Raghu Machiraju, in the Proc. of International Parallel and Distributed Processing Symposium (IPDPS), April 2005.
67. *Fast and Exact Out-of-Core K-Means Clustering*, Anjan Goswami, Ruoming Jin, and Gagan Agrawal, in the Proc. of International Conference on Data Mining (ICDM), pages 83-90, Nov. 2004.
68. *Using Tiling to Scale Parallel Data Cube Construction*, Ruoming Jin, Karthik Vaidyanathan, Ge Yang, and Gagan Agrawal, in the Proc. of International Conference on Parallel Processing (ICPP), pages 365-372, August 2004.
69. *Parallel Data Cube Construction: Algorithms, Theoretical Analysis, and Experimental Evaluation*, Ruoming Jin, Ge Yang, and Gagan Agrawal, in the Proc. of 10th International Conference on High Performance Computing (HiPC), pages 74-84, Dec. 2003.
70. *Efficient Decision Tree Construction on Streaming Data*, Ruoming Jin and Gagan Agrawal, in the Proc. of 9th International Conference on Knowledge Discovery and Data Mining (SIGKDD), pages 571-576, Aug. 2003.

71. *Communication and Memory Optimal Parallel Data Cube Construction*, Ruoming Jin, Ge Yang, Gagan Agrawal, and Karthik Vaidyanathan, in the Proc. of International Conference on Parallel Processing (ICPP), pages 573-580, Aug. 2003.
72. *Communication and Memory Efficient Parallel Decision Tree Construction*, Ruoming Jin and Gagan Agrawal, in the Third SIAM International Conference on Data Mining (SDM), May 2003.
73. *Combining Distributed Memory and Shared Memory Parallelization for Data Mining Algorithms*, Ruoming Jin and Gagan Agrawal, in the 6th International Workshop on High Performance Data Mining: Pervasive and Data Stream Mining (HPDM: PDS03) in conjunction with SDM, April 2003.
74. *A Compilation Framework for Distributed Memory Parallelization of Data Mining Algorithms*, Xiaogang Li, Ruoming Jin, and Gagan Agrawal, in the Proc. of International Parallel and Distributed Processing Symposium (IPDPS), May, 2003.
75. *Impact of Data Distribution, Level of Parallelism and Communication Frequency on Parallel Data Cube Construction*, Ge Yang, Ruoming Jin, and Gagan Agrawal, in the Proc. of International Parallel and Distributed Processing Symposium (IPDPS), May, 2003.
76. *Compiler and Runtime Support for Shared Memory Parallelization of Data Mining Algorithms*, Xiaogang Li, Ruoming Jin, and Gagan Agrawal, in the Proc. of Languages and Compilers for Parallel Computing (LCPC), pages 265-279, 2002.
77. *Shared Memory Parallelization of Decision Tree Construction Using a General Data Mining Middleware*, Ruoming Jin and Gagan Agrawal, in the Proc. of EuroPar (EuroPar), pages 346-354, 2002.
78. *Performance Prediction for Random Write Reduction: A Case Study in Modeling Shared Memory Programs*, Ruoming Jin and Gagan Agrawal, in ACM Sigmetrics (SIGMETRICS), pages 117-128, 2002.
79. *Implementing Data Cube Construction Using a Cluster Middleware: Algorithms, Implementation Experience, and Performance Evaluation*, Ge Yang, Ruoming Jin, and Gagan Agrawal, in 2nd IEEE International Symposium on Cluster Computing and the Grid (CCGrid), pages 84-92, 2002.
80. *Shared Memory Parallelization of Data Mining Algorithms: Techniques, Programming Interface, and Performance*, Ruoming Jin and Gagan Agrawal, in Second SIAM International Conference on Data Mining (SDM), 2002.
81. *Compiler and Middleware Support for Scalable Data Mining*, Gagan Agrawal, Ruoming Jin, and Xiaogang Li, in 9th Workshop on Compilers for Parallel Computers, pages 33-51, June 2001.
82. *An Efficient Association Mining Implementation on Cluster of SMPs*, Ruoming Jin and Gagan Agrawal, in 4th International Workshop on Parallel and Distributed Data Mining, April 2001.
83. *A Middleware for Developing Parallel Data Mining Applications*, Ruoming Jin and Gagan Agrawal, in First SIAM International Conference on Data Mining (SDM), April 2001.
84. *Compiling Data Intensive Applications with Spatial Coordinates*, Renato Ferreira, Gagan Agrawal, Ruoming Jin, and Joel Saltz, in Proc. of Languages and Compilers for Parallel Computing (LCPC), pages 339-354, 2000.
85. *High-level Programming Methodologies for Data Intensive Computing*, Gagan Agrawal, Renato Ferreira, Joel Saltz, and Ruoming Jin, in Proc. of Languages, Compilers and Runtime Systems for Scalable Machines, pages 32-43, 2000.

Invited Talks and Colloquium

1. *Mining Uncertain Graphs: Tackling Uncertainty in Network Data*, invited talk at Case Western Reserve University (Nov. 2011).
2. *Answering Reachability Query in Graph Database*, invited talks at University of Oregon (Nov. 2010) and Northwestern University (Nov. 2010).

3. *Computing Label-Constraint Reachability in Graph Databases*, presentation at SIGMOD10 (June 2010), invited talk at Tencent Research Lab, Beijing (July, 2010).
4. *Mining Temporal Complex Network*, Biomedical Informatics Distinguished Guest Lecture, The OSU Center for Clinical and Translational Science, May, 2009.
5. *Efficiently Answering Reachability Query on Very Large Directed Graphs*, presentation at SIGMOD08 (June 2008), invited talk at Penn State (Oct. 2008), Oakland University (Sep. 2008), Beihang University, IBM China Research Lab, AOL Beijing Research Lab (July, 2008).
6. *Database Supports for Efficient Frequent Pattern Mining*, invited talks at IBM T.J. Watson Research Center (May, 2008), Colloquium at Department of Computer Science, Wayne State University (March, 2008), invited talk at Max-Planck-Institut fcken, Germany, (August, 2007).
7. *Scalable Data Mining: System Support and Algorithms*, invited talk at Beihang University and Mathematics and Systems Institute of Chinese Academy of Sciences, June, 2007.
8. *Towards a Systematic Approach for Genome-Wide Rice Gene Annotation*, invited talk on the 3rd Rice Annotation Project Meeting (RAP3), Tsukuba, Japan, Dec. 9-10, 2006.
9. *Frequent Pattern Mining: Algorithms, Research Issues, and Applications*, talk at Department of Computer Science, Kent State University, Nov. 2005.
10. *Scalable Data Mining: System Support and Algorithms*, talk at IBM T.J. Watson, Dec. 2004.
11. *Efficiently and Accurately Mining Out-of-Core Datasets by Sampling*, talk at CMU AutonLab, Aug. 2004
12. *A Systematic Approach to Mine Multiple Datasets*, Ruoming Jin, System Group Seminar, OSU, April. 2004
13. *Developing Data Intensive Applications on SMP Clusters*, talk in First SIAM Conference on Computational Science and Engineering, September 2000.

Funding

1. *Amazon Education Grant*, PI, \$5100, 2012-2013.
2. *Mining across Multiple Related Data Streams*, National Nature Science Foundation of China (NSFC), 61003167, co-PI (PI: Peng Zhang), 200,000 (Yuan), 2011-2014.
3. *CAREER: Novel Data Mining Technologies for Complex Network Analysis*, NSF IIS-0953950, sole PI, \$523,859.00, 2010-2015.
4. *OBR Research Challenge Award (2007-2008)*, \$50,000, Principle Investigator, (Co-PI: Helen Piontkivska, B.S., KSU).
5. *KSU Research Activity Award, 2007*, Two-course release.

Professional Service

KDD, ICDM are the top (rank-1) computer science conferences;

SDM, PKDD, PAKDD, EDBT are the rank-2 computer science conferences.

1. Workshop Co-Chair for International Workshop on Mining Multiple Information Sources, in conjunction with KDD07, KDD08, ICDM09, ICDM10.
2. Senior Program Committee Member for SDM10, SDM11.
3. Vice PC co-chairs, for ADMA 2011.
4. Sponsorship Co-Chair for SIAM Conference on Data Mining (SDM), 2009.
5. Program Committee Member for ACM conference on knowledge discovery and data mining (KDD), 2009, 2010, 2012.

6. Program Committee Member for International Conference on Data Mining (ICDM), 2009, 2010, 2011, 2012.
7. Program Committee Member for SIAM Conference on Data Mining (SDM), 2007, 2009, 2010, 2012.
8. Program Committee Member for International Conference on Extending Database Technology (EDBT), 2009.
9. Program Committee Member for Pacific-Asia Conference on Knowledge Discovery and Data Mining (PAKDD), 2007, 2008, 2009, 2010, 2012.
10. Program Committee Member for the European Conference on Machine Learning / Principles and Practice of Knowledge Discovery in Databases (ECML PKDD), 2008.
11. Program Committee Member for European First International Conference on Data Mining (ECDM), 2007.
12. Program Committee Member for IEEE International Conference on Granular Computing, 2006, 2007, 2008.
13. Program Committee Member for International Conference on Information Systems, Technology, and Management (ICISTM), 2007, 2009.
14. Program Committee Member for 8th ACIS International Conference on Software Engineering, Artificial Intelligence, Networking, and Parallel/Distributed Computing (SNPD), 2007.
15. Program Committee Member for 2nd CIKM workshop of Data and Text Mining Methods in Bioinformatics (DTMbio), 2007.
16. Program Committee Member for International Workshop on High Performance Data Mining and Application (HPDMA), 2007, in Conjunction with PAKDD 2007.
17. Program Committee Member for 2006 ECML PKDD Workshop on Parallel Data Mining.
18. Program Committee Member for 9th International Workshop on High Performance and Distributed Mining, 2006.
19. Reviewer for International Conferences: VLDB06, PODS07, ICDCS07.
20. Journal Reviewer for BMC Bioinformatics, IEEE Transactions on Knowledge and Data Engineering (TKDE), IEEE Transactions on Parallel and Distributed Systems (TPDS), and IEEE Transactions on Computers (TC), Journal of Machine Learning Research (JMR).

Teaching & Course Development

1. St: Advanced Computing Platforms for Data Analysis, CS 4/5/6/79995 (Spring, 2012, New Course)
2. St: Application Development for Mobile Devices, CS4/59995 (Spring, 2011, New Course)
3. Advanced Database System Design, CS 6/73005 (Spring, 2006, & Fall, 2010)
4. St: Data Mining for Complex Network, CS6/79995 (Spring, 2010, New Course)
5. Database System Design, CS 4/53005 (Spring, 2009 & Fall, 2009)
6. Discrete Structures for Computer Science (CS 23022), (Spring 2010)
7. St: Graph Mining and Management, CS 6/79995 (Spring, 2007 & Spring, 2009, New Course)
8. Data Mining Techniques, CS 6/73015 (Fall, 2006, & Fall, 2007 & Fall, 2008)
9. Computer Architecture, CS 35101 (Fall, 2005)

Current Advisees

1. Victor Lee (Ph.D. Candidate, Expected Graduation: Spring 2012)

2. Muad Abuata (Ph.D. Student, co-advising with Dr. Feodor Dragan, Passed Preliminary, Expected Graduation: Summer 2012)
3. Lin Liu(Ph.D. Candidate, Expected Graduation: Summer 2013)
4. Yelong Sheng (Ph.D. Student)
5. Guan Wang (Ph.D. Student)
6. Rong Li (M.S. Student)
7. Hui Hong (M.S. Student)
8. Daniel Gur (Undergraduate)
9. Nicholas Tietz (Undergraduate)

Graduated Advisees

1. Ning Ruan (Ph.D. Feb. 2012, Google)
2. Chibuike Muoh (M.S., Nov. 2009, Highland Software)
3. Xiaoxi Du (M.S., April 2009)
4. Dong Wang (M.S., Nov. 2008, UT Houston)
5. Dave Furhy (M.S., April 2008, Ph.D. Program in Ohio State)
6. Dave Stanfill, (B.S., Honors thesis, April 2008)
7. Scott McCallen (M.S., Dec. 2007, Lockheedmartin)

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **17-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Applied Engineering**
 College **AR - Aeronautics and Engineering**
 Degree **BS - Bachelor of Science**
 Program Name **Mechanical Engineering Technology** Program Banner Code **MERT**
 Concentration(s) **Mechanical Engineering Technology** Concentration(s) Banner Code(s) **MERT**
 Proposal **Establish program**

Description of proposal:

The college of Aeronautics and Engineering is seeking approval to establish a Bachelor of Science Degree in Mechanical Engineering Technology. This new program is based on the existing Mechanical Engineering Technology concentration under the Bachelor of Science in Applied Engineering program. The purpose of this change is to create a program that is relevant and responsive to industry needs. The mechanical engineering technology curriculum has developed to the point where it no longer shares 50% of its major courses with the other Applied Engineering concentrations and is out of compliance in regards to concentration content within a major.


Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **120** Proposed total credit hours **120**

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

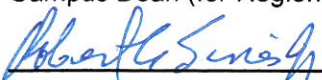
There is no immediate additional need for lab space for the proposed program.

Units consulted (other departments, programs or campuses affected by this proposal):
Kent State Tusc campus.

REQUIRED ENDORSEMENTS

 10 / 24 / 17
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) / /

 10 / 26 / 2017
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) / /

 Senior Vice President for Academic Affairs and Provost (or designee) / /



FORM

New Programs

Substantive Change Application

Institution: Kent State University City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

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Date Submitted:

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if a change application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.hlcommission.org/change> to ensure that there have been no changes to the application form in the intervening time.

Submit the completed application as a single PDF file on the following webpage:
http://www.hlcommission.org/document_upload/.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Kent State University proposes to offer a Bachelor of Science degree in Mechanical Engineering Technology to be offered through the university's College of Aeronautics and Engineering. This program is existing as a concentration within the college's Applied Engineering major. The goal is to elevate the concentration to a separate major and align the curriculum more fully with accreditation standards.

Kent State's Applied Engineering major is accredited by the Association of Technology, Management, and Applied Engineering (ATMAE). With the proposed Mechanical Engineering Technology major, the university will seek accreditation for the degree program from the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

2. Is this application being submitted in conjunction with another application?

Yes

No

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Review the "[Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval](#)" to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

Certificate

Bachelor's

Diploma

Master's/specialist

Associate's

Doctorate

Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out plan if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No.

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No.

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If "Yes," attach documentation of the approval to the request. If "No," attach evidence that approval is not needed.

Internal (faculty, board) approvals	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
System approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
State approval	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Foreign country(ies) approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable

For Distance or Correspondence Education only:
Process in place to ascertain and secure state approval(s) as required

	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure

whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See <http://www.hlcommission.org/change-visit> for more information.

- Request to add a proposed change to an already scheduled visit. **Note:** Such requests must be submitted at least six months before the visit date.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the visit.

b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

The name of the program will be the Mechanical Engineering Technology major within the Bachelor of Science degree. The CIP most aligned with the program's outcomes is the following:

15.0805 Mechanical Engineering/Mechanical Technology/Technician. A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in the design and development phases of a wide variety of projects involving mechanical systems. Includes instruction in principles of mechanics, applications to specific engineering systems, design testing procedures, prototype and operational testing and inspection procedures, manufacturing system-testing procedures, test equipment operation and maintenance, and report preparation.

b) Total credit hours (indicate whether semester or quarter) for completion of the program

The Mechanical Engineering Technology major is 120 semester credit hours, comprising 67 credit hours of major coursework and 53 credit hours of mathematics, chemistry, physics, business and general education coursework.

c) Normal or typical length of time for students to complete the program

Full-time new students will be able to complete the program in four years (eight semesters).

d) Proposed initial date for implementation of the program

Fall 2018 Semester.

e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The target audience is full-time and part-time traditional students and students transferring from another institution.

f) Projected life of the program (single cohort or ongoing)

The program will have ongoing admission.

g) Whether the program will be part of contractual or consortial arrangement

Not applicable.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request.

Not applicable.

3. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested below and complete the [Contractual Screening Form](#) for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.) If the screening form indicates contractual approval is required, complete the full contractual application and submit it in conjunction with the program application. If the screening form indicates no further action is required, attach the confirmation email from HLC.

Type of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Recruitment and admission of students	Not applicable	Not applicable
B. Course placement and advising of students	Not applicable	Not applicable
C. Design and oversight of curriculum	Not applicable	Not applicable
D. Direct instruction and oversight	Not applicable	Not applicable
E. Other support for delivery of instruction	Not applicable	Not applicable

Section B. Institution's History With Programs

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Kent State offers one bachelor's degree major—Aeronautical Systems Engineering Technology—in the same four-digit CIP series (15.08 Mechanical Engineering Related Technologies/Technicians). The proposed program will not replace the existing program.

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

Kent State offers two bachelor's degree majors with the same two-digit series (15 Engineering Technologies and Engineering-Related Fields.).

- Aeronautical Systems Engineering Technology major: first cohort of 22 students entered in fall semester 2017
- Engineering Technology major: 37 graduates in fiscal year 2017

Section C. Institutional Planning for Program Change

6. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

There are no identified challenges.

7. Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

The College of Aeronautics and Engineering has offered this program since 2013 as one of four concentrations in the Applied Engineering major, Bachelor of Science degree. In its four years, the program has grown eightfold in enrollment, with 142 students in fall 2017.

The Applied Engineering major is accredited by the Association of Technology, Management and Applied Engineering (ATMAE). The college will seek to have the proposed Mechanical Engineering Technology accredited, instead, by ABET. With different curriculum, learning outcomes and accreditation standards, the Applied Engineering and Mechanical Engineering Technology programs have gone down separate paths and now need to be made separate degree programs

[Future Actions] In addition to be approved by the applied engineering faculty, the proposal was approved by the faculty-led Aeronautics and Engineering Curriculum Committee, the Educational Policies Council, a subcommittee of the Faculty Senate; and the Faculty Senate.

8. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

As the program is existing, facilities on the Kent Campus will be adequate for the elevation of the concentration to major. In 2015, a new, 55,000-square-foot aeronautics and technology building opened on the Kent Campus. The building houses classrooms and laboratories to support the College of Aeronautics and Engineering programs, including an advanced Mechanical laboratory, a magnethermic casting laboratory and an air traffic control simulation laboratory.

9. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

A recent Gallup study found that “approximately 2.7 million jobs (22 percent of existing workforce) will be retiring from the manufacturing workforce between now and 2025. The U.S. manufacturing industry will add nearly 3.4 million jobs in the next decade to meet both future domestic and international demand. Moreover, as manufacturing firms expand their operations over this 10-year period, they will need an additional 700,000 workers to meet the demand.”²

According to the Ohio Manufacturers’ Association, the Ohio manufacturing sector was fourth in the nation and has 5.6 percent of manufacturing jobs in the United States.³ Using 2.7 million jobs as the base, this means Ohio must replace approximately 151,000 workers.

¹ Manufacturing Institute (2015). *The Skills Gap in the U.S. Manufacturing 2015 and Beyond*. Retrieved from www.themanufacturinginstitute.org/-/media/827DBC76533942679A15EF7067A704CD.ashx.

² The Ohio Manufacturers’ Association (2015). *2015 Ohio Manufacturing Counts*. Retrieved from www.ohiomfg.com/wp-content/uploads/ManufacturingCounts2015.pdf.

10. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

Using past enrollment growth in the concentration as a basis (see table below), future enrollment is projected at the same rate. With the concentration becoming a separate degree program, Kent State expects that the program will become more visible to prospective students.

Table: Student Enrollment in the Mechanical Engineering Technology Concentration, Applied Engineering Major

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
10	54	102	120	142

The college has the resources to manage the program currently, but as the program continues to grow as expected, it will be necessary to hire additional faculty. It is anticipated that the enrollment in the next six months will be approximately 150 students and will stabilize at 200 students in three years. The program will require one additional full-time faculty member when enrollment reaches 170.

11. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then?

Kent State University operates under a Responsibility Center Management-based (RCM) financial model, where business-type strategies are used to manage and evaluate new and existing programs. Under this model, costs and revenues are taken into consideration when making decisions about the viability of programs. The proposed Mechanical Engineering Technology major will be no exception, and will undergo the same scrutiny as other.

The proposed degree program is existing, albeit as a concentration within the Applied Engineering major. Only two new courses will be added to the curriculum. Therefore, the program can rely on existing faculty, facilities, library resources, equipment and technology (with minor upgrades).

Fiscal projections show the program breaking even in year two of implementation, and then show a net gain after that. Since the program will be launched using existing facilities, equipment and faculty, investments that must be made in year one will be modest and absorbed using college revenue from other programs.

12. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Office of the Provost ensures that only faculty- and university-approved program information is included in the university's Catalog, degree audit, Explore Programs and Degrees website and student information system (for admission and graduation). Kent State's Division of University Communications and Marketing coordinates branding and consistency of all of the university's promotional materials.

Section D. Curriculum and Instructional Design

13. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

MAJOR REQUIREMENTS

TECH 13580 Engineering Graphics I 3 Credit Hours

Technique of engineering drawing, lettering, instrument use, freehand drawing, orthogonal projection, sections, single and double auxiliaries, dimensioning, screw threads, charts and graphs.

TECH 20001 Energy/Power 3 Credit Hours

Study of basic thermodynamic laws and how they apply to the conversion and transfer of heat energy into useful power.

TECH 20002 Materials and Processes 3 Credit Hours

Study and practice addressing the nature of basic manufacturing materials and the processes by which they are converted into manufactured products. Includes laboratory experience.

TECH 21021 Survey of Electricity and Electronics 4 Credit Hours

Survey of DC and AC circuits, semiconductors, and electronic devices, including diodes and transistors.

TECH 23581 Computer-Aided Engineering Graphics 3 Credit Hours

Study of working drawings, descriptive geometry, geometrical tolerancing, structural/weldments, cams, gears, piping and considerable time with the Hewlett Packard 900 CAD system.

TECH 26010 Introduction to Computer Engineering Technology 3 Credit Hours

Describes Computer Engineering Technology concepts and principles. Topics include computer hardware, computer hardware operations, digital systems design, networking hardware, technology of networking, computer aided design and embedded systems.

TECH 26200 Programming for Engineering I 3 Credit Hours **NEW**

Introduction to engineering problem solving and use of programming language to solve those problems is the base of this course. Students in an engineering major are expected to develop basic mathematical modeling and engineering problem solving skills using mathematical and conventional computational tools. Developing modeling and logical thinking are the core objective of this course.

TECH 31000 Cultural Dynamics of Technology 3 Credit Hours

Study of technology and the forces it exerts upon society.

TECH 33031 Programmable Logic Controllers 3 Credit Hours

An introduction to programmable logic controllers (PLCS) covering hardware, ladder logic programming, networking and communications. Programming timers, counters and sequencers and an introduction to human machine interfaces (HMIS).

TECH 33033 Hydraulics/Pneumatics 3 Credit Hours

Fluid properties, hydraulic design, viscosity, hydraulic components, pumps, systems and circuits, maintenance and safety, pneumatics, air systems control and design.

TECH 33111 Strength of Materials 3 Credit Hours

An analytical study of the relation between the external forces applied to elastic materials and the resulting deformations and stresses.

TECH 33363 Metallurgy and Materials Science 3 Credit Hours

Scientific study of modern manufacturing materials (metals, plastics and ceramics) and the laboratory test methods used to determine their manufacturing specifications and properties.

TECH 34002 Advanced Computer-Aided Design 3 Credit Hours

Continuation of CADT 22000 with an emphasis on the use of a Parametric-based CAD software (PRO-ENGINEER) for the design and modeling of industrial products.

TECH 36200 Programming for Engineering II 3 Credit Hours **NEW**

Emphasizes engineering problems and applications of programming language and mathematical tools to analyze and solve them. Students with engineering major (including Mechanical, mechanical engineering technology and computer engineering technology) are expected to learn problem solving techniques, modeling, simulation and presentation of engineering application oriented problems using conventional computation and mathematical tools. Advanced modeling, simulations and analysis are the core objectives of this course.

TECH 43080 Industrial and Environmental Safety 3 Credit Hours

Examines the occupational safety and health act and fundamentals of industrial safety programs.

TECH 43550 Computer-Aided Manufacturing 3 Credit Hours

The application of computers to the preparation of machine tool control programs.

TECH 43580 Computer-Aided Machine Design 3 Credit Hours

Description and Prerequisite Data Currently in Banner: Application of the principles of mechanics and strength of materials, with computer assistance to the design and selection of machine components under both static and dynamic loads.

TECH 43800 Applied Engineering Technology Seminar 3 Credit Hours

As the capstone course in Applied Engineering, students will develop and participate in all aspects of a project involving the solution of a problem through application of technology. Students must pass the ATMAE Certified Technical Manager (CTM) exam.

MAJOR ELECTIVES**TECH 31065 Cast Metals** 3 Credit Hours

Principles and processes of metal casting with a focus on current industrial practices. Includes laboratory experience with nonferrous metals and industrial tours.

TECH 33040 Motors and Controllers 3 Credit Hours

AC and DC motors, motor control, and machine operations in mechatronic systems. Includes introduction to basic control system terms and devices, input and output transducers, signal conditioning, open loop and closed loop control, stability and performance.

TECH 36620 Project Management in Engineering and Technology 3 Credit Hours

The planning, organizing, directing, and controlling of company technology resources for project-based management functions. Includes project coordination requirements, management and planning methods and the use of various management and planning tools.

TECH 43030 Mechatronics 3 Credit Hours

Application of automation concepts in motion control, electrical circuits, fundamental mechanics, control systems and programming including modeling, interfacing and signal conditioning.

TECH 43031 Mechatronics II 3 Credit Hours

Advanced modeling, system response, closed loop control and system software for mechatronic systems.

TECH 43096 Individual Investigation in Applied Science and Technology 1-3 Credit Hours

(Repeatable for credit) Work study of an individual nature on a topic in a field of applied science and technology.

TECH 43700 Computer Integrated Manufacturing 3 Credit Hours

Study of the computer integrated manufacturing system as it relates to product design, estimating inventory, machining and assembly, quality control and distribution.

TECH 47200 Systems Engineering 3 Credit Hours

Systems engineering as a method to solve problems. Introduction to the fundamental systems engineering principles, processes, and methodologies used to analyze, design, develop, and deploy complex, sustainable systems. Focuses on systems engineering as a logical, disciplined, systematic, and coherent approach to the design and development of a system, across the full life cycle of the system. Special emphasis is made on the concepts, methods, and activities used to analyze systems, to define and allocate requirements, to transform requirements into a system design, and to verify and validate the system.

TECH 47210 Sustainable Energy I 3 Credit Hours

A comprehensive overview of energy sources and energy systems, with an emphasis on renewable energy and the implementation and sustainability of various forms of energy. Examines the characteristics of conventional non-renewable energy systems, along with alternate, renewable energy sources and systems. Includes fundamental energy concepts and the conversion, delivery, distribution, and storage of energy. Explores the technological application of various sources of energy and compares their benefits and limitations. Also presents an overview of present U.S. and global energy needs and demands, and the sustainable energy technologies that may be used to meet future energy demands.

TECH 47211 Sustainable Energy II 3 Credit Hours

An in-depth study of the analysis, selection, and implementation of various energy and power sources, with an emphasis on the use of renewable, sustainable energy systems. Focuses on determining energy needs, and on assessing and comparing energy systems with respect to efficiency, technical feasibility, available resources, cost and sustainability characteristics. Includes economics of energy systems, methods for determining costs, and cost-benefit analysis of various energy and power systems. Also includes the social, economic and environmental impact associated with the development, implementation and use of various forms of energy.

ADDITIONAL REQUIREMENTS**ACCT 23020 Introduction to Financial Accounting** 3 Credit Hours

Introduction to the basic concepts and standards underlying financial accounting. Topics to be covered include revenue recognition, receivables, inventory, long-lived assets, liabilities and stockholders' equity. The impact of transactions on the accounting equation and financial statements (balance sheet, income statement and cash flows) is emphasized.

CHEM 10050 Fundamentals of Chemistry 3 Credit Hours

Basic concepts of chemistry (including atomic structure, chemical bonding and reactions) necessary for courses in elementary organic chemistry and physiological chemistry.

COMM 15000 Introduction to Human Communication 3 Credit Hours

An inquiry into the nature and function of human communication in interpersonal, group and public contexts.

ECON 22060 Principles of Microeconomics 3 Credit Hours

Course covers principles and policies affecting prices, including factor incomes, under alternative market structures. Students develop tools to examine social problems, including poverty, crime, pollution and international relations.

ENG 20002 Introduction to Technical Writing 3 Credit Hours

Introduction to communication practices within technical communities. Planning, drafting, revising and editing. Process descriptions, object descriptions, instructional texts, technical correspondence, problem reports, critical reflection.

MATH 11022 Trigonometry 3 Credit Hours

Solution of triangles, trigonometric equations and identities.

MATH 12002 Analytic Geometry and Calculus I 5 Credit Hours

Concepts of limit, continuity and derivative, and the indefinite and definite integral for functions of one real variable. Maximization, related rates, fundamental theorem of calculus.

PHY 13001 General College Physics I 4 Credit Hours

Principles of mechanics, heat and sound.

PHY 13002 General College Physics II 4 Credit Hours

Principles of electricity and magnetism, optics and modern physics.

PHY 13021 General College Physics Laboratory I 1 Credit Hour

Introductory lab to accompany PHY 13001 or PHY 13011.

PHY 13022 General College Physics Laboratory II 1 Credit Hour

Introductory lab to accompany PHY 13002 or PHY 13012.

UC 10097 Destination Kent State: First Year Experience 1 Credit Hour

(Equivalent to UC 10002 or UC 20007) Course assists students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first year students. Not required of transfer students with 25 or more credit hours.

14. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Major Requirements

TECH 13580	Engineering Graphics I	3
TECH 20001	Energy/Power	3
TECH 20002	Materials and Processes	3
TECH 21021	Survey of Electricity and Electronics	4
TECH 23581	Computer-Aided Engineering Graphics	3
TECH 26010	Introduction to Computer Engineering Technology	3
TECH 26200	Programming for Engineers I (NEW)	3
TECH 31000	Cultural Dynamics of Technology	3
TECH 33031	Programmable Logic Controllers	3
TECH 33033	Hydraulics/Pneumatics	3
TECH 33111	Strength of Materials	3
TECH 33363	Metallurgy and Materials Science	3
TECH 34002	Advanced Computer-Aided Design II	3
TECH 36200	Programming for Engineers II (NEW)	3
TECH 43080	Industrial and Environmental Safety	3
TECH 43550	Computer-Aided Manufacturing	3
TECH 43580	Computer-Aided Machine Design	3
TECH 43800	Applied Engineering Technology Seminar	3
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Technical Electives, choose from the following:

TECH 31065	Cast Metals
or TECH 36620	Project Management in Engineering and Technology
TECH 33040	Motors and Controllers
TECH 43030	Mechatronics
TECH 43031	Mechatronics II
TECH 43096	Individual Investigation in Applied Science and Technology
TECH 43700	Computer Integrated Manufacturing
TECH 47200	Systems Engineering
TECH 47210	Sustainable Energy I
TECH 47211	Sustainable Energy II

Additional Requirements

ACCT 23020	Introduction to Financial Accounting	3
CHEM 10050	Fundamentals of Chemistry	3
COMM 15000	Introduction to Human Communication	3
ECON 22060	Principles of Microeconomics	3
ENG 20002	Introduction to Technical Writing	3
MATH 11022	Trigonometry	3
MATH 12002	Analytic Geometry and Calculus I	5
PHY 13001	General College Physics I	4
PHY 13002	General College Physics II	4
PHY 13021	General College Physics Laboratory I	1
PHY 13022	General College Physics Laboratory II	1
UC 10097	Destination Kent State First Year Experience	1
Kent Core Composition		6
Kent Core Humanities and Fine Arts (minimum one course from each)		9
Kent Core Social Sciences (must be from two disciplines)		3
General Elective (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)		1

Minimum Total Credit Hours: 120

15. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats or other approaches to learning, explain how the institution will ensure that student work and the levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Kent State University has partnered with several secondary school districts and career and technical centers to accept for college credit completion of tech prep education programs in engineering and engineering technology. All tech prep programs in Ohio are required to align with the technical content standards and curriculum as developed by both high school and college faculty and business and industry representatives. Thus, the competencies are the same for all programs in a particular career field state-wide. All students are tested using the same state-wide end-of-course exams, which were developed in collaboration by high school and college faculty.

Section E. Institutional Staffing, Faculty, and Student Support

16. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

Existing four full- and seven part-time faculty in the College of Aeronautics and Engineering teach the major courses in the program. Faculty-to-student ratio is presently one full-time faculty for every 32 full-time equivalent students (headcount calculations).

17. What will the impact of the new initiative be on faculty workload?

There will be no impact on the faculty workload.

18. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member's course load in the new program, and the course work each teaches in other programs currently offered. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member.)

See Appendix A.

19. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

20. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

Kent State's science librarian, determined whether the collection of print and electronic resources were adequate enough to support the program proposed. The science librarian works closely with the library representative from the college to determine the need for additional resources as needed, and fulfills direct requests from faculty in need of additional resources. There is an annual budget allocated by the library and administered by the science librarian to support the resource needs of the college. In addition, the science librarian teaches information literacy classes that focus on the usage of these materials.

Book collections: The existing book collection at the Kent State University Library will strongly support the proposed areas of study and research. Existing services the library offers will allow for continued development of this collection. Faculty members have the ability to participate in the selection of new books and journals for the collection. The University Library allocates an annual budget for monograph and journal purchases for the College of Aeronautics and Engineering. The science librarian coordinates requests for these purchases. In addition, for materials not available in the collection, faculty and students may request books through the Interlibrary Loan system.

Journals and subscriptions: Another area of collection support is the University Library's collection of academic periodicals. This collection of journals supports most of the needs of faculty and students research. The collection management librarian and science librarian regularly review interlibrary loan reports from collage to identify new collection needs.

Database collection: The University Library provides access to several databases. The database collection is evaluated each year to ascertain its usefulness to faculty and students, when to acquire new databases, and replace those not of use.

- **ACM Digital Library:** Provides bibliographic information, abstracts, index terms, reviews and the full-text for ACM conference proceedings. ACM journals, magazines and newsletters are also available at this site, as well as through the OhioLINK Electronic Journal Center.

- AccessScience: An online encyclopedia that provides full-text access to articles, research updates and dictionary terms in all areas of science and technology. Also contains biographies, weekly updates on hot topics and discoveries, a student center with resource guides and links to related sites. Updated daily.
- Computers and Applied Sciences Complete: Incorporates Computer Science Index, Computer Source, Information Science and Technology Abstracts, Internet and Personal Computing Abstracts and includes academic journals, professional publications and other reference sources. Subject areas include the many engineering disciplines, computer theory and new technologies.
- Derwent Innovations Index: Available through the ISI Web of Knowledge interface. Merges the Derwent World Patents Index with the Derwent Patents Citation Index. Provides access to more than 14,800,000 patents with links to cited and citing patents, cited articles and full-text patent data sources. Gives users an overview of inventions in three categories: chemical, electrical and electronic and engineering.
- IEEE/IET Electronic Library (IEL): More than three million full text IEEE journals, conferences and standards, IET journals and conferences, VDE conference papers and all IEEE standards except for the drafts. All content back to 1988 with selected content back to 1872.
- Inspec: Provides access to the world's scientific and technical literature in physics, electrical engineering, electronics, communications, control engineering, computers and computing and information technology; also has significant coverage in areas such as materials science, aeronautics, oceanography, nuclear engineering, geophysics, biomedical engineering and biophysics. Searches Physics Abstracts and more.
- Science Online: Science Online from Facts on File (not the journal Science published by AAAS) presents information on a broad range of scientific disciplines through extensive definitions, essays, diagrams, biographies and experiments.
- Textile Technology Complete: Textile Technology Complete is a scholarly and professional database covering scientific and technological aspects of textile production and processing. Containing over 400 periodical titles, it also draws on current technical reports, books and trade literature. Also includes resources about apparel, home furnishings and polymer industries.

Section F. Evaluation

21. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

College faculty will assess and evaluate the program following the existing practices. Various metrics such as course grades, major GPA, time to completion and job placement following graduation will be used to assess the program's student learning outcomes listed below. The data on these metrics are summarized in a program assessment report each year and submitted to Kent State's Office of Accreditation, Assessment and Learning.

The program outcomes are as follows:

1. Use the techniques, skills and modern engineering tools necessary for engineering practice.
2. Apply knowledge of mathematics, science and engineering
3. Design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.

Upon matriculation of the program's first cohort, Kent State University will seek accreditation from the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). Faculty will back their learning outcomes and assessment techniques for the courses in this program based on ABET criteria.

See Appendix B for more information on student learning outcomes in the program.

22. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

While the traditional means to assess learning are employed with this program, such as quizzes, exams, papers and problem sets, the nature of this program lends itself to a natural assessment process because about half of the courses have a lecture and a lab component to them. This provides students with the opportunity to learn the material during the lecture and then apply what they have learned during the lab. This format allows students to be exposed to the same material more than once, which not only increases their likelihood of learning it but the resulting lab report or project is a good learning assessment tool.

Labs provide an active way to learn which helps students stay engaged. This along with designing the course material so that students will understand how the material is relevant to them, how it applies to their everyday life and how it improves their chances of getting the job they may someday want, increases persistence.

Another way student learning is assessed is through internships. This program does require that every student participate in an internship. The student is required to journal about their experience weekly and write a paper at the end of the semester. This encourages the student to articulate what they have learned which is a good assessment tool. The employer is also asked to evaluate the student and provide feedback about the student's knowledge and performance. Having a "real-world" experience provides the student with the opportunity to understand why they take the courses that they do, implement what they have learned and determine what they may like to do in the future, which increases persistence.

**ADDENDUM to HIGHER LEARNING COMMISSION
SUBSTANTIVE CHANGE APPLICATION
TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM**

Proposed Major: Mechanical Engineering Technology
Proposed Degree: Bachelor of Science
Administrating College: College of Aerospace and Engineering
Administrating Department: N/A

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

Kent State's College of Aeronautics and Engineering, functions as one organizational unit with two separate and distinct program areas: aeronautics and engineering. Each program area is led by a program director.

The proposed Mechatronics Engineering Technology degree program will reside in the engineering program area under the leadership of interim director Jackie Ruller, M.S. Position duties include developing the course schedule, managing the day-to-day requests/issues, pursuing partnerships with industry personnel, writing proposals and serving on committees.

Indicate whether any institutions of higher education offer the proposed program within a 30-mile radius of the campus(es) at which the proposed program will be offered. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this campus.

At present, there are two public universities in Northeast Ohio offering an ABET-accredited bachelor's degree in mechanical engineering technology: University of Akron and Youngstown State University.

The program at Kent State has existed for more than 27 years as a concentration (previously names: "manufacturing systems" and "manufacturing engineering technology"). Since 2013, under the name "mechanical engineering technology," the program has seen great advancement in terms of enrollment.

**Fall Semester Student Enrollment (15th Day Census)
Mechanical Engineering Technology Concentration**

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
10	54	102	120	142

CATALOG COPY

CATALOG COPY**DESCRIPTION**

The Bachelor of Science degree in Mechanical Engineering Technology teaches design, operation, installation, maintenance and analysis of machinery. The program prepares students to become highly technical professional in current and emerging fields using mechanical and computer-aided engineering. Students learn to develop innovative solution to problems encountered in manufacturing.

Fully Offered At:

Kent Campus

ACCREDITATION

Not applicable.

ADMISSION REQUIREMENTS

Standard admission criteria.

PROGRAM LEARNING OUTCOMES

Graduates of this program will be able to:

1. Use the techniques, skill, and modern engineering tools necessary for engineering practice.
2. Apply knowledge of mathematics, science and engineering
3. Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.

CATALOG COPY

PROGRAM REQUIREMENTS:**Major Requirements (courses count in major GPA)**

TECH 13580	Engineering Graphics I	3
TECH 20001	Energy/Power	3
TECH 20002	Materials and Processes	3
TECH 21021	Survey of Electricity and Electronics	4
TECH 23581	Computer-Aided Engineering Graphics	3
TECH 26010	Introduction to Computer Engineering Technology	3
TECH 26200	Programming for Engineers I (NEW)	3
TECH 31000	Cultural Dynamics of Technology (DIVD) (WIC) ¹	3
TECH 33031	Programmable Logic Controllers	3
TECH 33033	Hydraulics/Pneumatics	3
TECH 33111	Strength of Materials	3
TECH 33363	Metallurgy and Materials Science	3
TECH 34002	Advanced Computer-Aided Design II	3
TECH 36200	Programming for Engineers II (NEW)	3
TECH 43080	Industrial and Environmental Safety	3
TECH 43550	Computer-Aided Manufacturing	3
TECH 43580	Computer-Aided Machine Design	3
TECH 43800	Applied Engineering Technology Seminar (ELR)	3
Technical Electives, choose from the following:		12
TECH 31065	Cast Metals	
or TECH 36620	Project Management in Engineering and Technology	
TECH 33040	Motors and Controllers	
TECH 43030	Mechatronics	
TECH 43031	Mechatronics II	
TECH 43096	Individual Investigation in Applied Science and Technology	
TECH 43700	Computer Integrated Manufacturing	
TECH 47200	Systems Engineering	
TECH 47210	Sustainable Energy I	
TECH 47211	Sustainable Energy II	

Additional Requirements (courses do not count in major GPA)

ACCT 23020	Introduction to Financial Accounting	3
CHEM 10050	Fundamentals of Chemistry (KBS)	3
COMM 15000	Introduction to Human Communication (KADL)	3
ECON 22060	Principles of Microeconomics (KSS)	3
ENG 20002	Introduction to Technical Writing	3
MATH 11022	Trigonometry (KMCR)	3
MATH 12002	Analytic Geometry and Calculus I (KMCR)	5
PHY 13001	General College Physics I (KBS)	4
PHY 13002	General College Physics II (KBS)	4
PHY 13021	General College Physics Laboratory I (KBS) (KLAB)	1
PHY 13022	General College Physics Laboratory II (KBS) (KLAB)	1
UC 10097	Destination Kent State First Year Experience	1
Kent Core Composition		6
Kent Core Humanities and Fine Arts (minimum one course from each)		9
Kent Core Social Sciences (must be from two disciplines)		3
General Elective (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)		1

Minimum Total Credit Hours: 120

1. A minimum C grade must be earned to fulfill the writing-intensive requirement.

GRADUATION REQUIREMENTS:

Minimum Major GPA: 2.25
 Minimum Overall GPA: 2.00

CATALOG COPY

ROADMAP

Semester One		
MATH 11022	Trigonometry (KMCR)	3
TECH 13580	Engineering Graphics I	3
TECH 26010	Introduction to Computer Engineering Technology	3
UC 10097	Destination Kent State: First Year Experience	1
	Kent Core Requirement	3
	Kent Core Requirement	3
	Credit Hours:	16
Semester Two		
COMM 15000	Introduction to Human Communication (KADL)	3
MATH 12002	Analytic Geometry and Calculus I (KMCR)	5
PHY 13001	General College Physics I (KBS)	4
PHY 13021	General College Physics Laboratory I (KBS) (KLAB)	1
TECH 23581	Computer-Aided Engineering Graphics	3
	Credit Hours:	16
Semester Three		
ECON 22060	Principles of Microeconomics (KSS)	3
PHY 13002	General College Physics II (KBS)	4
PHY 13022	General College Physics Laboratory II (KBS) (KLAB)	1
TECH 20002	Materials and Processes	3
	Kent Core Requirement	3
	Credit Hours:	14
Semester Four		
ACCT 23020	Introduction to Financial Accounting	3
ENG 20002	Introduction to Technical Writing	3
TECH 21021	Survey of Electricity and Electronics	4
TECH 26200	Programming for Engineers I	3
	Kent Core Requirement	3
	Credit Hours:	16
Semester Five		
CHEM 10050	Fundamentals of Chemistry (KBS)	3
TECH 20001	Energy/Power	3
TECH 33111	Strength of Materials	3
TECH 33031	Programmable Logic Controllers	3
TECH 36200	Programming for Engineers II	3
	Credit Hours:	15
Semester Six		
TECH 31000	Cultural Dynamics of Technology (DIVD) (WIC)	3
TECH 33033	Hydraulics/Pneumatics	3
TECH 33363	Metallurgy and Materials Science	3
TECH 34002	Advanced Computer-Aided Design II	3
	Technical Elective	3
	Credit Hours:	15
Semester Seven		
TECH 43550	Computer-Aided Manufacturing	3
TECH 43580	Computer-Aided Machine Design	3
	Technical Elective	3
	Kent Core Requirement	3
	Kent Core Requirement	3
	Credit Hours:	15
Semester Eight		
TECH 43080	Industrial and Environmental Safety	3
TECH 43800	Applied Engineering Technology Seminar (ELR)	3
	Technical Electives	6
	General Elective	1
	Credit Hours:	13
	Minimum Total Credit Hours:	120

Robert G. Sines, Jr.
Interim Dean
College of Aeronautics and Engineering
1400 Lefton Esplanade
Kent, Ohio 44240

Dear Mr. Sines:

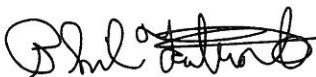
AMETEK HKP would like to express its support of Kent State's proposed Mechatronics Engineering, Mechatronics Engineering Technology, Computer Engineering Technology and Mechanical Engineering Technology programs. Over the next 5 years, we will need to hire graduates with experience in CAD, controls expertise, applying and testing stepper and servo motors and controls, and systems design.

It is difficult to find young talent that has theoretical and hands on electro-mechanical expertise. Thus, these programs resulting in graduates with a high level of knowledge as well as graduates with significant experience in the application, design, and use of today's machine control system architectures would give them a significant competitive advantage entering the workforce. All programs would provide graduates that would be a valuable resource of future employees for AMETEK.

In addition to the in-class curriculum, we would be very interested in co-op or internship programs that expose your students to real world projects and opportunities. Again, this type of experience would provide your students with an important advantage when compared to other recent graduates.

Key industries such as consumer goods, life sciences, food and beverage, tire and automotive manufacturing are facing workforce shortages and the engineering and technical skills to design and maintain automated, mechanical and electrical systems is critical to their success.

Regards,



Phil Faluotico

330-357-6252

AMETEK[®]
PRECISION MOTION CONTROL

Phil Faluotico
Director of Engineering

www.ametekpmc.com
E-mail: phil.faluotico@ametek.com

100 East Erie Street
Kent, OH 44240
Phone: (330) 677-3741
Fax: (330) 677-3306
Cell: (330) 357-6252

PITTMAN

Haydon kerk

Robert G. Sines, Jr.
Interim Dean
College of Aeronautics and Engineering
1400 Lefton Esplanade
Kent, Ohio 44240

Dear Mr. Sines:

My name is Kevin Ballard. I am 2010 graduate of your college and now serve as the Production Engineering Manager at Rambus' Lighting Division in Brecksville, OH. At Rambus, I lead a team that is charged with development of new manufacturing processes and technologies that enable our company to produce our industry leading product designs.

I would like to express my support of Kent State's proposed Mechatronics Engineering, Mechatronics Engineering Technology, Computer Engineering Technology and Mechanical Engineering Technology programs. Over the next five years, we will need to hire graduates with experience in articulated robotics, machine vision, machine safety, factory data analytics, and lean manufacturing.

It is difficult to find young talent that has any controls engineering expertise, or an understanding of how manufacturing systems, and the data they generate can be utilized to improve the operation of the business as a whole. It is also difficult to find people of any age that truly understand how the design of the equipment, robotics, and plant floor directly affect performance and uptime of the operation.

In addition to the in-class curriculum, we would be very interested in co-op or internship programs that expose your students to real world projects and opportunities. Again, this type of experience would provide your students with an important advantage when compared to other recent graduates.

With almost all Co-Ops, or traditional Mechanical Engineers that I have worked with thus-far, we have found very little comprehension of the concepts outlined above. The education background I received at Kent State has given me a unique advantage because I was able to build on the concepts from the moment I left school. We feel the lack of talent and knowledge in this field every day, whether it be through our own organization, or our suppliers of production equipment. With that being said, I believe that the prospects will continue to improve, for graduates of your programs.

Sincerely,

Kevin Ballard
Production Engineering Manager
Rambus Lighting Division
6611 W. Snowville Rd.
Brecksville, OH 44319
Kballard@rambus.com



North Central State College

October 18, 2017

Chancellor John Carey
Department of Higher Education
25 South Front Street
Columbus, Ohio 43215

Dear Chancellor Carey:

I am writing this letter on behalf of North Central State College to express support for the engineering programs in the College of Aeronautics and Engineering (CAE) at Kent State University. A goal of ours is to provide our students with different pathways and good opportunities when they leave North Central State College. Consequently, we have been working with staff and faculty at Kent State to create pathways for our students in which they would earn college credit from our institution that may be applied to programs in CAE. In particular, CAE would like to move three of the concentrations (mechatronics engineering technology, computer engineering technology and mechanical engineering technology) under the Bachelor of Science in Applied Engineering program to their own major. As majors, the programs would be more visible and there would be more flexibility in the curriculum. These programs complement our associate level programs and can provide a valuable next step in a student's career pathway.

One of the reasons that the programs in CAE are such a good fit for our programs is their applied nature. I understand that CAE is participating in the NEO RAPIDS 2 proposal in the hope of acquiring a FANUC Integrated Cell. Our students in our engineering tech programs have the opportunity to receive training on FANUC robots. Having the opportunity to work with the FANUC Integration Cell at Kent State is again, the perfect complement to the training they receive with us.

In addition, I understand that CAE would like to offer the more theoretical mechatronics engineering program beginning fall of 2018. This program will offer a higher level of math and theory providing an additional pathway for our students who are progressing along calculus pathways in engineering and may prefer careers with a stronger theoretical focus.

In short, we are impressed with the work being done to move CAE forward and make it a stronger partner with community colleges.

Respectfully,

Greg Timberlake, Psy.D.
Dean of Business, Industry, Technology, &
Workforce Development
North Central State College

2441 Kenwood Circle
Mansfield, OH 44906
419.755.4800
888.755.4899

www.ncstatecollege.edu

January 5, 2017

To Whom It May Concern:

Mechanical engineering technology is a hands on application of mechanical engineering principals to real world applications. While mechanical engineering technology coursework is less theoretical, and more application based than a pure engineering degree, in Northeast Ohio we see a growing need for such specialists as manufacturing becomes more automated.

Moving the Applied Engineering concentration of Mechanical Engineering Technology to a major in its own right will allow this field of study to change with the growing technology needs of manufacturing in Northeast Ohio without being encumbered to the requirements of the current Applied Engineering Degree. I fully support such a move.

Sincerely,



Paul Dykshoorn
Director, Engineering Technology

cc: Dr. Bradley Bielski, Dean, Tuscarawas Campus

APPENDIX A – FACULTY FOR THE B.S. IN MECHANICAL ENGINEERING TECHNOLOGY

Md Amiruzzaman, Ph.D.

Position: Assistant Professor, College of Aeronautics and Engineering
 Degrees: B.S., Computer Science (2006), National University
 M.S., Computer Science (2011), Kent State University
 M.Tech., Technology (2015), Kent State University
 Ph.D., Curriculum and Instruction (2016), Kent State University

Before accepting a teaching position at Kent State University in 2016, Md Amiruzzaman worked as a computer programmer for nearly 10 years for several companies, both nationally and internationally. In addition, he has worked as a research assistant at Sejong University and Korea University. Prior to Kent State University, he taught at the National University and Korea University.

Dr. Amiruzzaman teaches 15 credit hours in the college each semester. He teaches the following courses, which will be required in the proposed major and are required in other college programs:

- TECH 26200 Programming for Engineers I
- TECH 36200 Programming for Engineers II

Darwin L. Boyd, Ph.D.

Position: Assistant Professor, College of Aeronautics and Engineering
 Degrees: B.S., Physics (1982), Kent State University
 M.A., Physics (1988), Kent State University
 Ph.D., Physics (1991), Kent State University

Darwin Boyd worked as a research associate at NASA Lewis Research Center, in Cleveland, from 1990 to 1997. He has been a faculty member at Kent State University since 1994. He was also a NASA-ASEE summer faculty fellow at NASA Lewis Research Center, from 1996 to 1999. Dr. Boyd's research experience includes the study of Mössbauer effects in spin crossover systems and liquid crystals and the use of x-ray photoelectron spectroscopy and Auger electron microscopy in the study of metallic and ceramic materials. He also has worked in the design of ultra-high-vacuum systems, and has done extensive work in the design and implementation of computer-based data acquisition systems for numerous applications in laboratory environments. Currently, his research interests include the characterization of metal matrix and ceramic matrix composite materials using Auger electron spectroscopy. Dr. Boyd is a member of the Association of Technology, Management and Applied Engineering (ATMAE).

Dr. Boyd teaches a minimum of 12 credits in the college each semester. He teaches the following courses, which will be required in the proposed major and are required in other college programs:

- TECH 33031 Programmable Logic Controllers
- TECH 34002 Advanced Computer-Aided Design
- TECH 43030 Mechatronics
- TECH 43031 Mechatronics II
- TECH 43096 Individual Investigation in Applied Science and Technology
- TECH 47210 Sustainable Energy I
- TECH 47211 Sustainable Energy II

Aminur Chowdhury, Ed.D.

Position: Professor, College of Aeronautics and Engineering
 Degrees: B.S., Industrial Technology (1974), Sam Houston State University
 M.Ed., Educational/Instructional Technology (1976), Texas A&M University
 Ed.D., Manufacturing/Mechanical Systems (1979), West Virginia University

In his over 30 years of higher education professional career, Aminur Chowdhury has served as the academic dean at Kent State University, Minnesota State University and Texas Southern University; as department chair at North Carolina A&T State University and Bowling Green State University; and as coordinator of graduate studies of industrial education and technology at Eastern Kentucky State University. His teaching, scholarship and research interests include project management, quality control, reliability engineering, burn-in/stress testing for component/system reliability and the Six-Sigma applications in industrial productivity/measurement and analysis. Dr. Chowdhury's teaching and research includes technology assessment, technology forecasting, logistics, value engineering, process/production

APPENDIX A – FACULTY FOR THE B.S. IN MECHANICAL ENGINEERING TECHNOLOGY

control, and, production planning and decision-making. He has published and presented extensively. In recent years, he has integrated STEM as fundamental concepts into the curriculum of technology-based education programs at Kent State University.

Dr. Chowdhury teaches 12 credit hours per semester. He teaches the following course, which will be required in the proposed major and is required in other college programs:

- TECH 31000 Cultural Dynamics of Technology

John C. Duncan, Ph.D.

Position: Assistant Professor, College of Aeronautics and Engineering

Degrees: B.S., Aerospace Engineering Technology (1981), Kent State University

B.S., Electronics (1982), Chapman University

M.A., Technology (1988), Kent State University

Ph.D., Evaluation and Measurement (1996), Kent State University

In his more than 25 years at Kent State University, Dr. Duncan has taught a wide variety of undergraduate and graduate aeronautics courses, and has extensive experience in curriculum design and distance learning delivery methods. He has more than 40 years of experience in aviation, in a variety of areas and roles. He has substantial professional engineering and flight training/simulation experience, extensive experience in flight training and flight simulator design engineering. He has worked as a research scientist in aviation human factors research and has served as a curriculum and course evaluator for the American Council on Education since 1993. Dr. Duncan is a licensed pilot with an Advanced Ground Instructor (AGI) rating.

Dr. Duncan teaches 12 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 47211 Sustainable Energy II

Michael R. Fisch, Ph.D.

Position: Assistant Professor, College of Aeronautics and Engineering

Degrees: B.S., Physics (1974), John Carroll University

M.A., Physics (1975), John Carroll University

Ph.D., Applied Physics (1982), Harvard University

Michael Fisch has worked at Kent State since 1998. His affiliations include the Institute of Electrical and Electronics Engineers (IEEE), American Physical Society (APS) and American Chemical Society (ACS).

Dr. Fisch teaches 6 credit hours in the college each semester. He teaches the following courses, which will be required in the proposed major and are required in other college programs:

- TECH 33033 Hydraulics/Pneumatics
- TECH 33111 Strength of Materials
- TECH 33363 Metallurgy and Materials Science
- TECH 43096 Individual Investigation in Applied Science and Technology

Ronald D. Griswold, M.Tech.

Position: Adjunct, College of Aeronautics and Engineering

Degrees: M.Tech., Technology (2012), Kent State University

Ronald Griswold was an assistant professor for Kent State's mechanical engineering technology programs for 14 years, as well as an instructor at Youngstown State University. He has been a part-time instructor for both universities since 2015. He is a registered professional engineering in Ohio, and has professional experience as a tool and die maker, structural engineer, tooling engineer and construction engineer.

Mr. Griswold teaches 9 credit hours in the college each semester. He teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 43080 Industrial and Environmental Safety
- TECH 43550 Computer-Aided Manufacturing
- TECH 43580 Computer-Aided Machine Design

APPENDIX A – FACULTY FOR THE B.S. IN MECHANICAL ENGINEERING TECHNOLOGY

Ellis (Chuck) Ivan, M.B.A.

Position: Adjunct, College of Aeronautics and Engineering
 Degrees: B.S., Electrical Engineering (1969), Youngstown State University
 M.B.A., Business Administration (1975), University of Akron

Chuck Ivan is a member of and certified quality auditor by the American Society of Quality and a Registrar Accreditation Board-certified in quality management. He has worked as a chief engineer for the Superior Technology Company, a manager of assembly with the Vistar/King Company, a technical support manager with Diebold, an electrical assembly manager for the Meta Fab Company and the director of TQM/QA for the Will Burt Company. He also has extensive experience as an ISO 9000 management representative.

Mr. Ivan is a part-time faculty member and teaches 6-9 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 36620 Project Management in Engineering and Technology

Evren Koptur, Ph.D.

Position: Lecturer, College of Aeronautics and Engineering
 Degrees: B.S., Computer Engineering (2003), University of Bahçeşehir (Turkey)
 M.Tech., Technology (2005), Kent State University
 Ph.D., Educational Psychology (2016), Kent State University

Evren Koptur's professional experiences includes IT support and technical services, where he developed and tested new inventory management system using SQL and new financial reporting system using Visual Basic, built local area networks, provided object-oriented design, programming and implementation support to the customer billing system, written in C++, prepared test plans and data, and user documentation for customer billing system.

Dr. Koptur teaches 15 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 26010 Introduction to Computer Engineering Technology

Nuttapong Phantkankum, M.Eng.

Position: Adjunct, College of Aeronautics and Engineering
 Degrees: B.Eng., Electronics (2004), King Mongkut's Institute of Technology (Thailand)
 M.Eng., Mechanical Engineering (2008), Chiang Mai University (Thailand)
 M.Tech., Technology (2015), Kent State University

Nuttapong Phantkankum has been a part time instructor at Kent State University since 2016. He teaches 9 credit hours in the college each semester. He teaches the following course, which will be required in the proposed major and is required in other college programs:

- TECH 13580 Engineering Graphics I
- TECH 21021 Survey of Electricity and Electronics (lab portion of course)

Shin-Min Song, Ph.D.

Position: Professor, College of Aeronautics and Engineering
 Degrees: B.S., Mechanical Engineering (1973), Tatung Institute of Technology (Taipei)
 M.S., Mechanical Engineering (1981), The Ohio State University
 Ph.D., Mechanical Engineering (1984), The Ohio State University

In his over 30 years of higher education professional career, Shin-Min Song has served as a professor in University of Illinois at Chicago, department chair in Northern Illinois University and dean of College of Applied Engineering, Sustainability and Technology of Kent State University. His teaching, scholarship and research interests include mechanical design, kinematics and dynamics, robotics, walking machines, automation, computer-aided design, computer-integrated manufacturing, energy and power, hydraulics and pneumatics and control theories. He has published and presented extensively in areas of his technical expertise. He has received the NSF Presidential Young Investigator Award and ASME Fellow.

APPENDIX A – FACULTY FOR THE B.S. IN MECHANICAL ENGINEERING TECHNOLOGY

Dr. Song teaches 9 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 20001 Energy/Power
- TECH 33040 Motors and Controllers
- TECH 43700 Computer Integrated Manufacturing
- TECH 43800 Applied Engineering Technology Seminar

Trent True, M.Tech.

Position: Lecturer-FEF Key Professor, College of Aeronautics and Engineering

Degrees: B.S., Technology (2005), Kent State University
M.Tech., Technology (2007), Kent State University

After eight years working as a foundry process engineer and production supervisor for Harrison Steel, Trent True joined Kent State University in 2004. He is a member of the American Foundry Society, Foundry Educational Foundation, Steel Founders' Society of America and Epsilon Pi Tau, and has expertise in metal casting, manufacturing and lean tools.

Mr. True teaches 11-15 credit hours in the college each semester. He teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 20002 Materials and Processes
- TECH 31065 Cast Metals

Roberto Uribe-Rendon, Ph.D.

Position: Professor, College of Aeronautics and Engineering

Degrees: B.S., Physics (1973), National Autonomous University of Mexico
M.S., Nuclear Sciences (1979), National Autonomous University of Mexico
Ph.D., Physics (1986), National Autonomous University of Mexico

Roberto. Uribe-Rendon's research interests are in the areas of radiation effects in materials, as well as in radiation measurements and standards specifically in the development of techniques used to measure the energy absorbed by materials during electron beam irradiations. Work related to this area comprises experiments in the NEO Beam facility for several research institutions as well as private companies interested in studying the effects of radiation in semiconductor and solar cell materials for space applications as well as in food and polymeric materials.

Dr. Uribe-Rendon teaches 15 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 21021 Survey of Electricity and Electronics
- TECH 43096 Individual Investigation in Applied Science and Technology

Adam Zuckerman, M.Tech.

Position: Adjunct, College of Aeronautics and Engineering

Degrees: B.S., Technology (2008), Kent State University
M.Tech., Technology (2009), Kent State University

Adam Zuckerman is a prototyping specialist and is focused on developing intellectual property, modeling, simulation and prototyping. Over his 10 years of teaching at Kent State University, Mr. Zuckerman has developed content for Battelle Memorial Institute, 3rd Frontier, NASA and many departments at Kent State University. He also focuses on developing properties for small businesses related to small business manufacturing and has led efforts at Kent State's small business development centers for over 14 years. In his roles, he involves students in taking the initial steps in creating documentation as part of creation process of intellectual property.

Mr. Zuckerman teaches 6-9 credit hours in the college each semester. He teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 13580 Engineering Graphics I
- TECH 23581 Computer-Aided Engineering Graphics

Kent State University
Fiscal Impact Statement

Enrollment Increase Associated with Change from Mechanical Engineering Technology Concentration to Mechanical Engineering Technology Major

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	7	20	38	63
Headcount part-time	3	6	13	19
Full-time equivalent (FTE) enrollment	9	25	48	78
II. Projected Program Income				
Tuition (total for KSU)	\$ 75,533	\$ 211,913	\$ 410,902	\$ 671,602
Expected state subsidy (total for KSU)	\$ 23,844	\$ 66,895	\$ 129,710	\$ 212,006
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other Income	\$ -	\$ -	\$ -	\$ -
Total Projected Program Income	\$ 99,377	\$ 278,808	\$ 540,612	\$ 883,608
III. Program Expenses				
New personnel:				
- Instruction				
Full-time: 0 (but may share new full time under Mechatronics Engineering)				
Part-time: 0				
-Non-instruction				
Full-time: 0				
Part-time: 0				
Current personnel:				
- Instruction				
Full-time: Part of 1 to 13*	\$ 3,219	\$ 11,048	\$ 53,126	\$ 117,153
Part-time: Part of 2 to 7*	\$ 1,622	\$ 5,419	\$ 12,386	\$ 24,366
-Non-instruction				
Full-time: 0	\$ -	\$ -	\$ -	\$ -
Part-time: 0	\$ -	\$ -	\$ -	\$ -
Benefits for all personnel	\$ 1,454	\$ 4,967	\$ 21,833	\$ 47,704
New facilities/building/space renovation (describe in narrative below)	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ 100	\$ 200	\$ 300	\$ 400
Additional technology or equipment needs	\$ 2,000	\$ 4,000	\$ 6,000	\$ 8,000
Other expenses (see below)	\$ 84,760	\$ 226,852	\$ 413,844	\$ 652,497
Total Projected Program Expenses	\$ 93,154	\$ 252,486	\$ 507,489	\$ 850,120
Projected Program Net	\$ 6,223	\$ 26,323	\$ 33,123	\$ 33,488
Other Expenses				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 50%	\$ 21,118	\$ 60,840	\$ 140,197	\$ 249,719
RCM tuition+SSI allocation to other colleges (pays expenses of other colleges)	\$ 57,142	\$ 157,128	\$ 260,218	\$ 384,169
Professional development	\$ 750	\$ 2,383	\$ 6,179	\$ 10,608
Supplies (office, computer software, duplication, printing)	\$ 500	\$ 1,000	\$ 1,500	\$ 2,000
Telephone, network, and lines	\$ 250	\$ 500	\$ 750	\$ 1,000
Other info and communication pool	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Other Expenses	\$ 84,760	\$ 226,852	\$ 413,844	\$ 652,497

BUDGET NARRATIVE:

[This section is for describing facilities, scholarship/stipend support, library resources, additional technology, etc., if applicable.]

This program is built around existing courses, so it will use existing facilities, library resources, equipment and technology with minor upgrades that are shared with existing programs.

The technology and equipment line is for consumables in the lab courses in this case.

A minor amount of marketing and promotion of this program are included under Other info and communications pool.

Allowances are provided for professional development, supplies, and telephone, network and lines.

Since this is a change from a concentration to a major, no targeted scholarship funds are included.

This evaluation considers the enrollment increase in an existing program only. So it will not have a substantial impact on the University's or College's net income. However, it will make contributions to the RCM overhead and funds flowing to other Colleges, which will also contribute to the RCM overhead (in year 4 the total contribution to RCM overheads will be approximately \$440k).

* Faculty counts - Refer to Cost Calc by Course, and to Assumption 10.

MECHANICAL ENGINEERING TECHNOLOGY – B.S.
Student Learning Outcomes – Major Course Mapping

Major Course ID and Title	Student Learning Outcome 1: an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice. (ABET Outcome a)			Student Learning Outcome 2: an ability to apply knowledge of mathematics, science, and engineering (ABET outcome b)			Student Learning Outcome 3: an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability (ABET Outcome d)		
	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered
TECH20002 Materials and Processes	✓			✓					
TECH21021 Survey of Electricity and Electronics	✓				✓		✓		
TECH33033 Hydraulics/Pneumatics		✓			✓		✓		
TECH33031 Programmable Logic Controllers	✓			✓			✓		
TECH33111 Strength of Materials	✓				✓		✓		
TECH33363 Metallurgy and Materials Science	✓				✓		✓		
TECH34002 Advanced Computer-Aided Design II			✓	✓					✓
TECH36200 Programming for Engineers II		✓			✓				
TECH43550 Computer-Aided Manufacturing		✓		✓					
TECH43580 Computer-Aided Machine Design			✓			✓			✓
TECH43800 Applied Engineering Technology Seminar			✓						✓

Summary of Program Assessment Plan

1. PROGRAM MISSION

The mission of the Mechanical Engineering Technology program is to provide a high quality undergraduate education to prepare students for a successful career in mechanical engineering technology areas including computer-aided modeling and design, product and machine design, manufacturing, automation, pneumatics and hydraulics, metallurgy and materials, and energy and power.

2. STUDENT LEARNING OUTCOMES:

Student Learning Outcome 1: an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Method of Assessment: This learning outcome is assessed in required course TECH34002 Advanced Computer-Aided Design II. Students use 3D CAD software and Finite Element Analysis to design a component with minimum mass while meeting certain design restrictions.

Achievement Target: A minimum 70 percent of the students must earn a B grade or better on the assignment for the learning objective to be met.

Method of Assessment: This learning outcome is assessed in required course TECH 43550 Computer-Aided Manufacturing. Students design a component, write the CNC code to mill that component, then use a CNC mill to create the component.

Achievement Target: A minimum 70 percent of the students must earn a B grade or better on the assignment for the learning objective to be met.

Student Learning Outcome 2: an ability to apply knowledge of mathematics, science, and engineering.

Method of Assessment: This learning outcome is assessed in required course TECH21021 Survey of Electricity and Electronics, in which students learn how to solve electrical circuits involving components connected in series, parallel, and in combination circuits. Students will learn how to use Kirchhoff's circuit laws in the solution of those problems and practice reduction techniques of the equations given by these laws. Methods of assessment will consist of a combination of quizzes and exams including problems related to electrical circuits from the course textbook and laboratory measurements in the electronics laboratory in which the students will have to construct an electrical circuit from an electrical diagram and then perform measurements using a DMM and an oscilloscope.

Achievement Target: The achievement target is that by the end of the course at least 90% of the students will know how to solve a series-parallel network and are familiar making electrical measurements using a DMM, the function generator, and the oscilloscope. These will be tested in a final oral exam.

Method of Assessment: This learning outcome is assessed in required course TECH 43580 Computer-Aided Machine Design. Students design shafts, gears, springs, fastened joints, clutches and brakes.

Achievement Target: Students should demonstrate conceptual and practical competence of design ability by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

Student Learning Outcome 3: an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

Method of Assessment: This learning outcome is assessed in required course TECH43580 Computer-Aided Machine Design. Students design shafts, bearings, gears, springs, fasteners, clutches, and brakes to meet design criteria.

Achievement Target: Students should demonstrate conceptual and practical competence by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

Method of Assessment: This learning outcome is assessed in required course TECH 43800 Applied Engineering Technology Seminar. This course provides students with the opportunity to work in a team to complete a capstone project of the program. The students are formed in a team of three to four students to accomplish the following tasks: project idea generation and selection, project plan, design specification using House of Quality, market and patent search, cost estimate, project timeline, individual work assignments, concept generation and evaluation, analysis and synthesis, detailed design using CAD, part selection and purchase, prototype construction and test, project report writing and project oral presentation. The course instructor assesses students' weekly individual progress reports, the team written final report and the team oral project presentation.

Achievement Target: Students should demonstrate conceptual and practical competence of design ability by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

3. ASSESSMENT RESULTS:

Describe how assessment results will be used for future program improvement (how and by whom results are reviewed and analyzed and how resulting plan of action will be implemented).

Assessment on these three learning outcomes will be conducted biennially. Results will be presented to the faculty, the appropriate industrial advisory boards, the program director, and the dean. Faculty will use the results to guide curricular development.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **24-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Applied Engineering**
 College **AR - Aeronautics and Engineering**
 Degree **BS - Bachelor of Science**
 Program Name **Mechatronics Engineering** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

The College of Aeronautics and Engineering is requesting approval to offer a Bachelor of Science in Mechatronics Engineering. This program was developed as a complement to the existing mechatronics (engineering technology) program. The mechatronics engineering curriculum includes high level math, theory and conceptual design, whereas the engineering technology program is more hands-on and application oriented giving students two pathways to choose from. There are only three ABET-accredited mechatronics engineering programs in the country and with an aging workforce and a shortage of skilled employees in the areas of advanced/automated manufacturing, this program will provide graduates with skills and knowledge industry is seeking.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: _____ Proposed total credit hours **120**

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

There will be no impact on or duplication with other programs. Additional staff may be necessary.

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

Kent State Tusc campus

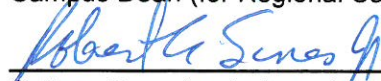
REQUIRED ENDORSEMENTS


 Department Chair / School Director

10 / 24 / 17

 Campus Dean (for Regional Campuses proposals)

_ / _ / _


 College Dean (or designee)

10 / 26 / 2017

 Dean of Graduate Studies (for graduate proposals)

_ / _ / _

 Senior Vice President for Academic Affairs and Provost (or designee)

_ / _ / _



FORM

New Programs

Substantive Change Application

Institution: Kent State University City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: Executive Director, Curriculum Services Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted:

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if a change application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.hlcommission.org/change> to ensure that there have been no changes to the application form in the intervening time.

Submit the completed application as a single PDF file on the following webpage:
http://www.hlcommission.org/document_upload/.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Kent State University proposes to offer a Bachelor of Science degree in Mechatronics Engineering to be offered through the university's College of Aeronautics and Engineering.

Mechatronics engineering focuses on the application of the basic engineering principles of mechanical, electrical, computer and control systems; the field revolves around the design, construction and operation of automated systems, robots and intelligent products, which result from the integration of software and hardware.

2. Is this application being submitted in conjunction with another application?

Yes

No

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Review the "[Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval](#)" to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

Certificate

Bachelor's

Diploma

Master's/specialist

Associate's

Doctorate

Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out plan if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No.

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No.

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If "Yes," attach documentation of the approval to the request. If "No," attach evidence that approval is not needed.

Internal (faculty, board) approvals	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
System approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
State approval	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Foreign country(ies) approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
<i>For Distance or Correspondence Education only:</i>			
Process in place to ascertain and secure state approval(s) as required	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See <http://www.hlcommission.org/change-visit> for more information.

- Request to add a proposed change to an already scheduled visit. **Note:** Such requests must be submitted at least six months before the visit date.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the visit.

- b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

The name of the program will be the Mechatronics Engineering major within the Bachelor of Science degree. The CIP most aligned with the program's outcomes is the following:

14.4201 Mechatronics, Robotics, and Automation Engineering. A program that prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of computer controlled electro-mechanical systems and products with

embedded electronics, sensors, and actuators; and which includes, but is not limited to, automata, robots and automation systems. Includes instruction in mechanical engineering, electronic and electrical engineering, computer and software engineering, and control engineering.

b) Total credit hours (indicate whether semester or quarter) for completion of the program

The Mechatronics Engineering major is 121 semester credit hours, comprising 65 credit hours of major coursework and 56 credit hours of mathematics, physics and general education coursework.

c) Normal or typical length of time for students to complete the program

Full-time new students will be able to complete the program in four years (eight semesters).

d) Proposed initial date for implementation of the program

Fall 2018 Semester.

e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The target audience for the Mechatronics Engineering major is full-time, traditional students.

f) Projected life of the program (single cohort or ongoing)

The program will have ongoing admission.

g) Whether the program will be part of contractual or consortial arrangement

Not applicable.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request.

Not applicable.

3. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested below and complete the [Contractual Screening Form](#) for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.) If the screening form indicates contractual approval is required, complete the full contractual application and submit it in conjunction with the program application. If the screening form indicates no further action is required, attach the confirmation email from HLC.

Type of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Recruitment and admission of students	Not applicable	Not applicable
B. Course placement and advising of students	Not applicable	Not applicable
C. Design and oversight of curriculum	Not applicable	Not applicable
D. Direct instruction and oversight	Not applicable	Not applicable
E. Other support for delivery of instruction	Not applicable	Not applicable

Section B. Institution's History With Programs

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Presently, Kent State does not offer a bachelor's degree major in the same four-digit CIP series (14.42 Mechatronics, Robotics and Automation Engineering.).

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

Kent State offers two bachelor's degree major with the same two-digit series (14 Engineering).

- Applied Engineering major: 46 graduates in fiscal year 2017
- Aerospace Engineering major: first cohort of 28 students entered in fall semester 2017

Section C. Institutional Planning for Program Change

6. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

There are no identified challenges.

7. Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

Faculty and administrators from Kent State's College of Aeronautics and Engineering engaged in discussions with industry partners and reviewed internship and job opportunities while developing the program. These actions indicated that a mechatronics engineering program would provide the skills and knowledge needed by prospective employees to be qualified to replace an aging workforce in traditional jobs, as well as fill positions in an evolving industry. Faculty stay on top of industry trends, and they believe that a mechatronics engineering program will complement existing Kent State programs, and that graduates of the program will be highly pursued by industry.

[Future Actions] In addition to be approved by the applied engineering faculty, the proposal was approved by the faculty-led Aeronautics and Engineering Curriculum Committee, the Educational Policies Council, a subcommittee of the Faculty Senate; and the Faculty Senate.

8. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

Existing facilities on the Kent Campus will be adequate for the implementation of the degree program. As enrollment increases, additional laboratory space will be needed. In 2015, a new, 55,000-square-foot aeronautics and technology building opened on the Kent Campus.

The building houses classrooms and laboratories to support the College of Aeronautics and Engineering programs, including an advanced mechatronics laboratory, a magnethermic casting laboratory and an air traffic control simulation laboratory.

9. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Mechatronics is an emerging field that first found its place in automation vendors, major consumer packaged goods manufacturers, and packaging machine builders. However, more and more companies are employing the mechatronics approach to design, especially with the growth of computing power, which makes applying mechatronics easier than ever before.

The Ohio Governor's Office of Workforce Transformation presented a report entitled "Building Ohio's Future Workforce." An excerpt taken from the report is as follows:

"In a 2016 McKinsey & Company study of more than 800 occupations, the continued growth of automation will drive substantial workforce changes over the next decade. Automation will likely result in very few occupations being eliminated entirely; however, it also likely will affect a portion of almost all jobs, in varying degrees. The McKinsey study attests that technologies available today could automate 45 percent of the activities that people are paid to perform and that about 60 percent of all occupations could see 30 percent or more of their component activities automated."¹

A recent Gallup study found that "approximately 2.7 million jobs (22 percent of existing workforce) will be retiring from the manufacturing workforce between now and 2025. The U.S. manufacturing industry will add nearly 3.4 million jobs in the next decade to meet both future domestic and international demand. Moreover, as manufacturing firms expand their operations over this 10-year period, they will need an additional 700,000 workers to meet the demand."²

According to the Ohio Manufacturers' Association, the Ohio manufacturing sector was fourth in the nation and has 5.6 percent of manufacturing jobs in the United States.³ Using 2.7 million jobs as the base, this means Ohio must replace approximately 151,000 workers. While not all these jobs will be in mechatronics, even one percent would correspond to a demand for 1,500 new employees with mechatronics credentials.

¹ Ohio Governor's Office of Workforce Transformation (2016). *Building Ohio's Future Workforce*. Retrieved from workforce.ohio.gov/Portals/0/Building%20Ohio%27s%20Future%20Workforce%20Report.pdf.

² Manufacturing Institute (2015). *The Skills Gap in the U.S. Manufacturing 2015 and Beyond*. Retrieved from www.themanufacturinginstitute.org/~/_media/827DBC76533942679A15EF7067A704CD.ashx.

³ The Ohio Manufacturers' Association (2015). *2015 Ohio Manufacturing Counts*. Retrieved from www.ohiomfg.com/wp-content/uploads/ManufacturingCounts2015.pdf.

10. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

Projected enrollment is 10 first-time students in year one of the program, with expectation of 70 students in year four. These numbers don't include enrollment of students transferring from other programs or institutions. Any future faculty hires will be dependent upon student enrollment.

11. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then?

Kent State University operates under a Responsibility Center Management-based (RCM) financial model, where business-type strategies are used to manage and evaluate new and existing programs. Under this model, costs and revenues are taken into consideration when making decisions about the viability of programs. The proposed Mechatronics Engineering major will be no exception, and will undergo the same scrutiny as other.

The proposed degree program is built primarily around existing courses that are required in other engineering and engineering technology programs. Only three new courses will be created for the program at implementation. Therefore, the program can rely on existing faculty, facilities, library resources, equipment and technology (with minor upgrades).

Students in engineering programs undertake a substantial amount of preparatory coursework in mathematics and science in their first two years. Consequently, as the new program builds out to four years, most of the income will flow to those academic departments, rather than to the College of Aeronautics and Engineering.

The college is conservative in its first cohort of 10 students. However, through marketing and word of mouth, the expectation is that first-year enrollment will grow to 28 students, which will result in increased enrollment in students' junior and senior years (when students take engineering coursework). Fiscal projections show the program breaking even in year four of implementation, and then show a net gain in years five through eight. Since the program will be launched using existing facilities, equipment and faculty, investments that must be made in years one through three will be modest and absorbed using college revenue from other programs.

12. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Office of the Provost ensures that only faculty- and university-approved program information is included in the University Catalog, degree audit, Explore Programs and Degrees website and student information system (for admission and graduation). Kent State's Division of University Communications and Marketing coordinates branding and consistency of all of the university's promotional materials.

Section D. Curriculum and Instructional Design

13. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

MAJOR REQUIREMENTS

AERN 15300 Introduction to Engineering Analysis Using Matlab® 3 Credit Hours

Introduction to basic concepts in engineering analysis using the Matlab® computing language, the industry-standard "first language" for engineers. Introduction to problem solving, algorithm coding and development, debugging, analysis and interpretation.

TECH 13580 Engineering Graphics I 3 Credit Hours

Technique of engineering drawing, lettering, instrument use, freehand drawing, orthogonal projection, sections, single and double auxiliaries, dimensioning, screw threads, charts and graphs.

TECH 20002 Materials and Processes 3 Credit Hours

Study and practice addressing the nature of basic manufacturing materials and the processes by which they are converted into manufactured products. Includes laboratory experience.

TECH 20004 Fundamentals of Circuit Analysis 4 Credit Hours

Analysis of DC and AC electrical circuits using the basic circuit theorems. Description of AC signals in terms of phasors. Power and resonance in electrical circuits.

TECH 23581 Computer-Aided Engineering Graphics 3 Credit Hours

Study of working drawings, descriptive geometry, geometrical tolerancing, structural/weldments, cams, gears, piping and considerable time with the Hewlett Packard 900 CAD system.

TECH 26010 Introduction to Computer Engineering Technology 3 Credit Hours

Describes Computer Engineering Technology concepts and principles. Topics include computer hardware, computer hardware operations, digital systems design, networking hardware, technology of networking, computer aided design and embedded systems.

TECH 26200 Programming for Engineering I 3 Credit Hours **NEW**

Introduction to engineering problem solving and use of programming language to solve those problems is the base of this course. Students in an engineering major are expected to develop basic mathematical modeling and engineering problem solving skills using mathematical and conventional computational tools. Developing modeling and logical thinking are the core objective of this course.

TECH 33031 Programmable Logic Controllers 3 Credit Hours

An introduction to programmable logic controllers (PLCS) covering hardware, ladder logic programming, networking and communications. Programming timers, counters and sequencers and an introduction to human machine interfaces (HMIS).

TECH 33033 Hydraulics/Pneumatics 3 Credit Hours

Fluid properties, hydraulic design, viscosity, hydraulic components, pumps, systems and circuits, maintenance and safety, pneumatics, air systems control and design.

TECH 33040 Motors and Controllers 3 Credit Hours

AC and DC motors, motor control, and machine operations in mechatronic systems. Includes introduction to basic control system terms and devices, input and output transducers, signal conditioning, open loop and closed loop control, stability and performance.

TECH 33092 Cooperative Education - Professional Development 1-3 Credit Hours

(Repeatable for a maximum of 6 credit hours) Supervised work-study experience in approved business or industrial environment relative to the student's major. The 3 credit hour co-op experience must be for a period of at least 12 consecutive weeks at 40 hours per week, or 30 hours per week for 15 weeks, totaling not less than 450 hours. Most co-ops occur during the summer. Students can earn up to an additional 3 credit hours (one to three per co-op – 150 work hours per credit hour) over the course of their college career as long as each co-op has a different focus.

TECH 33111 Strength of Materials 3 Credit Hours

An analytical study of the relation between the external forces applied to elastic materials and the resulting deformations and stresses.

TECH 33220 Electronic Devices 4 Credit Hours

Introduction to electronic non-linear devices including, diodes, transistors, optoelectronic devices and operational amplifiers. Use and application of these devices in different types of application like rectifiers, amplifiers and linear integrated circuits.

TECH 33222 Digital Design for Computer Engineering 3 Credit Hours

Introduction to digital design. The operation and use of digital devices and components as used in microprocessors and digital computers. Topics include binary arithmetic operations, Boolean algebra, logic gates, combinational and sequential logic, buffers, registers, memory devices, counters, latches, timers, comparators, encoders, decoders, multiplexers and demultiplexers.

TECH 33363 Metallurgy and Materials Science 3 Credit Hours

Scientific study of modern manufacturing materials (metals, plastics and ceramics) and the laboratory test methods used to determine their manufacturing specifications and properties.

TECH 36200 Programming for Engineering II 3 Credit Hours **NEW**

Emphasizes engineering problems and applications of programming language and mathematical tools to analyze and solve them. Students with engineering major (including mechatronics, mechanical engineering technology and computer engineering technology) are expected to learn problem solving techniques, modeling,

simulation and presentation of engineering application oriented problems using conventional computation and mathematical tools. Advanced modeling, simulations and analysis are the core objectives of this course.

TECH 37666 Kinematics and Dynamics of Machinery 3 Credit Hours **NEW**

The study of the kinematics and dynamics of machinery with an emphasis on links, cams and gears.

TECH 43030 Mechatronics 3 Credit Hours

Application of automation concepts in motion control, electrical circuits, fundamental mechanics, control systems and programming including modeling, interfacing and signal conditioning.

TECH 43031 Mechatronics II 3 Credit Hours

Advanced modeling, system response, closed loop control and system software for mechatronic systems.

TECH 43220 Electrical Machinery 3 Credit Hours

Principles of operation and application of motors, generators, transformers and other magnetic devices; electrical power generation, distribution and use.

TECH 43580 Computer-Aided Machine Design 3 Credit Hours

Description and Prerequisite Data Currently in Banner: Application of the principles of mechanics and strength of materials, with computer assistance to the design and selection of machine components under both static and dynamic loads.

TECH 47200 Systems Engineering 3 Credit Hours

(Slashed with TECH 57200) Systems engineering as a method to solve problems. Introduction to the fundamental systems engineering principles, processes, and methodologies used to analyze, design, develop, and deploy complex, sustainable systems. Focuses on systems engineering as a logical, disciplined, systematic, and coherent approach to the design and development of a system, across the full life cycle of the system. Special emphasis is made on the concepts, methods, and activities used to analyze systems, to define and allocate requirements, to transform requirements into a system design, and to verify and validate the system.

ADDITIONAL REQUIREMENTS

COMM 15000 Introduction to Human Communication 3 Credit Hours

An inquiry into the nature and function of human communication in interpersonal, group and public contexts.

MATH 12002 Analytic Geometry and Calculus I 5 Credit Hours

Concepts of limit, continuity and derivative, and the indefinite and definite integral for functions of one real variable. Maximization, related rates, fundamental theorem of calculus.

MATH 12003 Analytic Geometry and Calculus II 5 Credit Hours

Continued study of techniques and applications of integration; trigonometric, logarithmic and exponential functions; polar coordinates; vectors; parametric equations; sequences and series.

MATH 32051 Mathematical Methods in the Physical Sciences I 4 Credit Hours

Mathematics background beyond calculus I and II for upper-division courses in the physical sciences. Topics include complex numbers and arithmetic, linear algebra, partial differentiation and multiple integrals.

MATH 32052 Mathematical Methods in the Physical Sciences II 4 Credit Hours

Additional mathematics background for upper-division courses in the physical sciences. Topics include vector analysis, Fourier series and transforms ordinary differential equations and partial differential equations.

PHY 23101 General University Physics I 5 Credit Hours

Principles of mechanics, heat and sound at calculus level.

PHY 23102 General University Physics II 5 Credit Hours

Principles of electricity, magnetism, light and modern physics at calculus level.

UC 10097 Destination Kent State: First Year Experience 1 Credit Hour

(Equivalent to UC 10002 or UC 20007) Course assists students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first year students. Not required of transfer students with 25 or more credit hours.

14. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Major Requirements

AERN 15300	Introduction to Engineering Analysis Using MatLab®	3
TECH 13580	Engineering Graphics I	3
TECH 20002	Materials and Processes	3
TECH 20004	Fundamentals of Circuit Analysis (REVISED)	3
TECH 23581	Computer-Aided Engineering Graphics	3
TECH 26010	Introduction to Computer Engineering Technology	3
TECH 26200	Programming for Engineers I (NEW)	3
TECH 33031	Programmable Logic Controllers	3
TECH 33033	Hydraulics/Pneumatics	3
TECH 33040	Motors and Controllers	3
TECH 33092	Cooperative Education - Professional Development	1
TECH 33111	Strength of Materials	3
TECH 33220	Electronic Devices	4
TECH 33222	Digital Design for Computer Engineering	3
TECH 33363	Metallurgy and Materials Science	3
TECH 36200	Programming for Engineers II (NEW)	3
TECH 37666	Kinematics and Dynamics of Machines (NEW)	3
TECH 43030	Mechatronics	3
TECH 43031	Mechatronics II	3
TECH 43220	Electrical Machinery	3
TECH 43580	Computer-Aided Machine Design	3
TECH 47200	Systems Engineering	3

Additional Requirements

COMM 15000	Introduction to Human Communication	3
MATH 12002	Analytic Geometry and Calculus I	5
MATH 12003	Analytic Geometry and Calculus II	5
MATH 32051	Mathematical Methods in the Physical Sciences I	4
MATH 32052	Mathematical Methods in the Physical Sciences I	4
PHY 23101	General University Physics I	5
PHY 23102	General University Physics II	5
UC 10097	Destination Kent State First Year Experience	1
Kent Core Composition		6
Kent Core Humanities and Fine Arts (minimum one course from each)		9
Kent Core Social Sciences (must be from two disciplines)		6
Kent Core Additional		3

Minimum Total Credit Hours: 121

15. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats or other approaches to learning, explain how the institution will ensure that student work and the levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Kent State University has partnered with several secondary school districts and career and technical centers to accept for college credit completion of tech prep education programs in engineering and engineering technology. All tech prep programs in Ohio are required to align with the technical content standards and curriculum as developed by both high school and college faculty and business and industry representatives. Thus, the competencies are the same for all programs in a particular career field state-wide. All students are tested using the same state-wide end-of-course exams, which were developed in collaboration by high school and college faculty.

Section E. Institutional Staffing, Faculty, and Student Support

16. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

Existing full- and part-time faculty in the College of Aeronautics and Engineering will teach the major courses in the program in the near future. The numbers range from two to 12 full-time (tenured and non-tenure track) faculty and two to six part-time (adjunct) faculty. The range depends on enrollment numbers each year. The college anticipates hiring one or two new tenured or tenure-track faculty as the program matures.

17. What will the impact of the new initiative be on faculty workload?

There will be no impact on the faculty workload.

18. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member's course load in the new program, and the course work each teaches in other programs currently offered. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member.)

See Appendix A.

19. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

20. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

Kent State's science librarian, determined whether the collection of print and electronic resources were adequate enough to support the program proposed. The science librarian works closely with the library representative from the college to determine the need for additional resources as needed, and fulfills direct requests from faculty in need of additional resources. There is an annual budget allocated by the library and administered by the science librarian to support the resource needs of the college. In addition, the science librarian teaches information literacy classes that focus on the usage of these materials.

Book collections: The existing book collection at the Kent State University Library will strongly support the proposed areas of study and research. Existing services the library offers will allow for continued development of this collection. Faculty members have the ability to participate in the selection of new books and journals for the collection. The University Library allocates an annual budget for monograph and journal purchases for the College of Aeronautics and Engineering. The science librarian coordinates requests for these purchases. In addition, for materials not available in the collection, faculty and students may request books through the Interlibrary Loan system.

Journals and subscriptions: Another area of collection support is the University Library's collection of academic periodicals. This collection of journals supports most of the needs of faculty and students research. The collection management librarian and science librarian regularly review interlibrary loan reports from collage to identify new collection needs.

Database collection: The University Library provides access to several databases. The database collection is evaluated each year to ascertain its usefulness to faculty and students, when to acquire new databases, and replace those not of use.

- **ACM Digital Library:** Provides bibliographic information, abstracts, index terms, reviews and the full-text for ACM conference proceedings. ACM journals, magazines and newsletters are also available at this site, as well as through the OhioLINK Electronic Journal Center.
- **AccessScience:** An online encyclopedia that provides full-text access to articles, research updates and dictionary terms in all areas of science and technology. Also contains biographies, weekly updates on hot topics and discoveries, a student center with resource guides and links to related sites. Updated daily.
- **Computers and Applied Sciences Complete:** Incorporates Computer Science Index, Computer Source, Information Science and Technology Abstracts, Internet and Personal Computing Abstracts and includes academic journals, professional publications and other reference sources. Subject areas include the many engineering disciplines, computer theory and new technologies.
- **Derwent Innovations Index:** Available through the ISI Web of Knowledge interface. Merges the Derwent World Patents Index with the Derwent Patents Citation Index. Provides access to more than 14,800,000 patents with links to cited and citing patents, cited articles and full-text patent data sources. Gives users an overview of inventions in three categories: chemical, electrical and electronic and engineering.
- **IEEE/IET Electronic Library (IEL):** More than three million full text IEEE journals, conferences and standards, IET journals and conferences, VDE conference papers and all IEEE standards except for the drafts. All content back to 1988 with selected content back to 1872.
- **Inspec:** Provides access to the world's scientific and technical literature in physics, electrical engineering, electronics, communications, control engineering, computers and computing and information technology; also has significant coverage in areas such as materials science, aeronautics, oceanography, nuclear engineering, geophysics, biomedical engineering and biophysics. Searches Physics Abstracts and more.
- **Science Online:** Science Online from Facts on File (not the journal Science published by AAAS) presents information on a broad range of scientific disciplines through extensive definitions, essays, diagrams, biographies and experiments.
- **Textile Technology Complete:** Textile Technology Complete is a scholarly and professional database covering scientific and technological aspects of textile production and processing. Containing over 400 periodical titles, it also draws on current technical reports, books and trade literature. Also includes resources about apparel, home furnishings and polymer industries.

Section F. Evaluation

21. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

College faculty will assess and evaluate the program following the existing practices. Various metrics such as course grades, major GPA, time to completion and job placement following graduation will be used to assess the program's student learning outcomes listed below. The data on these metrics are summarized in a program assessment report each year and submitted to Kent State's Office of Accreditation, Assessment and Learning.

The program outcomes are as follows:

- Apply knowledge of mathematics, science and engineering
- Design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturing and sustainability
- Use the techniques, skills and modern engineering tools necessary for engineering practice

Upon matriculation of the program's first cohort, Kent State University will seek accreditation from the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). Faculty will back their learning outcomes and assessment techniques for the courses in this program based on ABET criteria.

See Appendix B for more information on student learning outcomes in the program.

22. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

While the traditional means to assess learning are employed with this program, such as quizzes, exams, papers and problem sets, the nature of this program lends itself to a natural assessment process because about half of the courses have a lecture and a lab component to them. This provides students with the opportunity to learn the material during the lecture and then apply what they have learned during the lab. This format allows students to be exposed to the same material more than once, which not only increases their likelihood of learning it but the resulting lab report or project is a good learning assessment tool.

Labs provide an active way to learn which helps students stay engaged. This along with designing the course material so that students will understand how the material is relevant to them, how it applies to their everyday life and how it improves their chances of getting the job they may someday want, increases persistence.

Another way student learning is assessed is through internships. This program does require that every student participate in an internship. The student is required to journal about their experience weekly and write a paper at the end of the semester. This encourages the student to articulate what they have learned which is a good assessment tool. The employer is also asked to evaluate the student and provide feedback about the student's knowledge and performance. Having a "real-world" experience provides the student with the opportunity to understand why they take the courses that they do, implement what they have learned and determine what they may like to do in the future, which increases persistence.

**ADDENDUM TO HIGHER LEARNING COMMISSION
SUBSTANTIVE CHANGE APPLICATION
TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM**

Proposed Major: Mechatronics Engineering
Proposed Degree: Bachelor of Science
Administrating College: College of Aeronautics and Engineering
Administrating Department: Not applicable

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

Kent State's College of Aeronautics and Engineering, functions as one organizational unit with two separate and distinct program areas: aeronautics and engineering. Each program area is led by a program director.

The proposed Mechatronics Engineering Technology degree program will reside in the engineering program area under the leadership of interim director Jackie Ruller, M.S. Position duties include developing the course schedule, managing the day-to-day requests/issues, pursuing partnerships with industry personnel, writing proposals and serving on committees.

Indicate whether any institutions of higher education offer the proposed program within a 30-mile radius of the campus(es) at which the proposed program will be offered. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this campus.

At present, there are no public universities in Ohio offering a pure mechatronics engineering degree program. There are only four ABET-accredited mechatronics engineering programs in the United States:

1. California State University, Chico
2. Kennesaw State University, Georgia
3. North Carolina State University, Raleigh
4. University of North Carolina, Asheville

CATALOG COPY**DESCRIPTION**

The Bachelor of Science degree in Mechatronics Engineering integrates mechanical, electrical, computer and controls engineering to understand automated machinery, specifically, how to design it and how to make it work. Mechatronics engineering revolves around the design, construction and operation of automated systems, robots and intelligent products, which result from the integration of software and hardware.

Using automated systems is becoming more popular for operating equipment/machinery on manufacturing lines, boilers and aircraft to reduce labor costs, increase precision and accuracy and provide quality and safety for workers.

Mechanical engineers investigate complex electrical/mechanical problems and develop engineering methods to address them. They can work in any company that develops, designs or manufactures and markets these devices. Opportunities exist in manufacturing, sales as well as research.

Fully Offered At:

- Kent Campus

ACCREDITATION

Not applicable

ADMISSION REQUIREMENTS

Admission to the Mechatronics Engineering major is selective.

Freshman Students: Admission into the Mechatronics Engineering major requires minimum 3.000 high school GPA; minimum 24 ACT composite score (minimum 24 ACT subscore in both English and mathematics) or minimum 1700 SAT composite score (mathematics, critical reasoning and writing); and placement directly into MATH 12002 (or its equivalent).

Students who do not meet these requirements may apply for admission to the Mechatronics Engineering Technology major and request to change their program to the Mechatronics Engineering major after their freshman year if they meet the following criteria: minimum 3.200 overall Kent State GPA and minimum B grade in both MATH 12002 and PHY 23101.

Transfer Students: Admission into the Mechatronics Engineering major requires minimum 12 credit hours in college-level coursework with a minimum 3.200 overall GPA and a minimum B grade in both MATH 12002 and PHY 23101 (or their equivalents). Transfer students who have completed less than 12 credit hours of college-level coursework will be evaluated on both collegiate and high school records and must submit a final high school transcript and an ACT or SAT score.

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 525 TOEFL score (71 on the Internet-based version), minimum 75 MELAB score, minimum 6.0 IELTS score or minimum 48 PTE Academic score, or by completing the ELS level 112 Intensive Program. For more information on international admission, visit the Office of Global Education's admission website.

PROGRAM LEARNING OUTCOMES

Graduates of this program will be able to:

1. Apply knowledge of mathematics, science and engineering
2. Design a system, component or process to meet desired needs within realistic constraints, such as economic, environmental, social, political, ethical, health and safety, manufacturing and sustainability
3. Use the techniques, skills and modern engineering tools necessary for engineering practice.

CATALOG COPY**PROGRAM REQUIREMENTS**

Major Requirements (courses count in major GPA)		
AERN 15300	Introduction to Engineering Analysis Using MatLab®	3
TECH 13580	Engineering Graphics I	3
TECH 20002	Materials and Processes	3
TECH 20004	Fundamentals of Circuit Analysis (REVISED)	3
TECH 23581	Computer-Aided Engineering Graphics	3
TECH 26010	Introduction to Computer Engineering Technology	3
TECH 26200	Programming for Engineers I (NEW)	3
TECH 33031	Programmable Logic Controllers	3
TECH 33033	Hydraulics/Pneumatics	3
TECH 33040	Motors and Controllers	3
TECH 33092	Cooperative Education - Professional Development (ELR) (WIC) ¹	1
TECH 33111	Strength of Materials	3
TECH 33220	Electronic Devices	4
TECH 33222	Digital Design for Computer Engineering	3
TECH 33363	Metallurgy and Materials Science	3
TECH 36200	Programming for Engineers II (NEW)	3
TECH 37666	Kinematics and Dynamics of Machines (NEW)	3
TECH 43030	Mechatronics	3
TECH 43031	Mechatronics II	3
TECH 43220	Electrical Machinery	3
TECH 43580	Computer-Aided Machine Design	3
TECH 47200	Systems Engineering	3
Additional Requirements (courses do not count in major GPA)		
COMM 15000	Introduction to Human Communication (KADL)	3
MATH 12002	Analytic Geometry and Calculus I (KMCR)	5
MATH 12003	Analytic Geometry and Calculus II	5
MATH 32051	Mathematical Methods in the Physical Sciences I	4
MATH 32052	Mathematical Methods in the Physical Sciences I	4
PHY 23101	General University Physics I (KBS) (KLAB)	5
PHY 23102	General University Physics II (KBS) (KLAB)	5
UC 10097	Destination Kent State First Year Experience	1
	Kent Core Composition	6
	Kent Core Humanities and Fine Arts (minimum one course from each)	9
	Kent Core Social Sciences (must be from two disciplines)	6
	Kent Core Additional	3
Minimum Total Credit Hours:		121

1. A minimum C grade must be earned to fulfill writing-intensive requirement.

Graduation Requirements:

- Minimum Major GPA: 2.250
- Minimum Overall GPA: 2.000

CATALOG COPY**ROADMAP**

Semester One		
MATH 12002	Analytic Geometry and Calculus I (KMCR)	5
TECH 13580	Engineering Graphics I	3
TECH 20002	Materials and Processes	3
UC 10097	Destination Kent State: First Year Experience	1
	Kent Core Requirement	3
		Credit Hours: 15
Semester Two		
MATH 12003	Analytic Geometry and Calculus II	5
PHY 23101	General University Physics I (KBS) (KLAB)	5
TECH 26010	Introduction to Computer Engineering Technology	3
	Kent Core Requirement	3
		Credit Hours: 16
Semester Three		
AERN 15300	Introduction to Engineering Analysis Using MatLab®	3
MATH 32051	Mathematical Methods in the Physical Sciences I	4
PHY 23102	General University Physics II (KBS) (KLAB)	5
TECH 33111	Strength of Materials	3
		Credit Hours: 15
Semester Four		
COMM 15000	Introduction to Human Communication (KADL)	3
MATH 32052	Mathematical Methods in the Physical Sciences II	4
TECH 20004	Fundamentals of Circuit Analysis	3
TECH 37666	Kinematics and Dynamics of Machines	3
	Kent Core Requirement	3
		Credit Hours: 16
Semester Five		
TECH 23581	Computer-Aided Engineering Graphics	3
TECH 33031	Programmable Logic Controllers	3
TECH 33033	Hydraulics/Pneumatics	3
TECH 33220	Electrical Devices	4
	Kent Core Requirement	3
		Credit Hours: 16
Semester Six		
TECH 26200	Programming for Engineers I	3
TECH 33040	Motors and Controllers	3
TECH 33363	Metallurgy and Material Science	3
TECH 43580	Computer-Aided Machine Design	3
	Kent Core Requirement	3
		Credit Hours: 15
Semester Seven		
TECH 33222	Digital Design for Computer Engineering	3
TECH 36200	Programming for Engineers II	3
TECH 43030	Mechatronics	3
TECH 47200	System Engineering	3
	Kent Core Requirement	3
		Credit Hours: 15
Semester Eight		
TECH 33092	Cooperative Education - Professional Development (ELR) (WIC)	1
TECH 43031	Mechatronics II	3
TECH 43220	Electrical Machinery	3
	Kent Core Requirement	3
	Kent Core Requirement	3
		Credit Hours: 13
Minimum Total Credit Hours:		121

Robert G. Sines, Jr.
Interim Dean
College of Aeronautics and Engineering
1400 Lefton Esplanade
Kent, Ohio 44240

Dear Mr. Sines:

My name is Kevin Ballard. I am 2010 graduate of your college and now serve as the Production Engineering Manager at Rambus' Lighting Division in Brecksville, OH. At Rambus, I lead a team that is charged with development of new manufacturing processes and technologies that enable our company to produce our industry leading product designs.

I would like to express my support of Kent State's proposed Mechatronics Engineering, Mechatronics Engineering Technology, Computer Engineering Technology and Mechanical Engineering Technology programs. Over the next five years, we will need to hire graduates with experience in articulated robotics, machine vision, machine safety, factory data analytics, and lean manufacturing.

It is difficult to find young talent that has any controls engineering expertise, or an understanding of how manufacturing systems, and the data they generate can be utilized to improve the operation of the business as a whole. It is also difficult to find people of any age that truly understand how the design of the equipment, robotics, and plant floor directly affect performance and uptime of the operation.

In addition to the in-class curriculum, we would be very interested in co-op or internship programs that expose your students to real world projects and opportunities. Again, this type of experience would provide your students with an important advantage when compared to other recent graduates.

With almost all Co-Ops, or traditional Mechanical Engineers that I have worked with thus-far, we have found very little comprehension of the concepts outlined above. The education background I received at Kent State has given me a unique advantage because I was able to build on the concepts from the moment I left school. We feel the lack of talent and knowledge in this field every day, whether it be through our own organization, or our suppliers of production equipment. With that being said, I believe that the prospects will continue to improve, for graduates of your programs.

Sincerely,

Kevin Ballard
Production Engineering Manager
Rambus Lighting Division
6611 W. Snowville Rd.
Brecksville, OH 44319
Kballard@rambus.com

Robert G. Sines, Jr.
Interim Dean
College of Aeronautics and Engineering
1400 Lefton Esplanade
Kent, Ohio 44240

Dear Mr. Sines:

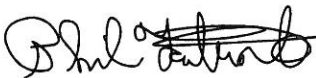
AMETEK HKP would like to express its support of Kent State's proposed Mechatronics Engineering, Mechatronics Engineering Technology, Computer Engineering Technology and Mechanical Engineering Technology programs. Over the next 5 years, we will need to hire graduates with experience in CAD, controls expertise, applying and testing stepper and servo motors and controls, and systems design.

It is difficult to find young talent that has theoretical and hands on electro-mechanical expertise. Thus, these programs resulting in graduates with a high level of knowledge as well as graduates with significant experience in the application, design, and use of today's machine control system architectures would give them a significant competitive advantage entering the workforce. All programs would provide graduates that would be a valuable resource of future employees for AMETEK.

In addition to the in-class curriculum, we would be very interested in co-op or internship programs that expose your students to real world projects and opportunities. Again, this type of experience would provide your students with an important advantage when compared to other recent graduates.

Key industries such as consumer goods, life sciences, food and beverage, tire and automotive manufacturing are facing workforce shortages and the engineering and technical skills to design and maintain automated, mechanical and electrical systems is critical to their success.

Regards,



Phil Faluotico

330-357-6252



Phil Faluotico
Director of Engineering

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E-mail: phil.faluotico@ametek.com

100 East Erie Street
Kent, OH 44240
Phone: (330) 677-3741
Fax: (330) 677-3306
Cell: (330) 357-6252





North Central State College

October 18, 2017

Chancellor John Carey
Department of Higher Education
25 South Front Street
Columbus, Ohio 43215

Dear Chancellor Carey:

I am writing this letter on behalf of North Central State College to express support for the engineering programs in the College of Aeronautics and Engineering (CAE) at Kent State University. A goal of ours is to provide our students with different pathways and good opportunities when they leave North Central State College. Consequently, we have been working with staff and faculty at Kent State to create pathways for our students in which they would earn college credit from our institution that may be applied to programs in CAE. In particular, CAE would like to move three of the concentrations (mechatronics engineering technology, computer engineering technology and mechanical engineering technology) under the Bachelor of Science in Applied Engineering program to their own major. As majors, the programs would be more visible and there would be more flexibility in the curriculum. These programs complement our associate level programs and can provide a valuable next step in a student's career pathway.

One of the reasons that the programs in CAE are such a good fit for our programs is their applied nature. I understand that CAE is participating in the NEO RAPIDS 2 proposal in the hope of acquiring a FANUC Integrated Cell. Our students in our engineering tech programs have the opportunity to receive training on FANUC robots. Having the opportunity to work with the FANUC Integration Cell at Kent State is again, the perfect complement to the training they receive with us.

In addition, I understand that CAE would like to offer the more theoretical mechatronics engineering program beginning fall of 2018. This program will offer a higher level of math and theory providing an additional pathway for our students who are progressing along calculus pathways in engineering and may prefer careers with a stronger theoretical focus.

In short, we are impressed with the work being done to move CAE forward and make it a stronger partner with community colleges.

Respectfully,

Greg Timberlake, Psy.D.
Dean of Business, Industry, Technology, &
Workforce Development
North Central State College

2441 Kenwood Circle
Mansfield, OH 44906
419.755.4800
888.755.4899

www.ncstatecollege.edu

Ruller, Jackie

From: Rachel S. Heidenreich <rsheidenreich@ra.rockwell.com>
Sent: Wednesday, January 18, 2017 4:31 PM
To: Sines, Robert
Cc: Ruller, Jackie
Subject: Kent State's Proposed Mechatronics Programs

Rockwell Automation (RA) would like to express its support of Kent State's proposed Mechatronics Engineering and Mechatronics Engineering Technology programs. RA and our customers have definite needs for students with experience in mechatronics, including controls expertise, working with motors, ability to program PLC's, etc. Here are some specific examples of applicability:

- Machine builders, systems integrators and distributors are all struggling to find young talent that has controls application expertise. Thus, these programs resulting in graduates with high level or theoretical experience using or designing machine control architectures as well as graduates with significant experience in the application, design, and use of today's machine control system architectures would give them a significant competitive advantage entering the workforce. Both programs would very much support our customers as well as RA as a source of future employees.
- In addition to the in-class curriculum, RA and our customers would be very interested in co-op or internship programs that expose your students to real world projects and opportunities. Again, this type of experience would provide your students with an important advantage when compared to other recent graduates.
- The applied nature of the program lends itself well to RA's sales resources that are focused on OEM's as well as our customer facing engineers that supply solutions to our customers in discrete manufacturing.
- Our customers with discrete manufacturing in key industries such as consumer goods, life sciences, food and beverage, tire and automotive manufacturing are facing workforce shortages and the engineering and technical skills to design and maintain mechanical and electrical systems is critical to their success.

As RA and many customers are located in the Midwest, it can be difficult to identify talent that is willing to relocate here. These types of skills are of particular interest in Ohio and the Midwest, so students attending school in this area are also be a good match to the opportunities here.

Sincerely,

Rachel Heidenreich
VP Quality and Continuous Improvement
Rockwell Automation

December 15, 2016

To Whom It May Concern:

It is gratifying to see just as Kent State University has taken the lead in innovative technologies such as liquid crystals, now the College of Applied Engineering, Sustainability and Technology, with great foresight, will offer a degree in Mechatronics Engineering.

Mechatronics Engineering is a multidisciplinary field of engineering whose name suggests simply the combination of mechanical and electrical engineering, but it also encompasses electronics, computer engineering, telecommunications engineering, systems engineering and control engineering. As manufacturing in the United States has become more automated, there is a need for engineering with such a wide range of capabilities.

As a major university in Northeast Ohio it is fitting that Kent State offer this as a new major. Edd Pritchard records in a September 19, 2016 Canton Repository article "Manufacturing remains a key part of Northeast Ohio's economy and has become more diversified over the last 50 years, according to a report from Team Northeast Ohio". In addition, Team NEO reports "Manufacturing is the largest sector of North East Ohio's gross regional product and should hold that position in the coming years, because advanced manufacturing areas are growing." According to Ethan Karp, president and CEO of MAGNET, "Using robotic equipment and digital manufacturing techniques helps companies improve productivity."

Edd Pritchard goes on to observe; manufacturers also have been taking steps to reduce costs by bringing in new technologies. "Cost cutting over the past 20 years has been part of an effort to remain competitive with overseas manufacturers," said Ethan Karp, president and CEO of MAGNET, the Manufacturing Advocacy and Growth Network. "Using robotic equipment and digital manufacturing techniques helps companies improve productivity," he said. For that reason, Team NEO believes there will be opportunities for manufacturing jobs in the future.

To meet these high tech manufacturing needs, mechatronic engineers will be needed in Northeast Ohio. As the Director of Engineering Technology at Kent State University at Tuscarawas, I support this move.

Sincerely,



Paul Dykshoorn
Director, Engineering Technology

APPENDIX A – FACULTY FOR THE PROPOSED B.S. IN MECHATRONICS ENGINEERING

Md Amiruzzaman, Ph.D.

Position: Assistant Professor, College of Aeronautics and Engineering
 Degrees: B.S., Computer Science (2006), National University
 M.S., Computer Science (2011), Kent State University
 M.Tech., Technology (2015), Kent State University
 Ph.D., Curriculum and Instruction (2016), Kent State University

Before accepting a teaching position at Kent State University in 2016, Dr. Amiruzzaman worked as a computer programmer for nearly 10 years for several companies, both nationally and internationally. In addition, he has worked as a research assistant at Sejong University and Korea University. Prior to Kent State University, he taught at the National University and Korea University.

Dr. Amiruzzaman teaches 15 credit hours in the college each semester. He teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 23581 Computer-Aided Engineering Graphics
- TECH 26200 Programming for Engineers I
- TECH 36200 Programming for Engineers II

Darwin L. Boyd, Ph.D.

Position: Assistant Professor, College of Aeronautics and Engineering
 Degrees: B.S., Physics (1982), Kent State University
 M.A., Physics (1988), Kent State University
 Ph.D., Physics (1991), Kent State University

Dr. Boyd worked as a research associate at NASA Lewis Research Center, in Cleveland, from 1990 to 1997. He has been a faculty member at Kent State University since 1994. He was also a NASA-ASEE summer faculty fellow at NASA Lewis Research Center, from 1996 to 1999. Dr. Boyd's research experience includes the study of Mössbauer effects in spin crossover systems and liquid crystals and the use of x-ray photoelectron spectroscopy and Auger electron microscopy in the study of metallic and ceramic materials. He also has worked in the design of ultra-high-vacuum systems, and has done extensive work in the design and implementation of computer-based data acquisition systems for numerous applications in laboratory environments. Currently, his research interests include the characterization of metal matrix and ceramic matrix composite materials using Auger electron spectroscopy. Dr. Boyd is a member of the Association of Technology, Management and Applied Engineering (ATMAE).

Dr. Boyd teaches a minimum of 12 credits in the college each semester. He teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 33031 Programmable Logic Controllers
- TECH 43030 Mechatronics
- TECH 43031 Mechatronics II
- TECH 43220 Electrical Machinery

John C. Duncan, Ph.D.

Position: Assistant Professor, College of Aeronautics and Engineering
 Degrees: B.S., Aerospace Engineering Technology (1981), Kent State University
 B.S., Electronics (1982), Chapman University
 M.A., Technology (1988), Kent State University
 Ph.D., Evaluation and Measurement (1996), Kent State University

In his more than 25 years at Kent State University, Dr. Duncan has taught a wide variety of undergraduate and graduate aeronautics courses, and has extensive experience in curriculum design and distance learning delivery methods. He has more than 40 years of experience in aviation, in a variety of areas and roles. He has substantial professional engineering and flight training/simulation experience, extensive experience in flight training and flight simulator design engineering. He has worked as a research scientist in aviation human factors research and has served as a curriculum and course evaluator for the American Council on Education since 1993. Dr. Duncan is a licensed pilot with an Advanced Ground Instructor (AGI) rating.

APPENDIX A – FACULTY FOR THE PROPOSED B.S. IN MECHATRONICS ENGINEERING

Dr. Duncan teaches 12 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 47200 Systems Engineering

Michael R. Fisch, Ph.D.

Position: Assistant Professor, College of Aeronautics and Engineering

Degrees: B.S., Physics (1974), John Carroll University

M.A., Physics (1975), John Carroll University

Ph.D., Applied Physics (1982), Harvard University

Dr. Fisch has worked at Kent State since 1998. His affiliations include the Institute of Electrical and Electronics Engineers (IEEE), American Physical Society (APS) and American Chemical Society (ACS).

Dr. Fisch teaches 6 credit hours in the college each semester. He teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 33033 Hydraulics/Pneumatics
- TECH 33111 Strength of Materials
- TECH 33363 Metallurgy and Materials Science
- TECH 37666 Kinematics and Dynamics of Machines

Brian T. Gardner, M.Tech.

Position: Lecturer, College of Aeronautics and Engineering

Degrees: B.S., Technology (2006), Kent State University

M.Tech., Technology (2013), Kent State University

Mr. Gardner has worked in the information technology industry since 1998. During that time, he has focused on client network integration. With the rapid evolution and industry adoption of wireless systems, Mr. Gardner has studied extensively on extending the functionality of wireless network systems beyond the typical client access model. These efforts involve detailed analysis of wireless systems requirements engineering based on environmental factors and client needs with an ultimate goal of enhanced performance over traditional guided media systems.

Mr. Gardner teaches 15 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 33222 Digital Design for Computer Engineering

Ronald D. Griswold, M.Tech.

Position: Adjunct, College of Aeronautics and Engineering

Degrees: M.Tech., Technology (2012), Kent State University

Mr. Griswold was an assistant professor for Kent State's mechanical engineering technology programs for 14 years, as well as an instructor at Youngstown State University. He has been a part-time instructor for both universities since 2015. He is a registered professional engineering in Ohio, and has professional experience as a tool and die maker, structural engineer, tooling engineer and construction engineer.

Mr. Griswold teaches 9 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 43580 Computer-Aided Machine Design

Evren Koptur, Ph.D.

Position: Lecturer, College of Aeronautics and Engineering

Degrees: B.S., Computer Engineering (2003), University of Bahçeşehir (Turkey)

M.Tech., Technology (2005), Kent State University

Ph.D., Educational Psychology (2016), Kent State University

Dr. Koptur professional experiences includes IT support and technical services, where he developed and tested new inventory management system using SQL and new financial reporting system using Visual

APPENDIX A – FACULTY FOR THE PROPOSED B.S. IN MECHATRONICS ENGINEERING

Basic, built local area networks, provided object-oriented design, programming and implementation support to the customer billing system, written in C++, prepared test plans and data, and user documentation for customer billing system.

Dr. Koptur teaches 15 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 26010 Introduction to Computer Engineering Technology

Nuttapong Phantkankum, M.Eng.

Position: Adjunct, College of Aeronautics and Engineering

Degrees: B.Eng., Electronics (2004), King Mongkut's Institute of Technology (Thailand)

M.Eng., Mechanical Engineering (2008), Chiang Mai University (Thailand)

M.Tech., Technology (2015), Kent State University

Mr. Phantkankum has been a part time instructor at Kent State University since 2016. He teaches 9 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 13580 Engineering Graphics I

Dr. Shin-Min Song, Ph.D.

Position: Professor, College of Aeronautics and Engineering

Degrees: B.S., Mechanical Engineering (1973), Tatung Institute of Technology (Taipei)

M.S., Mechanical Engineering (1981), The Ohio State University

Ph.D., Mechanical Engineering (1984), The Ohio State University

In his over 30 years of higher education professional career, Dr. Song has served as a professor in University of Illinois at Chicago, department chair in Northern Illinois University and dean of College of Applied Engineering, Sustainability and Technology of Kent State University. His teaching, scholarship and research interests include mechanical design, kinematics and dynamics, robotics, walking machines, automation, computer-aided design, computer-integrated manufacturing, energy and power, hydraulics and pneumatics and control theories. He has published and presented extensively in areas of his technical expertise. He has received the NSF Presidential Young Investigator Award and ASME Fellow.

Dr. Song teaches 9 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 33040 Motors and Controllers

D. Blake Stringer, Ph.D.

Position: Assistant Professor, College of Aeronautics and Engineering

Degrees: B.S., Mechanical Engineering, Aerospace (1993), U.S. Military Academy

M.S., Aerospace Engineering (2003), Georgia Institute of Technology

Ph.D., Mechanical and Aerospace Engineering (2008), University of Virginia

Dr. Stringer is responsible for developing an aerospace engineering curriculum to expand the aeronautics program, for teaching and administering assigned courses, and for establishing an aerospace-related research program and laboratory at Kent State. He is a very active member of the Phastar initiative to reopen the newly named Davis Aerospace and Maritime High School. Served as chief of the Propulsion Division of the Army Research Laboratory where he developed and refined division strategy, research goals, and manpower requirements, following the BRAC relocation, and supported the Army's Research, Development, and Engineering Command's (RDECOM) Mobility & Logistics Technology Focus Team in the areas of drives, engines, propulsion materials, and rotorcraft propulsion technology, among many other significant accomplishments.

Dr. Stringer teaches 6 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- AERN 15300 Introduction to Engineering Analysis Using MatLab®

APPENDIX A – FACULTY FOR THE PROPOSED B.S. IN MECHATRONICS ENGINEERING

Trent True, M.Tech.

Position: Lecturer-FEF Key Professor, College of Aeronautics and Engineering

Degrees: B.S., Technology (2005), Kent State University
M.Tech., Technology (2007), Kent State University

After eight years working as a foundry process engineer and production supervisor for Harrison Steel, Mr. True joined Kent State University in 2004. He is a member of the American Foundry Society, Foundry Educational Foundation, Steel Founders' Society of America and Epsilon Pi Tau, and has expertise in metal casting, manufacturing and lean tools.

Mr. True teaches 11-15 credit hours in the college each semester. He teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 20002 Materials and Processes
- TECH 33092 Cooperative Education - Professional Development

Roberto Uribe-Rendon, Ph.D.

Position: Professor, College of Aeronautics and Engineering

Degrees: B.S., Physics (1973), National Autonomous University of Mexico
M.S., Nuclear Sciences (1979), National Autonomous University of Mexico
Ph.D., Physics (1986), National Autonomous University of Mexico

Dr. Uribe-Rendon's research interests are in the areas of radiation effects in materials, as well as in radiation measurements and standards specifically in the development of techniques used to measure the energy absorbed by materials during electron beam irradiations. Work related to this area comprises experiments in the NEO Beam facility for several research institutions as well as private companies interested in studying the effects of radiation in semiconductor and solar cell materials for space applications as well as in food and polymeric materials.

Dr. Uribe-Rendon teaches 15 credit hours in the college each semester. He teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 20004 Fundamentals of Circuit Analysis
- TECH 33220 Electronic Devices

Adam Zuckerman, M.Tech.

Position: Adjunct, College of Aeronautics and Engineering

Degrees: B.S., Technology (2008), Kent State University
M.Tech., Technology (2009), Kent State University

Mr. Zuckerman is a prototyping specialist and is focused on developing intellectual property, modeling, simulation and prototyping. Over his 10 years of teaching at Kent State University, Mr. Zuckerman has developed content for Battelle Memorial Institute, 3rd Frontier, NASA and many departments at Kent State University. He also focuses on developing properties for small businesses related to small business manufacturing and has led efforts at Kent State's small business development centers for over 14 years. In his roles, he involves students in taking the initial steps in creating documentation as part of creation process of intellectual property.

Mr. Zuckerman teaches 6-9 credit hours in the college each semester. He teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 13580 Engineering Graphics I
- TECH 23581 Computer-Aided Engineering Graphics

Kent State University
Fiscal Impact Statement

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	10	25	45	70
Headcount part-time				
Full-time equivalent (FTE) enrollment	10	25	45	70
II. Projected Program Income				
Tuition (total for KSU)	\$ 97,039	\$ 233,104	\$ 414,647	\$ 633,949
Expected state subsidy (total for KSU)	\$ 30,633	\$ 73,585	\$ 130,893	\$ 200,120
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other Income	\$ -	\$ -	\$ -	\$ -
Total Projected Program Income	\$ 127,672	\$ 306,689	\$ 545,539	\$ 834,069
III. Program Expenses				
New personnel:				
- Instruction				
Full-time: 0				
Part-time: 0				
-Non-instruction				
Full-time: 0				
Part-time: 0				
Current personnel:				
- Instruction				
Full-time: 2 to 12 (Currently paid under existing programs)	\$ 3,162	\$ 32,069	\$ 68,467	\$ 113,725
Part-time: 2 to 6 (Currently paid under existing programs)	\$ 3,485	\$ 5,688	\$ 11,797	\$ 17,445
-Non-instruction				
Full-time: 0	\$ -	\$ -	\$ -	\$ -
Part-time: 0	\$ -	\$ -	\$ -	\$ -
Benefits for all personnel	\$ 1,711	\$ 12,911	\$ 27,513	\$ 45,377
New facilities/building/space renovation (describe in narrative below)	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ 6,000	\$ 14,000	\$ 24,000	\$ 34,000
Additional library resources	\$ 250	\$ 500	\$ 750	\$ 1,000
Additional technology or equipment needs	\$ 2,000	\$ 4,000	\$ 6,000	\$ 6,000
Other expenses (see below)	\$ 104,235	\$ 243,413	\$ 412,534	\$ 614,624
Total Projected Program Expenses	\$ 120,843	\$ 312,580	\$ 551,061	\$ 832,172
Projected Program Net	\$ 6,829	\$ (5,891)	\$ (5,521)	\$ 1,897
Other Expenses				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 50%	\$ 25,741	\$ 67,193	\$ 140,545	\$ 230,794
RCM tuition+SSI allocation to other colleges (pays expenses of other colleges)	\$ 76,189	\$ 172,304	\$ 264,449	\$ 372,480
Professional development	\$ 1,104	\$ 2,517	\$ 5,940	\$ 9,550
Supplies (office, computer software, duplication, printing)	\$ 100	\$ 200	\$ 300	\$ 400
Telephone, network, and lines	\$ 100	\$ 200	\$ 300	\$ 400
Other info and communication pool	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Total Other Expenses	\$ 104,235	\$ 243,413	\$ 412,534	\$ 614,624

BUDGET NARRATIVE:

[This section is for describing facilities, scholarship/stipend support, library resources, additional technology, etc., if applicable.]

This program is primarily built around existing courses, so it will use existing facilities, library resources, equipment and technology with minor upgrades that are shared with existing programs.

The technology and equipment line includes some added resources each year. This also is for consumables in the lab courses.

A minor amount of marketing and promotion of this program are included under Other info and communications pool.

Allowances are provided for professional development, supplies, and telephone, network and lines.

Scholarship funds targeting this program are provided. This launches with three \$2000 scholarships and increases to five by Year 4. All scholarships are assumed to continue for four years.

Mechatronics Engineering:

There are very few mechatronics engineering programs across the country. Purdue University-Calumet, California State University in Chico, CA and Kennesaw State University in Georgia are currently the only three ABET- accredited¹ in the United States. At present, there are no public universities in Ohio offering a pure Mechatronics Engineering degree program.

A Mechatronics Engineering program is the logical evolution to the investment made by the state for the robotics and advanced manufacturing technology education collaborative (RAMTEC). While Tri-Rivers and their partner career centers have used the \$14.9 million² to address the skills gap in Ohio by preparing high school and adult students with advanced manufacturing and engineering skills, to professionally advance within many companies, oftentimes employers require a bachelor's degree. See Table 1 below for some statistics relating to the robotics industry³. The Mechatronics engineering program will offer graduates from the RAMTEC school, an opportunity to pursue a bachelor degree in this field. The goal is to establish technical prep/articulation agreements with the RAMTEC organizations so that Kent State will be the next step in their educational progression.

Table 1: Robotic Industry Data³

Robots Shipped in North America in 2013	Predicted Size of Robotics Industry by 2020	Robotics Related Jobs Opening Every Year
22, 591	\$14.2 Billion	500,000

In addition, Kent State University offered its first pure engineering program, the Bachelor of Science in Aerospace Engineering in fall 2016. Adding a pure Mechatronics Engineering program will further strengthen and complement the existing programs, giving students more options. The skill set possessed by mechatronics engineers is highly desired in the automotive, aerospace and consumer products sectors and those technology firms that supply and manufacture software components and equipment.

According to the National Association of College and Employers (NACE), the top-paid engineering graduates for the class of 2015 were mechatronics engineering majors; see Table 2 below. Table 3 shows data from 2014 and mechatronics didn't even make the list which indicates that this is a quickly growing field.

¹ ABET (formerly Accreditation Board for Engineering and Technology) accredits more than 3,100 programs at more than 600 colleges and universities worldwide. ABET accredits Kent State's associate degrees in mechanical engineering technology and electrical/electronic engineering technology.

² <https://tririvers.com/ramtec-consortium-receives-14-99-million-straight-a-grant-2/>

³ <http://www.ramtecohio.com/training/high-school/advanced-machining/> and <http://www.ramtecohio.com/training/high-school/engineering-technologies/>

Table 2: Top-Paid Class of 2015 Engineering Majors⁴

Mechatronics Engineering	\$80,859
Petroleum Engineering	\$74,996
Computer Engineering	\$68,820
Aerospace Engineering	\$67,658
Electrical Engineering	\$67,593

Table 3: Top-paid Class of 2014 Engineering Majors⁵

Petroleum Engineering	\$86,255
Electrical Engineering	\$68,778
Mining Engineering	\$68,153
Chemical Engineering	\$68,061
Computer Engineering	\$68,053

The skills gap is widening

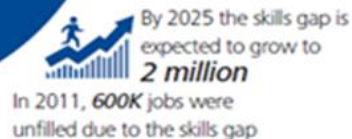
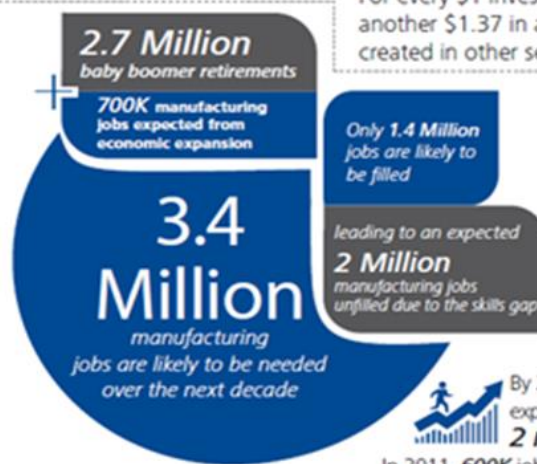
Over the next decade nearly 3 ½ million manufacturing jobs will likely be needed and



The implications are significant

Every job in manufacturing creates another 2.5 new jobs in local goods and services.

For every \$1 invested in manufacturing, another \$1.37 in additional value is created in other sectors.



⁴ Source: *Class of 2015 First-Destination Survey*, National Association of Colleges and Employers. All data are for bachelor’s degree graduates and represent initial post-graduation outcomes as of December 31, 2015.

⁵ Source: *Class of 2014 First-Destination Survey*, National Association of Colleges and Employers. All data are for bachelor’s degree graduates and represent initial post-graduation outcomes as of December 31, 2014.

The Governor's Office Workforce Transformation (OWT) presented a report entitled Building Ohio's Future Workforce. An excerpt taken from the report is as follows "In a 2016 McKinsey & Company study of more than 800 occupations, the continued growth of automation will drive substantial workforce changes over the next decade. Automation will likely result in very few occupations being eliminated entirely; however, it also likely will affect a portion of almost all jobs, in varying degrees. The McKinsey study attests that technologies available today could automate 45 percent of the activities that people are paid to perform and that about 60 percent of all occupations could see 30 percent or more of their component activities automated."⁶

According to a recent Gallup study, "approximately 2.7 million jobs (22 percent of existing workforce) will be retiring from the manufacturing workforce between now and 2025. The U.S. manufacturing industry will add nearly 3.4 million jobs in the next decade to meet both future domestic and international demand. Moreover, as manufacturing firms expand their operations over this 10-year period, they will need an additional 700,000 workers to meet the demand." These statistics were taken from Deloitte analysis based on data from the U.S. Bureau of Labor. There is a serious and growing skills gap in U.S. manufacturing and as the following illustrations indicates, this resonates throughout the entire economy.⁶

According to <http://www.ohiomfg.com/wp-content/uploads/ManufacturingCounts2015.pdf> the Ohio manufacturing sector was 4th in the nation and has 5.6% of manufacturing jobs in the US. Using 2.7 million jobs as the base, this means Ohio must replace about 151,000 workers. While not all these jobs will be in mechatronics, even 1% would correspond to a demand for 1500 new employees with mechatronics credentials. At 20 graduates per year, this would correspond to less than 20% of the demand. Clearly, the demand is substantially greater than our initial ability to meet it. This strongly suggests that this program start as soon as possible. We anticipate needing more faculty members as the program grows, but the increase in students will allow hiring other faculty members economically viable.⁷

This data has been used in planning as discussed above. The program initially grew from faculty interests in research and teaching. This strong personal interest by faculty members leads them to want a high quality program vetted through external evaluations by employers, graduates and ABET accreditation

⁶ Building Ohio's Future Workforce, Governor's Office of Workforce Transformation. December 31, 2016

⁷ The Skills Gap in the U.S. Manufacturing 2015 and beyond. Deloitte. Manufacturing Institute. 2015

MECHATRONICS ENGINEERING – B.S.
Student Learning Outcomes – Major Course Mapping

Major Course ID and Title	Student Learning Outcome 1: an ability to apply knowledge of mathematics, science, and engineering			Student Learning Outcome 2: an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability			Student Learning Outcome 3: an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.		
	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered
TECH13580 Engineering Graphics I	✓			✓			✓		
TECH20002 Materials and Processes	✓						✓		
TECH26010 Introduction to Computer Engineering Technology	✓						✓		
TECH33111 Strength of Materials		✓		✓					
AERN15300 Introduction to MatLab	✓						✓		
TECH20004 Fundamentals of Circuit Analysis		✓						✓	
TECH Kinematics and Dynamics of Machines									
TECH33031 Programmable Logic Controllers	✓			✓			✓		
TECH23581 Computer-Aided Engineering Graphics	✓				✓			✓	
TECH33220 Electronic Devices									
TECH33033 Hydraulics/Pneumatics		✓		✓			✓		
TECH33363 Metallurgy and Materials Science		✓		✓			✓		

Major Course ID and Title	Student Learning Outcome 1: an ability to apply knowledge of mathematics, science, and engineering			Student Learning Outcome 2: an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability			Student Learning Outcome 3: an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.		
	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered
TECH43580 Computer-Aided Machine Design			✓			✓		✓	
TECH33040 Motors and Controllers			✓						
TECH26200 Programming for Engineers I	✓						✓		
TECH36200 Programming for Engineers II		✓						✓	
TECH33222 Digital Design for Computer Engineering	✓						✓		
TECH43030 Mechatronics		✓			✓			✓	
TECH47200 Systems Engineering									
TECH43220 Electric Machinery			✓						✓
TECH43031 Mechatronics II			✓			✓			✓

Summary of Program Assessment Plan

1. PROGRAM MISSION

The mission of the Mechatronics Engineering program is to provide a high quality undergraduate education in mechatronics engineering combining fundamental engineering abilities with the broad diversity of skills required to integrate the principles of mechanical, electrical, computer, and control engineering in the design and realization of complex machines.

2. STUDENT LEARNING OUTCOMES:

Student Learning Outcome 1: an ability to apply knowledge of mathematics, science, and engineering.

Method of Assessment: This learning outcome is assessed in required course TECH43220 Electric Machinery. Students apply knowledge of electromagnetism, complex algebra, and phasor diagrams to the solution of transformer and three-phase induction machine problems.

Achievement Target: Students should demonstrate conceptual and practical competence by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

Method of Assessment: This learning outcome is assessed in required course TECH43031 Mechatronics II. Students utilize their knowledge of mechanical, electrical, computer, and control engineering to design and construct a mechatronic project.

Achievement Target: Students should demonstrate conceptual and practical competence by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

Student Learning Outcome 2: an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

Method of Assessment: This learning outcome is assessed in required course TECH43580 Computer-Aided Machine Design. Students design shafts, bearings, gears, springs, fasteners, clutches, and brakes to meet design criteria.

Achievement Target: Students should demonstrate conceptual and practical competence by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

Method of Assessment: This learning outcome is assessed in required course TECH43031 Mechatronics II. Students utilize their knowledge of mechanical, electrical, computer, and control engineering to design and construct a mechatronic project.

Achievement Target: Students should demonstrate conceptual and practical competence by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

Student Learning Outcome 3: an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Method of Assessment: This learning outcome is assessed in required course TECH43220 Electric Machinery. Students apply knowledge of electromagnetism, complex algebra, and phasor diagrams to the solution of transformer and three-phase induction machine problems.

Achievement Target: Students should demonstrate conceptual and practical competence by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

Method of Assessment: This learning outcome is assessed in required course TECH43031 Mechatronics II. Students utilize their knowledge of mechanical, electrical, computer, and control engineering to design and construct a mechatronic project.

Achievement Target: Students should demonstrate conceptual and practical competence by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

3. ASSESSMENT RESULTS:

Describe how assessment results will be used for future program improvement (how and by whom results are reviewed and analyzed and how resulting plan of action will be implemented).

Assessment on these three learning outcomes will be conducted biennially. Results will be presented to the faculty, the appropriate industrial advisory boards, the program director, and the dean. Faculty will use the results to guide curricular development.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Aug-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Applied Engineering**
 College **AR - Aeronautics and Engineering**
 Degree **BS - Bachelor of Science**
 Program Name **Mechatronics Engineering Technology** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

The college of Aeronautics and Engineering is seeking approval to establish a Bachelor of Science Degree in Mechatronics Engineering Technology. This new program is based on the existing Mechatronics Engineering Technology concentration under the Bachelor of Science in Applied Engineering program. The purpose of this change is to create a program that is relevant and responsive to industry needs. The mechatronics engineering technology curriculum has developed to the point where it no longer shares 50% of its major courses with the other Applied Engineering concentrations and is out of compliance in regards to concentration content within a major.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: **120** Proposed total credit hours _____

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

There will be no impact, because the program already exists as a concentration.

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

Kent State University Tuscarawas campus.

REQUIRED ENDORSEMENTS

Jackie Buller _____ 10/24/17
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) _____

Robert G. Sines Jr _____ 10/26/2017
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) _____

 Senior Vice President for Academic Affairs and Provost (or designee) _____



FORM

New Programs

Substantive Change Application

Institution: Kent State University City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: Executive Director, Curriculum Services Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted:

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if a change application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.hlcommission.org/change> to ensure that there have been no changes to the application form in the intervening time.

Submit the completed application as a single PDF file on the following webpage:
http://www.hlcommission.org/document_upload/.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Kent State University proposes to offer a Bachelor of Science degree in Mechatronics Engineering Technology to be offered through the university's College of Aeronautics and Engineering. This program is existing as a concentration within the college's Applied Engineering major. The goal is to elevate the concentration to a separate major and align the curriculum more fully with accreditation standards. Kent State will seek accreditation for the degree program from the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

Mechatronics is an emerging field, revolving around the design, construction and operation of automated systems, robots and intelligent products. Mechatronic devices can be found in agriculture, hospitals, buildings, homes, automobiles, manufacturing plants, toy and entertainment industry and in aids for the elderly and disabled.

Mechanical engineering technologists manage and support the design, operation and analysis of mechanical devices connected with automated systems, robots and computer-integrated manufacturing.

2. Is this application being submitted in conjunction with another application?

Yes

No

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Review the [“Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval”](#) to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

Certificate

Bachelor's

Diploma

Master's/specialist

Associate's

Doctorate

Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out plan if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No.

- c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

- d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No.

- e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If "Yes," attach documentation of the approval to the request. If "No," attach evidence that approval is not needed.

- | | | | |
|--|---|-----------------------------|--|
| Internal (faculty, board) approvals | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| System approvals | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Applicable |
| State approval | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Foreign country(ies) approvals | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Applicable |
| <i>For Distance or Correspondence Education only:</i> | | | |
| Process in place to ascertain and secure state approval(s) as required | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to

begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See <http://www.hlcommission.org/change-visit> for more information.

- Request to add a proposed change to an already scheduled visit. **Note:** Such requests must be submitted at least six months before the visit date.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the visit.

b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

The name of the program will be the Mechatronics Engineering Technology major within the Bachelor of Science degree. The CIP most aligned with the program's outcomes is the following:

15.0406 Automation Engineer Technology/Technician. A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing, installing, calibrating, modifying and maintaining automated systems. Includes instruction in computer systems; electronics and instrumentation; programmable logic controllers (PLCs); electric, hydraulic and pneumatic control systems; actuator and sensor systems; process control; robotics; applications to specific industrial tasks; and report preparation.

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

The Mechatronics Engineering Technology major is 120 semester credit hours, comprising 73 credit hours of major coursework and 43 credit hours of mathematics, physics, economics and general education coursework.

- c) Normal or typical length of time for students to complete the program

Full-time new students will be able to complete the program in four years (eight semesters).

- d) Proposed initial date for implementation of the program

Fall 2018 Semester.

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The target audience is full-time and part-time traditional students and students transferring from another institution.

- f) Projected life of the program (single cohort or ongoing)

The program will have ongoing admission.

- g) Whether the program will be part of contractual or consortial arrangement

Not applicable.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request.

Not applicable.

3. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested below and complete the [Contractual Screening Form](#) for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of

these operations should be reported.) If the screening form indicates contractual approval is required, complete the full contractual application and submit it in conjunction with the program application. If the screening form indicates no further action is required, attach the confirmation email from HLC.

Type of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Recruitment and admission of students	Not applicable	Not applicable
B. Course placement and advising of students	Not applicable	Not applicable
C. Design and oversight of curriculum	Not applicable	Not applicable
D. Direct instruction and oversight	Not applicable	Not applicable
E. Other support for delivery of instruction	Not applicable	Not applicable

Section B. Institution's History With Programs

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Presently, Kent State does not offer a bachelor's degree major in the same four-digit CIP series (15.04 Electromechanical Instrumentation and Maintenance Technologies/Technicians).

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

Kent State offers two bachelor's degree majors with the same two-digit series (15 Engineering Technologies and Engineering-Related Fields.).

- Aeronautical Systems Engineering Technology major: first cohort of 22 students entered in fall semester 2017
- Engineering Technology major: 37 graduates in fiscal year 2017

Section C. Institutional Planning for Program Change

6. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

There are no identified challenges.

7. Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

The College of Aeronautics and Engineering has offered this program since 2013 as one of four concentrations in the Applied Engineering major, Bachelor of Science degree. In its four years, the program has grown fourfold in enrollment, with 47 students in fall 2017.

The Applied Engineering major is accredited by the Association of Technology, Management and Applied Engineering (ATMAE). The college will seek to have the proposed Mechatronics Engineering Technology accredited, instead, by ABET. With different curriculum, learning outcomes and accreditation standards, the Applied Engineering and Mechatronics Engineering Technology programs have gone down separate paths and now need to be made separate degree programs

[Future Actions] In addition to be approved by the applied engineering faculty, the proposal was approved by the faculty-led Aeronautics and Engineering Curriculum Committee, the Educational Policies Council, a subcommittee of the Faculty Senate; and the Faculty Senate.

8. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

As the program is existing, facilities on the Kent Campus will be adequate for the elevation of the concentration to major. In 2015, a new, 55,000-square-foot aeronautics and technology building opened on the Kent Campus. The building houses classrooms and laboratories to support the College of Aeronautics and Engineering programs, including an advanced mechatronics laboratory, a magnethermic casting laboratory and an air traffic control simulation laboratory.

9. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Mechatronics is an emerging field that first found its place in automation vendors, major consumer packaged goods manufacturers and packaging machine builders. However, more and more companies are employing the mechatronics approach to design, especially with the growth of computing power, which makes applying mechatronics easier than ever before.

The Ohio Governor's Office of Workforce Transformation presented a report entitled "Building Ohio's Future Workforce." An excerpt taken from the report is as follows:

"In a 2016 McKinsey & Company study of more than 800 occupations, the continued growth of automation will drive substantial workforce changes over the next decade. Automation will likely result in very few occupations being eliminated entirely; however, it also likely will affect a portion of almost all jobs, in varying degrees. The McKinsey study attests that technologies available today could automate 45 percent of the activities that people are paid to perform and that about 60 percent of all occupations could see 30 percent or more of their component activities automated."¹

A recent Gallup study found that "approximately 2.7 million jobs (22 percent of existing workforce) will be retiring from the manufacturing workforce between now and 2025. The U.S. manufacturing industry will add nearly 3.4 million jobs in the next decade to meet both future domestic and international demand. Moreover, as manufacturing firms expand their operations over this 10-year period, they will need an additional 700,000 workers to meet the demand."²

According to the Ohio Manufacturers' Association, the Ohio manufacturing sector was fourth in the nation and has 5.6 percent of manufacturing jobs in the United States.³ Using 2.7 million jobs as the base, this means Ohio must replace approximately 151,000 workers. While not all these jobs will be in mechatronics, even one percent would correspond to a demand for 1,500 new employees with mechatronics credentials.

¹ Ohio Governor's Office of Workforce Transformation (2016). Building Ohio's Future Workforce. Retrieved from workforce.ohio.gov/Portals/0/Building%20Ohio%27s%20Future%20Workforce%20Report.pdf.

² Manufacturing Institute (2015). *The Skills Gap in the U.S. Manufacturing 2015 and Beyond*. Retrieved from www.themanufacturinginstitute.org/~/_media/827DBC76533942679A15EF7067A704CD.ashx.

³ The Ohio Manufacturers' Association (2015). *2015 Ohio Manufacturing Counts*. Retrieved from www.ohiomfg.com/wp-content/uploads/ManufacturingCounts2015.pdf.

10. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

Using past enrollment growth in the concentration as a basis (see table below), future enrollment is projected at the same rate. With the concentration becoming a separate degree program, Kent State expects that the program will become more visible to prospective students. In addition, the university is developing a Mechatronics Engineering major. Students interested in mechatronics but who do not meet the admission criteria for the engineering program will be able to declare, instead, this engineering technology major.

Table: Student Enrollment in the Mechatronics Concentration, Applied Engineering Major

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
3	12	26	36	47

The college has the resources to manage the program currently, but as the program continues to grow as expected, it will be necessary to hire additional faculty. It is anticipated that the enrollment in the next six months will be approximately 50 students and will stabilize at 70 students in three years.

11. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then?

Kent State University operates under a Responsibility Center Management-based (RCM) financial model, where business-type strategies are used to manage and evaluate new and existing programs. Under this model, costs and revenues are taken into consideration when making decisions about the viability of programs. The proposed Mechatronics Engineering Technology major will be no exception, and will undergo the same scrutiny as other.

The proposed degree program is built primarily around existing courses that are required in other engineering and engineering technology programs. Only three new courses will be created for the program at implementation. Therefore, the program can rely on existing faculty, facilities, library resources, equipment and technology (with minor upgrades).

Fiscal projections show the program breaking even in year two of implementation, and then show a net gain after that. Since the program will be launched using existing facilities, equipment and faculty, investments that must be made in year one will be modest and absorbed using college revenue from other programs.

12. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Office of the Provost ensures that only faculty- and university-approved program information is included in the university's Catalog, degree audit, Explore Programs and Degrees website and student information system (for admission and graduation). Kent State's Division of University Communications and Marketing coordinates branding and consistency of all of the university's promotional materials.

Section D. Curriculum and Instructional Design

13. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

MAJOR REQUIREMENTS**TECH 13580 Engineering Graphics I** 3 Credit Hours

Technique of engineering drawing, lettering, instrument use, freehand drawing, orthogonal projection, sections, single and double auxiliaries, dimensioning, screw threads, charts and graphs.

TECH 20002 Materials and Processes 3 Credit Hours

Study and practice addressing the nature of basic manufacturing materials and the processes by which they are converted into manufactured products. Includes laboratory experience.

TECH 21021 Survey of Electricity and Electronics 4 Credit Hours

Survey of DC and AC circuits, semiconductors, and electronic devices, including diodes and transistors.

TECH 23581 Computer-Aided Engineering Graphics 3 Credit Hours

Study of working drawings, descriptive geometry, geometrical tolerancing, structural/weldments, cams, gears, piping and considerable time with the Hewlett Packard 900 CAD system.

TECH 26010 Introduction to Computer Engineering Technology 3 Credit Hours

Describes Computer Engineering Technology concepts and principles. Topics include computer hardware, computer hardware operations, digital systems design, networking hardware, technology of networking, computer aided design and embedded systems.

TECH 26200 Programming for Engineering I 3 Credit Hours **NEW**

Introduction to engineering problem solving and use of programming language to solve those problems is the base of this course. Students in an engineering major are expected to develop basic mathematical modeling and engineering problem solving skills using mathematical and conventional computational tools. Developing modeling and logical thinking are the core objective of this course.

TECH 31000 Cultural Dynamics of Technology 3 Credit Hours

Study of technology and the forces it exerts upon society.

TECH 31010 Engineering and Professional Ethics 3 Credit Hours

Applications of codes of ethics in the engineering and technology professions reflective of social and moral responsibilities to the public, and accountability in engineering practice.

TECH 33031 Programmable Logic Controllers 3 Credit Hours

An introduction to programmable logic controllers (PLCS) covering hardware, ladder logic programming, networking and communications. Programming timers, counters and sequencers and an introduction to human machine interfaces (HMIS).

TECH 33032 Programmable Logic Controllers II 3 Credit Hours

Advanced principles and applications of programmable logic controllers with a focus on using sequential function charts to control complex industrial processes. Includes real time control issues, PLC networking, programming languages other than ladder logic, standards, motion control, supervisory control and data acquisition, process control, alarm management, power failure strategies and safety.

TECH 33033 Hydraulics/Pneumatics 3 Credit Hours

Fluid properties, hydraulic design, viscosity, hydraulic components, pumps, systems and circuits, maintenance and safety, pneumatics, air systems control and design.

TECH 33040 Motors and Controllers 3 Credit Hours

AC and DC motors, motor control, and machine operations in mechatronic systems. Includes introduction to basic control system terms and devices, input and output transducers, signal conditioning, open loop and closed loop control, stability and performance.

TECH 33092 Cooperative Education - Professional Development 1-3 Credit Hours

(Repeatable for a maximum of 6 credit hours) Supervised work-study experience in approved business or industrial environment relative to the student's major. The 3 credit hour co-op experience must be for a period of at least 12 consecutive weeks at 40 hours per week, or 30 hours per week for 15 weeks, totaling not less than 450 hours. Most co-ops occur during the summer. Students can earn up to an additional 3 credit hours (one to three per co-op – 150 work hours per credit hour) over the course of their college career as long as each co-op has a different focus.

TECH 33111 Strength of Materials 3 Credit Hours

An analytical study of the relation between the external forces applied to elastic materials and the resulting deformations and stresses.

TECH 33222 Digital Design for Computer Engineering 3 Credit Hours

Introduction to digital design. The operation and use of digital devices and components as used in microprocessors and digital computers. Topics include binary arithmetic operations, Boolean algebra, logic gates, combinational and sequential logic, buffers, registers, memory devices, counters, latches, timers, comparators, encoders, decoders, multiplexers and demultiplexers.

TECH 33333 Industrial Robotics 3 Credit Hours **NEW**

Covers basic safety precautions for working with robots. Laboratory time will be spent programming FANUC robotics handling tool operation and programming certificate completion.

TECH 33700 Qualities Techniques 3 Credit Hours

Introduction to quality management and the tools and techniques including the basic tools identified by ASQ (American Society for Quality) as well as an introduction to Lean and Six Sigma. Information presented helps prepare the student to qualify for the Quality Process Analyst Certification.

TECH 34002 Advanced Computer-Aided Design 3 Credit Hours

Continuation of CADT 22000 with an emphasis on the use of a Parametric-based CAD software (PRO-ENGINEER) for the design and modeling of industrial products.

TECH 36200 Programming for Engineering II 3 Credit Hours **NEW**

Emphasizes engineering problems and applications of programming language and mathematical tools to analyze and solve them. Students with engineering major (including mechatronics, mechanical engineering technology and computer engineering technology) are expected to learn problem solving techniques, modeling, simulation and presentation of engineering application oriented problems using conventional computation and mathematical tools. Advanced modeling, simulations and analysis are the core objectives of this course.

TECH 43030 Mechatronics 3 Credit Hours

Application of automation concepts in motion control, electrical circuits, fundamental mechanics, control systems and programming including modeling, interfacing and signal conditioning.

TECH 43031 Mechatronics II 3 Credit Hours

Advanced modeling, system response, closed loop control and system software for mechatronic systems.

TECH 43060 Management of Technology Innovation 3 Credit Hours

Subjects covered in this course are case studies of innovative companies, elements of an innovation process, review of major problem solving methods, technical opportunity analysis, technical planning, technological forecasting, concept development and elements of patents. A project is included that utilizes TRIZ software and innovation model elements.

TECH 43080 Industrial and Environmental Safety 3 Credit Hours

Examines the occupational safety and health act and fundamentals of industrial safety programs.

TECH 43580 Computer-Aided Machine Design 3 Credit Hours

Description and Prerequisite Data Currently in Banner: Application of the principles of mechanics and strength of materials, with computer assistance to the design and selection of machine components under both static and dynamic loads.

ADDITIONAL REQUIREMENTS**COMM 15000 Introduction to Human Communication** 3 Credit Hours

An inquiry into the nature and function of human communication in interpersonal, group and public contexts.

ECON 22060 Principles of Microeconomics 3 Credit Hours

Course covers principles and policies affecting prices, including factor incomes, under alternative market structures. Students develop tools to examine social problems, including poverty, crime, pollution and international relations.

MATH 12002 Analytic Geometry and Calculus I 5 Credit Hours

Concepts of limit, continuity and derivative, and the indefinite and definite integral for functions of one real variable. Maximization, related rates, fundamental theorem of calculus.

PHY 13001 General College Physics I 4 Credit Hours

Principles of mechanics, heat and sound.

PHY 13002 General College Physics II 4 Credit Hours

Principles of electricity and magnetism, optics and modern physics.

PHY 13021 General College Physics Laboratory I 1 Credit Hour

Introductory lab to accompany PHY 13001 or PHY 13011.

PHY 13022 General College Physics Laboratory II 1 Credit Hour

Introductory lab to accompany PHY 13002 or PHY 13012.

UC 10097 Destination Kent State: First Year Experience 1 Credit Hour

(Equivalent to UC 10002 or UC 20007) Course assists students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first year students. Not required of transfer students with 25 or more credit hours.

14. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Major Requirements

TECH 13580	Engineering Graphics I	3
TECH 20002	Materials and Processes	3
TECH 21021	Survey of Electricity and Electronics	4
TECH 23581	Computer-Aided Engineering Graphics	3
TECH 26010	Introduction to Computer Engineering Technology	3
TECH 26200	Programming for Engineers I (NEW)	3
TECH 31000	Cultural Dynamics of Technology	3
TECH 31010	Engineering and Professional Ethics	3
TECH 33031	Programmable Logic Controllers	3
TECH 33032	Programmable Logic Controller II	3
TECH 33033	Hydraulics/Pneumatics	3
TECH 33040	Motors and Controllers	3
TECH 33092	Cooperative Education-Professional Development	3
TECH 33111	Strength of Materials	3
TECH 33222	Digital Design for Computer Engineering	3
TECH 33333	Industrial Robotics (NEW)	3
TECH 33700	Qualities Techniques	3
TECH 34002	Advanced Computer-Aided Design	3
TECH 36200	Programming for Engineers II (NEW)	3
TECH 43030	Mechatronics	3
TECH 43031	Mechatronics II	3
TECH 43060	Management of Technology Innovation	3
TECH 43080	Industrial and Environmental Safety	3
TECH 43580	Computer-Aided Machine Design	3

Additional Requirements

COMM 15000	Introduction to Human Communication	3
ECON 22060	Principles of Microeconomics	3
MATH 12002	Analytic Geometry and Calculus I	5
PHY 13001	General College Physics I	4
PHY 13021	General College Physics Laboratory I	1
PHY 13002	General College Physics II	4
PHY 13022	General College Physics Laboratory II	1
UC 10097	Destination Kent State First Year Experience	1

Kent Core Composition	6
Kent Core Humanities and Fine Arts (minimum one course from each)	9
Kent Core Social Sciences (cannot be ECON course)	3
Kent Core Additional	3
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)	4

Minimum Credit Hours: 120

15. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats or other approaches to learning, explain how the institution will ensure that student work and the levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Kent State University has partnered with several secondary school districts and career and technical centers to accept for college credit completion of tech prep education programs in engineering and engineering technology. All tech prep programs in Ohio are required to align with the technical content standards and curriculum as developed by both high school and college faculty and business and industry representatives. Thus, the competencies are the same for all programs in a particular career field state-wide. All students are tested using the same state-wide end-of-course exams, which were developed in collaboration by high school and college faculty.

Section E. Institutional Staffing, Faculty, and Student Support

16. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

Existing six full- and nine part-time faculty in the College of Aeronautics and Engineering teach the major courses in the program. Faculty-to-student ratio is presently one full-time faculty for every eight full-time equivalent students (headcount calculations). When the ratio exceeds 30 FTE students, the college will budget the necessary resources to hire additional faculty.

17. What will the impact of the new initiative be on faculty workload?

There will be no impact on the faculty workload.

18. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member's course load in the new program, and the course work each teaches in other programs currently offered. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member.)

See Appendix A.

19. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

20. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

Kent State's science librarian, determined whether the collection of print and electronic resources were adequate enough to support the program proposed. The science librarian works closely with the library representative from the college to determine the need for additional resources as needed, and fulfills direct requests from faculty in need of additional resources. There is an annual budget allocated by the library and administered by the science librarian to support the resource needs of the college. In addition, the science librarian teaches information literacy classes that focus on the usage of these materials.

Book collections: The existing book collection at the Kent State University Library will strongly support the proposed areas of study and research. Existing services the library offers will allow for continued development of this collection. Faculty members have the ability to participate in the selection of new books and journals for the collection. The University Library allocates an annual budget for monograph and journal purchases for the College of Aeronautics and Engineering. The science librarian coordinates requests for these purchases. In addition, for materials not available in the collection, faculty and students may request books through the Interlibrary Loan system.

Journals and subscriptions: Another area of collection support is the University Library's collection of academic periodicals. This collection of journals supports most of the needs of faculty and students research. The collection management librarian and science librarian regularly review interlibrary loan reports from collage to identify new collection needs.

Database collection: The University Library provides access to several databases. The database collection is evaluated each year to ascertain its usefulness to faculty and students, when to acquire new databases, and replace those not of use.

- **ACM Digital Library:** Provides bibliographic information, abstracts, index terms, reviews and the full-text for ACM conference proceedings. ACM journals, magazines and newsletters are also available at this site, as well as through the OhioLINK Electronic Journal Center.
- **AccessScience:** An online encyclopedia that provides full-text access to articles, research updates and dictionary terms in all areas of science and technology. Also contains biographies, weekly updates on hot topics and discoveries, a student center with resource guides and links to related sites. Updated daily.
- **Computers and Applied Sciences Complete:** Incorporates Computer Science Index, Computer Source, Information Science and Technology Abstracts, Internet and Personal Computing Abstracts and includes academic journals, professional publications and other reference sources. Subject areas include the many engineering disciplines, computer theory and new technologies.
- **Derwent Innovations Index:** Available through the ISI Web of Knowledge interface. Merges the Derwent World Patents Index with the Derwent Patents Citation Index. Provides access to more than 14,800,000 patents with links to cited and citing patents, cited articles and full-text patent data sources. Gives users an overview of inventions in three categories: chemical, electrical and electronic and engineering.
- **IEEE/IET Electronic Library (IEL):** More than three million full text IEEE journals, conferences and standards, IET journals and conferences, VDE conference papers and all IEEE standards except for the drafts. All content back to 1988 with selected content back to 1872.
- **Inspec:** Provides access to the world's scientific and technical literature in physics, electrical engineering, electronics, communications, control engineering, computers and computing and

information technology; also has significant coverage in areas such as materials science, aeronautics, oceanography, nuclear engineering, geophysics, biomedical engineering and biophysics. Searches Physics Abstracts and more.

- Science Online: Science Online from Facts on File (not the journal Science published by AAAS) presents information on a broad range of scientific disciplines through extensive definitions, essays, diagrams, biographies and experiments.
- Textile Technology Complete: Textile Technology Complete is a scholarly and professional database covering scientific and technological aspects of textile production and processing. Containing over 400 periodical titles, it also draws on current technical reports, books and trade literature. Also includes resources about apparel, home furnishings and polymer industries.

Section F. Evaluation

21. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

College faculty will assess and evaluate the program following the existing practices. Various metrics such as course grades, major GPA, time to completion and job placement following graduation will be used to assess the program's student learning outcomes listed below. The data on these metrics are summarized in a program assessment report each year and submitted to Kent State's Office of Accreditation, Assessment and Learning.

The program outcomes are as follows:

- Select and apply a knowledge of mathematics, science, engineering and technology to engineering technology problems that require the application of principles and applied procedures or methodologies.
- Design systems, components or processes for broadly defined engineering technology problems.
- Select and apply the knowledge, techniques, skills and modern tools of the discipline to broadly defined engineering technology activities.

Upon matriculation of the program's first cohort, Kent State University will seek accreditation from the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). Faculty will back their learning outcomes and assessment techniques for the courses in this program based on ABET criteria.

See Appendix B for more information on student learning outcomes in the program.

22. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

While the traditional means to assess learning are employed with this program, such as quizzes, exams, papers and problem sets, the nature of this program lends itself to a natural assessment process because about half of the courses have a lecture and a lab component to them. This provides students with the opportunity to learn the material during the lecture and then apply what they have learned during the lab. This format allows students to be exposed to the same material more than once, which not only increases their likelihood of learning it but the resulting lab report or project is a good learning assessment tool.

Labs provide an active way to learn which helps students stay engaged. This along with designing the course material so that students will understand how the material is relevant to them, how it applies to their everyday life and how it improves their chances of getting the job they may someday want, increases persistence.

Another way student learning is assessed is through internships. This program does require that every student participate in an internship. The student is required to journal about their experience weekly and write a paper at the end of the semester. This encourages the student to articulate what they have learned which is a good assessment tool. The employer is also asked to evaluate the student and provide feedback about the student's knowledge and performance. Having a "real-world" experience provides the student with the opportunity to understand why they take the courses that they do, implement what they have learned and determine what they may like to do in the future, which increases persistence.

**ADDENDUM TO HIGHER LEARNING COMMISSION
SUBSTANTIVE CHANGE APPLICATION
TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM**

Proposed Major: Mechatronics Engineering Technology
Proposed Degree: Bachelor of Science
Administrating College: College of Aeronautics and Engineering
Administrating Department: Not applicable

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

Kent State's College of Aeronautics and Engineering, functions as one organizational unit with two separate and distinct program areas: aeronautics and engineering. Each program area is led by a program director.

The proposed Mechatronics Engineering Technology degree program will reside in the engineering program area under the leadership of interim director Jackie Ruller, M.S. Position duties include developing the course schedule, managing the day-to-day requests/issues, pursuing partnerships with industry personnel, writing proposals and serving on committees.

Indicate whether any institutions of higher education offer the proposed program within a 30-mile radius of the campus(es) at which the proposed program will be offered. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this campus.

There are no similar baccalaureate programs offered by public universities in Northeast Ohio. The closest is Bowling Green State University, which offers a Bachelor of Science in Technology degree in Mechatronics Engineering Technology.

Purdue University Calumet is the only university in the country with an ABET-accredited bachelor's degree in mechatronics engineering technology.

Several public colleges in the state offer associate degree programs in robotics, mechatronics or automation engineering technology, including Stark State College, University of Rio Grande, North Central State College, James A Rhodes State College, Terra State Community College and Lorain County Community College.

CATALOG COPY**DESCRIPTION**

The Bachelor of Science degree in Mechatronics Engineering integrates mechanical, electrical, computer and controls engineering to understand automated machinery, specifically, how to design it and how to make it work. Mechatronics engineering revolves around the design, construction and operation of automated systems, robots and intelligent products, which result from the integration of software and hardware.

Using automated systems is becoming more popular for operating equipment/machinery on manufacturing lines, boilers and aircraft to reduce labor costs, increase precision and accuracy and provide quality and safety for workers.

Mechanical engineering technologists manage and support the design, operation and analysis of mechanical devices connected with automated systems, robots and computer-integrated manufacturing. They can work in any company that develops, designs or manufactures and markets these devices. Opportunities exist in manufacturing, sales as well as research.

Fully Offered At:

- Kent Campus

ACCREDITATION

Not applicable

ADMISSION REQUIREMENTS

Standard admission criteria.

PROGRAM LEARNING OUTCOMES:

Graduates of this program will be able to:

1. Select and apply a knowledge of mathematics, science, engineering and technology to engineering technology problems that require the application of principles and applied procedures or methodologies.
2. Design systems, components or processes for broadly defined engineering technology problems.
3. Select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly defined engineering technology activities.

CATALOG COPY

PROGRAM REQUIREMENTS

Major Requirements (courses count in major GPA)		
TECH 13580	Engineering Graphics I	3
TECH 20002	Materials and Processes	3
TECH 21021	Survey of Electricity and Electronics	4
TECH 23581	Computer-Aided Engineering Graphics	3
TECH 26010	Introduction to Computer Engineering Technology	3
TECH 26200	Programming for Engineers I (NEW)	3
TECH 31000	Cultural Dynamics of Technology (DIVD) (WIC) ¹	3
TECH 31010	Engineering and Professional Ethics	3
TECH 33031	Programmable Logic Controllers	3
TECH 33032	Programmable Logic Controller II	3
TECH 33033	Hydraulics/Pneumatics	3
TECH 33040	Motors and Controllers	3
TECH 33092	Cooperative Education-Professional Development (ELR) (WIC) ¹	3
TECH 33111	Strength of Materials	3
TECH 33222	Digital Design for Computer Engineering	3
TECH 33333	Industrial Robotics (NEW)	3
TECH 33700	Qualities Techniques	3
TECH 34002	Advanced Computer-Aided Design	3
TECH 36200	Programming for Engineers II (NEW)	3
TECH 43030	Mechatronics	3
TECH 43031	Mechatronics II	3
TECH 43060	Management of Technology Innovation	3
TECH 43080	Industrial and Environmental Safety	3
TECH 43580	Computer-Aided Machine Design	3
Additional Requirements (courses do not count in major GPA)		
COMM 15000	Introduction to Human Communication (KADL)	3
ECON 22060	Principles of Microeconomics (KSS)	3
MATH 12002	Analytic Geometry and Calculus I (KMCR)	5
PHY 13001	General College Physics I (KBS)	4
PHY 13021	General College Physics Laboratory I (KBS) (KLAB)	1
PHY 13002	General College Physics II (KBS)	4
PHY 13022	General College Physics Laboratory II (KBS) (KLAB)	1
UC 10097	Destination Kent State First Year Experience	1
Kent Core Composition		6
Kent Core Humanities and Fine Arts (minimum one course from each)		9
Kent Core Social Sciences (cannot be ECON course)		3
Kent Core Additional		3
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)		4
Minimum Credit Hours:		120

1. A minimum C grade must be earned to fulfill writing-intensive requirement.

Graduation Requirements:

- Minimum Major GPA: 2.250
- Minimum Overall GPA: 2.000

CATALOG COPY**ROADMAP**

Semester One		
COMM 15000	Introduction to Human Communication (KADL)	3
TECH 13580	Engineering Graphics I	3
TECH 26010	Introduction to Computer Engineering Technology	3
UC 10097	Destination Kent State: First Year Experience	1
	Kent Core Requirement	3
	Kent Core Requirement	3
	Credit Hours:	16
Semester Two		
MATH 12002	Analytic Geometry and Calculus I (KMCR)	5
PHY 13001	General College Physics I (KBS)	4
PHY 13021	General College Physics Laboratory I (KBS) (KLAB)	1
TECH 23581	Computer-Aided Engineering Graphics	3
	Kent Core Requirement	3
	Credit Hours:	16
Semester Three		
ECON 22060	Principles of Microeconomics (KSS)	3
PHY 13002	General College Physics II (KBS)	4
PHY 13022	General College Physics Laboratory II (KBS) (KLAB)	1
TECH 20002	Materials and Processes	3
	Kent Core Requirement	3
	Credit Hours:	14
Semester Four		
TECH 21021	Survey of Electricity and Electronics	4
TECH 26200	Programming for Engineers I	3
TECH 33033	Hydraulics/Pneumatics	3
	Kent Core Requirement	3
	Kent Core Requirement	3
	Credit Hours:	16
Semester Five		
TECH 33031	Programmable Logic Controllers	3
TECH 33092	Cooperative Education - Professional Development (ELR) (WIC)	3
TECH 33111	Strength of Materials	3
TECH 36200	Programming for Engineers II	3
	Kent Core Requirement	3
	Credit Hours:	15
Semester Six		
TECH 31010	Engineering and Professional Ethics	3
TECH 33032	Programmable Logic Controllers II	3
TECH 33040	Motors and Controllers	3
TECH 33333	Industrial Robotics I	3
TECH 34002	Advanced Computer-Aided Design II	3
	Credit Hours:	15
Semester Seven		
TECH 31000	Cultural Dynamics of Technology (DIVD) (WIC)	3
TECH 33222	Digital Design for Computer Engineering	3
TECH 43030	Mechatronics	3
TECH 43060	Management of Technology Innovation	3
TECH 43580	Computer-Aided Machine Design	3
	Credit Hours:	15
Semester Eight		
TECH 33700	Quality Techniques	3
TECH 43031	Mechatronics II	3
TECH 43080	Industrial and Environmental Safety	3
	General Elective	4
	Credit Hours:	13
	Minimum Credit Hours:	120



December 22, 2016

Robert G. Sines, Jr.
Interim Dean
College of Applied Engineering, Sustainability and Technology

Mr. Sines:

Nook Industries would like to express its support of Kent State's proposed Mechatronics Engineering Technology program. Nook Industries would have definite needs for students with experience in mechatronics, including controls expertise, working with motors, drives, and an ability to program PLC's.

As a Company with 45+ years of experience providing linear motion and power transmission solutions for a variety of industries, we certainly see the need and have a desire to do more of systems engineering integrating mechanical engineering, electrical engineering, computer control and information technology.

An increase in the interest of our customers in "smart" solutions drives the search for specialists who have obtained expertise and interdisciplinary knowledge of various technologies and be able to lead the entire design process with the blend of these technologies.

Use of Stepper and Servo motors, familiarity with PLCs and Controls in addition to traditional strong manufacturing technology disciplines make graduates in the Mechatronics Engineering Technology program very appealing candidates for Nook Industries future growth.

Respectfully,

Greg Burkhart

Greg Burkhart
Director, Human Resources

Robert G. Sines, Jr.
Interim Dean
College of Aeronautics and Engineering
1400 Lefton Esplanade
Kent, Ohio 44240

Dear Mr. Sines:

My name is Kevin Ballard. I am 2010 graduate of your college and now serve as the Production Engineering Manager at Rambus' Lighting Division in Brecksville, OH. At Rambus, I lead a team that is charged with development of new manufacturing processes and technologies that enable our company to produce our industry leading product designs.

I would like to express my support of Kent State's proposed Mechatronics Engineering, Mechatronics Engineering Technology, Computer Engineering Technology and Mechanical Engineering Technology programs. Over the next five years, we will need to hire graduates with experience in articulated robotics, machine vision, machine safety, factory data analytics, and lean manufacturing.

It is difficult to find young talent that has any controls engineering expertise, or an understanding of how manufacturing systems, and the data they generate can be utilized to improve the operation of the business as a whole. It is also difficult to find people of any age that truly understand how the design of the equipment, robotics, and plant floor directly affect performance and uptime of the operation.

In addition to the in-class curriculum, we would be very interested in co-op or internship programs that expose your students to real world projects and opportunities. Again, this type of experience would provide your students with an important advantage when compared to other recent graduates.

With almost all Co-Ops, or traditional Mechanical Engineers that I have worked with thus-far, we have found very little comprehension of the concepts outlined above. The education background I received at Kent State has given me a unique advantage because I was able to build on the concepts from the moment I left school. We feel the lack of talent and knowledge in this field every day, whether it be through our own organization, or our suppliers of production equipment. With that being said, I believe that the prospects will continue to improve, for graduates of your programs.

Sincerely,

Kevin Ballard
Production Engineering Manager
Rambus Lighting Division
6611 W. Snowville Rd.
Brecksville, OH 44319
Kballard@rambus.com

Robert G. Sines, Jr.
Interim Dean
College of Aeronautics and Engineering
1400 Lefton Esplanade
Kent, Ohio 44240

Dear Mr. Sines:

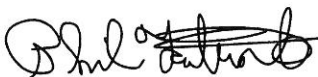
AMETEK HKP would like to express its support of Kent State's proposed Mechatronics Engineering, Mechatronics Engineering Technology, Computer Engineering Technology and Mechanical Engineering Technology programs. Over the next 5 years, we will need to hire graduates with experience in CAD, controls expertise, applying and testing stepper and servo motors and controls, and systems design.

It is difficult to find young talent that has theoretical and hands on electro-mechanical expertise. Thus, these programs resulting in graduates with a high level of knowledge as well as graduates with significant experience in the application, design, and use of today's machine control system architectures would give them a significant competitive advantage entering the workforce. All programs would provide graduates that would be a valuable resource of future employees for AMETEK.

In addition to the in-class curriculum, we would be very interested in co-op or internship programs that expose your students to real world projects and opportunities. Again, this type of experience would provide your students with an important advantage when compared to other recent graduates.

Key industries such as consumer goods, life sciences, food and beverage, tire and automotive manufacturing are facing workforce shortages and the engineering and technical skills to design and maintain automated, mechanical and electrical systems is critical to their success.

Regards,



Phil Faluotico
330-357-6252

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PRECISION MOTION CONTROL

Phil Faluotico
Director of Engineering

www.ametekpmc.com
E-mail: phil.faluotico@ametek.com

100 East Erie Street
Kent, OH 44240
Phone: (330) 677-3741
Fax: (330) 677-3306
Cell: (330) 357-6252

PITTMAN

Haydon kerk



North Central State College

October 18, 2017

Chancellor John Carey
Department of Higher Education
25 South Front Street
Columbus, Ohio 43215

Dear Chancellor Carey:

I am writing this letter on behalf of North Central State College to express support for the engineering programs in the College of Aeronautics and Engineering (CAE) at Kent State University. A goal of ours is to provide our students with different pathways and good opportunities when they leave North Central State College. Consequently, we have been working with staff and faculty at Kent State to create pathways for our students in which they would earn college credit from our institution that may be applied to programs in CAE. In particular, CAE would like to move three of the concentrations (mechatronics engineering technology, computer engineering technology and mechanical engineering technology) under the Bachelor of Science in Applied Engineering program to their own major. As majors, the programs would be more visible and there would be more flexibility in the curriculum. These programs complement our associate level programs and can provide a valuable next step in a student's career pathway.

One of the reasons that the programs in CAE are such a good fit for our programs is their applied nature. I understand that CAE is participating in the NEO RAPIDS 2 proposal in the hope of acquiring a FANUC Integrated Cell. Our students in our engineering tech programs have the opportunity to receive training on FANUC robots. Having the opportunity to work with the FANUC Integration Cell at Kent State is again, the perfect complement to the training they receive with us.

In addition, I understand that CAE would like to offer the more theoretical mechatronics engineering program beginning fall of 2018. This program will offer a higher level of math and theory providing an additional pathway for our students who are progressing along calculus pathways in engineering and may prefer careers with a stronger theoretical focus.

In short, we are impressed with the work being done to move CAE forward and make it a stronger partner with community colleges.

Respectfully,

Greg Timberlake, Psy.D.
Dean of Business, Industry, Technology, &
Workforce Development
North Central State College

2441 Kenwood Circle
Mansfield, OH 44906
419.755.4800
888.755.4899

www.ncstatecollege.edu

Ruller, Jackie

From: Rachel S. Heidenreich <rsheidenreich@ra.rockwell.com>
Sent: Wednesday, January 18, 2017 4:31 PM
To: Sines, Robert
Cc: Ruller, Jackie
Subject: Kent State's Proposed Mechatronics Programs

Rockwell Automation (RA) would like to express its support of Kent State's proposed Mechatronics Engineering and Mechatronics Engineering Technology programs. RA and our customers have definite needs for students with experience in mechatronics, including controls expertise, working with motors, ability to program PLC's, etc. Here are some specific examples of applicability:

- Machine builders, systems integrators and distributors are all struggling to find young talent that has controls application expertise. Thus, these programs resulting in graduates with high level or theoretical experience using or designing machine control architectures as well as graduates with significant experience in the application, design, and use of today's machine control system architectures would give them a significant competitive advantage entering the workforce. Both programs would very much support our customers as well as RA as a source of future employees.
- In addition to the in-class curriculum, RA and our customers would be very interested in co-op or internship programs that expose your students to real world projects and opportunities. Again, this type of experience would provide your students with an important advantage when compared to other recent graduates.
- The applied nature of the program lends itself well to RA's sales resources that are focused on OEM's as well as our customer facing engineers that supply solutions to our customers in discrete manufacturing.
- Our customers with discrete manufacturing in key industries such as consumer goods, life sciences, food and beverage, tire and automotive manufacturing are facing workforce shortages and the engineering and technical skills to design and maintain mechanical and electrical systems is critical to their success.

As RA and many customers are located in the Midwest, it can be difficult to identify talent that is willing to relocate here. These types of skills are of particular interest in Ohio and the Midwest, so students attending school in this area are also be a good match to the opportunities here.

Sincerely,

Rachel Heidenreich
VP Quality and Continuous Improvement
Rockwell Automation

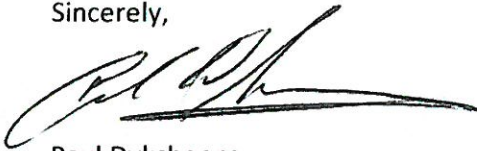
January 5, 2017

To Whom It May Concern:

Mechatronics is a blend of mechanical engineering, electrical engineering, computer control and information technology. As the need grows for automated manufacturing in Northeast Ohio to be competitive in the global market, there is a growing need for individuals with such a wide range of capabilities.

Moving the Applied Engineering concentration in Mechatronics to a major in Mechatronics Engineering Technology will allow this field of study to change with the growing technology needs of manufacturing in Northeast Ohio without being encumbered to the requirements of the current Applied Engineering Degree. I fully support such a move.

Sincerely,



Paul Dykshoorn
Director, Engineering Technology

cc: Dr. Bradley Bielski, Dean, Tuscarawas Campus

APPENDIX A – FACULTY FOR THE B.S. IN MECHATRONICS ENGINEERING TECHNOLOGY

Md Amiruzzaman, Ph.D.

Position: Assistant Professor, College of Aeronautics and Engineering
 Degrees: B.S., Computer Science (2006), National University
 M.S., Computer Science (2011), Kent State University
 M.Tech., Technology (2015), Kent State University
 Ph.D., Curriculum and Instruction (2016), Kent State University

Before accepting a teaching position at Kent State University in 2016, Md Amiruzzaman worked as a computer programmer for nearly 10 years for several companies, both nationally and internationally. In addition, he has worked as a research assistant at Sejong University and Korea University. Prior to Kent State University, he taught at the National University and Korea University.

Dr. Amiruzzaman teaches 15 credit hours in the college each semester. He teaches the following courses, which will be required in the proposed major and are required in other college programs:

- TECH 26200 Programming for Engineers I
- TECH 36200 Programming for Engineers II

Darwin L. Boyd, Ph.D.

Position: Assistant Professor, College of Aeronautics and Engineering
 Degrees: B.S., Physics (1982), Kent State University
 M.A., Physics (1988), Kent State University
 Ph.D., Physics (1991), Kent State University

Darwin Boyd worked as a research associate at NASA Lewis Research Center, in Cleveland, from 1990 to 1997. He has been a faculty member at Kent State University since 1994. He was also a NASA-ASEE summer faculty fellow at NASA Lewis Research Center, from 1996 to 1999. Dr. Boyd's research experience includes the study of Mössbauer effects in spin crossover systems and liquid crystals and the use of x-ray photoelectron spectroscopy and Auger electron microscopy in the study of metallic and ceramic materials. He also has worked in the design of ultra-high-vacuum systems, and has done extensive work in the design and implementation of computer-based data acquisition systems for numerous applications in laboratory environments. Currently, his research interests include the characterization of metal matrix and ceramic matrix composite materials using Auger electron spectroscopy. Dr. Boyd is a member of the Association of Technology, Management and Applied Engineering (ATMAE).

Dr. Boyd teaches a minimum of 12 credits in the college each semester. He teaches the following courses, which will be required in the proposed major and are required in other college programs:

- TECH 33031 Programmable Logic Controllers
- TECH 33032 Programmable Logic Controller II
- TECH 33333 Industrial Robotics
- TECH 34002 Advanced Computer-Aided Design
- TECH 43030 Mechatronics
- TECH 43031 Mechatronics II

Aminur Chowdhury, Ed.D.

Position: Professor, College of Aeronautics and Engineering
 Degrees: B.S., Industrial Technology (1974), Sam Houston State University
 M.Ed., Educational/Instructional Technology (1976), Texas A&M University
 Ed.D., Manufacturing/Mechanical Systems (1979), West Virginia University

In his over 30 years of higher education professional career, Aminur Chowdhury has served as the academic dean at Kent State University, Minnesota State University and Texas Southern University; as department chair at North Carolina A&T State University and Bowling Green State University; and as coordinator of graduate studies of industrial education and technology at Eastern Kentucky State University. His teaching, scholarship and research interests include project management, quality control, reliability engineering, burn-in/stress testing for component/system reliability and the Six-Sigma applications in industrial productivity/measurement and analysis. Dr. Chowdhury's teaching and research includes technology assessment, technology forecasting, logistics, value engineering, process/production

APPENDIX A – FACULTY FOR THE B.S. IN MECHATRONICS ENGINEERING TECHNOLOGY

control, and, production planning and decision-making. He has published and presented extensively. In recent years, he has integrated STEM as fundamental concepts into the curriculum of technology-based education programs at Kent State University.

Dr. Chowdhury teaches 12 credit hours per semester. He teaches the following course, which will be required in the proposed major and is required in other college programs:

- TECH 31000 Cultural Dynamics of Technology

Donald Coates, Ph.D.

Position: Adjunct, College of Aeronautics and Engineering

Degrees: B.S., Mechanical Engineering (1966), State University of New York at Buffalo

M.S., Mechanical Engineering (1968) Purdue University

Ph.D., Mechanical Engineering (1970) Purdue University

Donald Coates retired from Kent State in 2011 as a tenured assistant professor and now teaches courses on innovation part time, as well as consults on patent litigation. While at Kent State, he was instrumental in establishing an interdisciplinary minor in innovation, a minor and major in entrepreneurship and developing one of the first online TRIZ courses in the nation. Previously he was vice president of engineering at the Speed Queen Division of Raytheon, director of corporate primary development and director of Dishwasher Engineering at the Frigidaire Company of AB Electrolux, director of research for the Hoover Company of the Maytag Corporation and manager of Whirlpool Automatic Washers at the Whirlpool Corporation. He holds 38 U.S. and international patents, with another eight pending; and has authored 18 publications, including a contributing author to the book *Global Innovation Science Handbook* by McGraw Hill. He is member of the American Society of Quality, Tau Beta Pi Engineering Honorary, and is the vice president of the non-profit Altshuller Institute for the Theory of Inventive Problem Solving.

Dr. Coates teaches 6-9 credit hours per semester. He teaches the following course, which will be required in the proposed major and is required in other college programs:

- TECH 43060 Management of Technology Innovation

Michael R. Fisch, Ph.D.

Position: Assistant Professor, College of Aeronautics and Engineering

Degrees: B.S., Physics (1974), John Carroll University

M.A., Physics (1975), John Carroll University

Ph.D., Applied Physics (1982), Harvard University

Michael Fisch has worked at Kent State since 1998. His affiliations include the Institute of Electrical and Electronics Engineers (IEEE), American Physical Society (APS) and American Chemical Society (ACS).

Dr. Fisch teaches 6 credit hours in the college each semester. He teaches the following courses, which will be required in the proposed major and are required in other college programs:

- TECH 33033 Hydraulics/Pneumatics
- TECH 33111 Strength of Materials

Brian T. Gardner, M.Tech.

Position: Lecturer, College of Aeronautics and Engineering

Degrees: B.S., Technology (2006), Kent State University

M.Tech., Technology (2013), Kent State University

Brian Gardner has worked in the information technology industry since 1998. During that time, he has focused on client network integration. With the rapid evolution and industry adoption of wireless systems, Mr. Gardner has studied extensively on extending the functionality of wireless network systems beyond the typical client access model. These efforts involve detailed analysis of wireless systems requirements engineering based on environmental factors and client needs with an ultimate goal of enhanced performance over traditional guided media systems.

APPENDIX A – FACULTY FOR THE B.S. IN MECHATRONICS ENGINEERING TECHNOLOGY

Mr. Gardner teaches 15 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 33222 Digital Design for Computer Engineering

Ronald D. Griswold, M.Tech.

Position: Adjunct, College of Aeronautics and Engineering

Degrees: M.Tech., Technology (2012), Kent State University

Ronald Griswold was an assistant professor for Kent State's mechanical engineering technology programs for 14 years, as well as an instructor at Youngstown State University. He has been a part-time instructor for both universities since 2015. He is a registered professional engineering in Ohio, and has professional experience as a tool and die maker, structural engineer, tooling engineer and construction engineer.

Mr. Griswold teaches 9 credit hours in the college each semester. He teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 43080 Industrial and Environmental Safety
- TECH 43580 Computer-Aided Machine Design

Ellis (Chuck) Ivan, M.B.A.

Position: Adjunct, College of Aeronautics and Engineering

Degrees: B.S., Electrical Engineering (1969), Youngstown State University

M.B.A., Business Administration (1975), University of Akron

Chuck Ivan is a member of and certified quality auditor by the American Society of Quality and a Registrar Accreditation Board-certified in quality management. He has worked as a chief engineer for the Superior Technology Company, a manager of assembly with the Vistar/King Company, a technical support manager with Diebold, an electrical assembly manager for the Meta Fab Company and the director of TQM/QA for the Will Burt Company. He also has extensive experience as an ISO 9000 management representative.

Mr. Ivan is a part-time faculty member and teaches 6-9 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 33700 Qualities Techniques

Deniz Ulis Koptur, Ph.D.

Position: Adjunct, College of Aeronautics and Engineering

Degrees: B.S., Computer Engineering (2003), University of Bahçeşehir (Turkey)

M.A., English (2006), Kent State University

Ph.D., Curriculum and Instruction (2017), Kent State University

Deniz Ulis Koptur has been working at Kent State University and Cuyahoga Community College as a part-time instructor of writing-intensive technology courses, college writing courses, and English as a second language courses. She has published in refereed journals and presented at national conferences. She has received a grant for a research project she worked on with other Kent State colleagues in education. In 2016, she received a faculty recognition award from Kent State University. Currently, she is doing research on the relationship between technology, social media and literacy.

Dr. Koptur teaches 9 credit hours in the college each semester. She teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 31000 Cultural Dynamics of Technology
- TECH 31010 Engineering and Professional Ethics

APPENDIX A – FACULTY FOR THE B.S. IN MECHATRONICS ENGINEERING TECHNOLOGY

Evren Koptur, Ph.D.

Position: Lecturer, College of Aeronautics and Engineering

Degrees: B.S., Computer Engineering (2003), University of Bahçeşehir (Turkey)
 M.Tech., Technology (2005), Kent State University
 Ph.D., Educational Psychology (2016), Kent State University

Evren Koptur's professional experiences includes IT support and technical services, where he developed and tested new inventory management system using SQL and new financial reporting system using Visual Basic, built local area networks, provided object-oriented design, programming and implementation support to the customer billing system, written in C++, prepared test plans and data, and user documentation for customer billing system.

Dr. Koptur teaches 15 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 26010 Introduction to Computer Engineering Technology

Nuttapong Phantkankum, M.Eng.

Position: Adjunct, College of Aeronautics and Engineering

Degrees: B.Eng., Electronics (2004), King Mongkut's Institute of Technology (Thailand)
 M.Eng., Mechanical Engineering (2008), Chiang Mai University (Thailand)
 M.Tech., Technology (2015), Kent State University

Nuttapong Phantkankum has been a part time instructor at Kent State University since 2016. He teaches 9 credit hours in the college each semester. He teaches the following course, which will be required in the proposed major and is required in other college programs:

- TECH 13580 Engineering Graphics I
- TECH 21021 Survey of Electricity and Electronics (lab portion of course)

Shin-Min Song, Ph.D.

Position: Professor, College of Aeronautics and Engineering

Degrees: B.S., Mechanical Engineering (1973), Tatung Institute of Technology (Taipei)
 M.S., Mechanical Engineering (1981), The Ohio State University
 Ph.D., Mechanical Engineering (1984), The Ohio State University

In his over 30 years of higher education professional career, Shin-Min Song has served as a professor in University of Illinois at Chicago, department chair in Northern Illinois University and dean of College of Applied Engineering, Sustainability and Technology of Kent State University. His teaching, scholarship and research interests include mechanical design, kinematics and dynamics, robotics, walking machines, automation, computer-aided design, computer-integrated manufacturing, energy and power, hydraulics and pneumatics and control theories. He has published and presented extensively in areas of his technical expertise. He has received the NSF Presidential Young Investigator Award and ASME Fellow.

Dr. Song teaches 9 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 33040 Motors and Controllers

Trent True, M.Tech.

Position: Lecturer-FEF Key Professor, College of Aeronautics and Engineering

Degrees: B.S., Technology (2005), Kent State University
 M.Tech., Technology (2007), Kent State University

After eight years working as a foundry process engineer and production supervisor for Harrison Steel, Trent True joined Kent State University in 2004. He is a member of the American Foundry Society, Foundry Educational Foundation, Steel Founders' Society of America and Epsilon Pi Tau, and has expertise in metal casting, manufacturing and lean tools.

APPENDIX A – FACULTY FOR THE B.S. IN MECHATRONICS ENGINEERING TECHNOLOGY

Mr. True teaches 11-15 credit hours in the college each semester. He teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 20002 Materials and Processes
- TECH 33092 Cooperative Education - Professional Development

Roberto Uribe-Rendon, Ph.D.

Position: Professor, College of Aeronautics and Engineering

Degrees: B.S., Physics (1973), National Autonomous University of Mexico

M.S., Nuclear Sciences (1979), National Autonomous University of Mexico

Ph.D., Physics (1986), National Autonomous University of Mexico

Roberto Uribe-Rendon's research interests are in the areas of radiation effects in materials, as well as in radiation measurements and standards specifically in the development of techniques used to measure the energy absorbed by materials during electron beam irradiations. Work related to this area comprises experiments in the NEO Beam facility for several research institutions as well as private companies interested in studying the effects of radiation in semiconductor and solar cell materials for space applications as well as in food and polymeric materials.

Dr. Uribe-Rendon teaches 15 credit hours in the college each semester. He teaches the following required course in the proposed major, which is also required in other college programs:

- TECH 21021 Survey of Electricity and Electronics

Adam Zuckerman, M.Tech.

Position: Adjunct, College of Aeronautics and Engineering

Degrees: B.S., Technology (2008), Kent State University

M.Tech., Technology (2009), Kent State University

Adam Zuckerman is a prototyping specialist and is focused on developing intellectual property, modeling, simulation and prototyping. Over his 10 years of teaching at Kent State University, Mr. Zuckerman has developed content for Battelle Memorial Institute, 3rd Frontier, NASA and many departments at Kent State University. He also focuses on developing properties for small businesses related to small business manufacturing and has led efforts at Kent State's small business development centers for over 14 years. In his roles, he involves students in taking the initial steps in creating documentation as part of creation process of intellectual property.

Mr. Zuckerman teaches 6-9 credit hours in the college each semester. He teaches the following required courses in the proposed major, which are also required in other college programs:

- TECH 13580 Engineering Graphics I
- TECH 23581 Computer-Aided Engineering Graphics

Kent State University
Fiscal Impact Statement

Enrollment Increase Associated with Change from Mechatronics Concentration to Mechatronics Engineering Technology Major

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	2	7	14	23
Headcount part-time	1	3	4	6
Full-time equivalent (FTE) enrollment	3	9	17	28
II. Projected Program Income				
Tuition (total for KSU)	\$ 29,112	\$ 84,235	\$ 157,566	\$ 254,261
Expected state subsidy (total for KSU)	\$ 9,190	\$ 26,591	\$ 49,739	\$ 80,263
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other Income	\$ -	\$ -	\$ -	\$ -
Total Projected Program Income	\$ 38,302	\$ 110,826	\$ 207,305	\$ 334,524
III. Program Expenses				
New personnel:				
- Instruction				
Full-time: 0 (but may share new full time under Mechatronics Engineering)				
Part-time: 0				
-Non-instruction				
Full-time: 0				
Part-time: 0				
Current personnel:				
- Instruction				
Full-time: Part of 1 to 13*	\$ 2,137	\$ 5,800	\$ 22,186	\$ 42,052
Part-time: Part of 2 to 12*	\$ 541	\$ 3,077	\$ 5,418	\$ 9,897
-Non-instruction				
Full-time: 0		\$ -	\$ -	\$ -
Part-time: 0	\$ -	\$ -	\$ -	\$ -
Benefits for all personnel	\$ 885	\$ 2,642	\$ 9,155	\$ 17,296
New facilities/building/space renovation (describe in narrative below)	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ 100	\$ 200	\$ 300	\$ 400
Additional technology or equipment needs	\$ 500	\$ 1,000	\$ 1,500	\$ 1,500
Other expenses (see below)	\$ 34,401	\$ 92,134	\$ 161,601	\$ 249,478
Total Projected Program Expenses	\$ 38,563	\$ 104,853	\$ 200,160	\$ 320,622
Projected Program Net	\$ (262)	\$ 5,973	\$ 7,145	\$ 13,902
Other Expenses				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 50%	\$ 7,557	\$ 24,226	\$ 53,750	\$ 96,099
RCM tuition+SSI allocation to other colleges (pays expenses of other colleges)	\$ 23,188	\$ 62,373	\$ 99,804	\$ 142,327
Professional development	\$ 406	\$ 1,534	\$ 3,297	\$ 5,552
Supplies (office, computer software, duplication, printing)	\$ 500	\$ 1,000	\$ 1,500	\$ 2,000
Telephone, network, and lines	\$ 250	\$ 500	\$ 750	\$ 1,000
Other info and communication pool	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Total Other Expenses	\$ 34,401	\$ 92,134	\$ 161,601	\$ 249,478

BUDGET NARRATIVE:

[This section is for describing facilities, scholarship/stipend support, library resources, additional technology, etc., if applicable.]

This program is built around existing courses, so it will use existing facilities, library resources, equipment and technology with minor upgrades that are shared with existing programs.

The technology and equipment line is for consumables in the lab courses in this case.

A minor amount of marketing and promotion of this program are included under Other info and communications pool.

Allowances are provided for professional development, supplies, and telephone, network and lines.

Since this is a change from a concentration to a major, no targeted scholarship funds are included.

This evaluation considers the enrollment increase in an existing program only. So it will not have a substantial impact on the University's or College's net income. However, it will make contributions to the RCM overhead and funds flowing to other Colleges, which will also contribute to the RCM overhead (in year 4 the total contribution to RCM overheads will be approximately \$160k).

* Faculty counts - Refer to Cost Calc by Course, and to Assumption 10.

Summary of Program Assessment Plan

1. PROGRAM MISSION:

The mission of the Mechatronics Engineering Technology program is to provide a high quality undergraduate education in mechatronics engineering technology combining fundamental engineering technology abilities with the broad diversity of skills required to integrate the principles of mechanical, electrical, computer, and control engineering technologies in the applied design, development, and implementation of complex machines.

2. STUDENT LEARNING OUTCOMES:

Student Learning Outcome 1: an ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies.

Method of Assessment: This learning outcome is assessed in required course TECH43031 Mechatronics II. Students utilize their knowledge of mechanical, electrical, computer, and control engineering to design and construct a mechatronic project.

Achievement Target: Students should demonstrate conceptual and practical competence by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

Student Learning Outcome 2: an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives.

Method of Assessment: This learning outcome is assessed in required course TECH43580 Computer-Aided Machine Design. Students design shafts, bearings, gears, springs, fasteners, clutches, and brakes to meet design criteria.

Achievement Target: Students should demonstrate conceptual and practical competence by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

Method of Assessment: This learning outcome is assessed in required course TECH43031 Mechatronics II. Students utilize their knowledge of mechanical, electrical, computer, and control engineering to design and construct a mechatronic project.

Achievement Target: Students should demonstrate conceptual and practical competence by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

Student Learning Outcome 3: an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities.

Method of Assessment: This learning outcome is assessed in required course TECH43031 Mechatronics II. Students utilize their knowledge of mechanical, electrical, computer, and control engineering to design and construct a mechatronic project.

Achievement Target: Students should demonstrate conceptual and practical competence by the end of the course. A minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met.

3. ASSESSMENT RESULTS:

Describe how assessment results will be used for future program improvement (how and by whom results are reviewed and analyzed and how resulting plan of action will be implemented).

Assessment on these three learning outcomes will be conducted biennially. Results will be presented to the faculty, the appropriate industrial advisory boards, the program director, and the dean. Faculty will use the results to guide curricular development.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-May-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Computer Technology**
 College **RE - Regional College**
 Degree **AAB - Associate of Applied Business**
 Program Name **Computer Technology** Program Banner Code **COMT**
 Concentration(s) **All** Concentration(s) Banner Code(s) **All**
 Proposal **Revise program**

Description of proposal:

Change of program name from Computer Technology to Information Technology.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: **63-65** Proposed total credit hours **63-65**

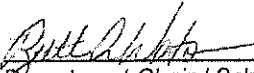
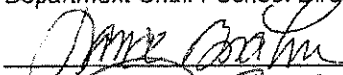

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

None; change involves program name only.

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

COMT Curriculum Cmte; Regional College Curriculum Cmte; M&IS; CS; CAE; DSCI

REQUIRED ENDORSEMENTS

	_____
Department Chair / School Director	9/27/17
	_____
Campus Dean (for Regional Campuses proposals)	10/18/17
	_____
College Dean (or designee)	10/27/17
_____	____/____/____
Dean of Graduate Studies (for graduate proposals)	____/____/____
_____	____/____/____
Senior Vice President for Academic Affairs and Provost (or designee)	____/____/____



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

CHANGE REQUEST: NAME CHANGE

Date of submission: *date of submission to ODHE*

Name of institution: Kent State University

Previously approved title: Computer Technology within the Associate of Applied Business degree

Proposed new title: Information Technology within the Associate of Applied Business degree

Proposed implementation date of the request: Fall 2018

Date that the request received final approval from the appropriate institutional committee:
date of Kent State University Board of Trustees

Primary institutional contact for the request

Name: Therese E. Tillet
Title: Executive Director of Curriculum Services
Office of the Provost
Phone: 330-672-8558
E-mail: tillet1@kent.edu

Educator Preparation Programs:

Leads to licensure: No
Leads to endorsement: No

Explain the rationale for name change.

Kent State University has offered the Computer Technology associate degree program for the past five decades. The program is administered by the Regional College and offered fully online in addition to on-ground at the Ashtabula, East Liverpool, Geauga, Salem, Trumbull and Tuscarawas campuses, and at the Twinsburg Regional Academic Center. The program comprises the four concentrations: Network Technology, General Technology, Internet/Multimedia Technology and Application Development Technology.

The computer technologies discipline has greatly changed over the decades, and so has the nomenclature. Revising the name of the program, from computer technology to information technology, will align the program with similar programs at other institutions in the state and nationwide. In addition, the name change will provide better marketing and product differentiation to prospective students among the different computer-related programs, as well as give more clarity to graduates and employers on the program's objectives and outcomes.

Information technology is a recognized sub-discipline of computing that prepares graduates as IT support for a variety of workplace settings, including schools, businesses, healthcare and any other organizations that require technical support for computer systems and computer-related problems.

The Regional College will be proposing a Bachelor of Science in Information Technology degree in the coming year. The bachelor's degree program will serve as a seamless articulation (2+2) with the associate degree.

Describe how the name change will affect students in the current program.

There will be no impact on current students as the curriculum and any other graduation requirements are not being revised. Current students may take the opportunity to change their program to the revised major name, but are not obligated to do so.

Describe any administrative, curricular, faculty or support service changes occurring along with the name change.

In addition to the name revision of the major, the course subject of all computer technology courses will change from COMT to IT. Outside those changes, no changes to administrative, program requirements, faculty or support services will need to occur.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Not applicable. The program does not have, nor is it seeking, specialized accreditation.

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost
Kent State University

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL


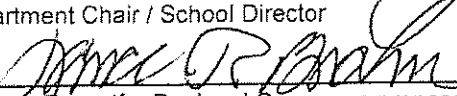

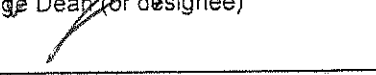
Preparation Date 27-Jul-17 Curriculum Bulletin _____
 Effective Date Fall 2018 Approved by EPC _____

Department **Computer Technology**
 College **RE - Regional College**
 Proposal **Large-Scale Change to Courses**
 Course Subject **COMT** Course Number **See attached proposal**
 Course Title **See attached proposal**

- | | | |
|--|---|--|
| Checked items
are new
or revised | <input checked="" type="checkbox"/> Subject | <input type="checkbox"/> Cross-Listed / Slash |
| | <input type="checkbox"/> Number | <input type="checkbox"/> Grade Rule |
| | <input type="checkbox"/> Title | <input type="checkbox"/> Credit by Exam |
| | <input type="checkbox"/> Title Abbreviation | <input type="checkbox"/> Course Content |
| | <input type="checkbox"/> Credit Hours | <input type="checkbox"/> Kent Core |
| | <input type="checkbox"/> Contact Hours | <input type="checkbox"/> Experiential Learning (ELR) |
| | <input type="checkbox"/> Prerequisites | <input type="checkbox"/> Writing-Intensive (WIC) |
| | <input type="checkbox"/> Description | <input type="checkbox"/> Diversity |
| | <input type="checkbox"/> Repeat for Credit | <input type="checkbox"/> Other |
| | <input type="checkbox"/> Schedule Type | <input type="checkbox"/> Other |

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
No impact. Changing subject prefix to Information Technology (IT) supports other program changes and reflects current program naming conventions at other institutions and organizations.

Units consulted (other departments, programs or campuses affected by this proposal):
COMT Curriculum Cmte; Regional College Curriculum Cmte; M&IS; CS; CAE; DSCI

REQUIRED ENDORSEMENTS	
	<u>9/25/17</u>
Department Chair / School Director	
	<u>9/26/17</u>
Campus Dean (for Regional Campuses proposals)	
	<u>10/27/17</u>
College Dean (or designee)	
	<u> / / </u>
Senior Vice President for Academic Affairs and Provost (or designee)	

List of Courses for subject prefix change from COMT to IT -- All Inclusive

COMT 11000 - INTRODUCTION TO OFFICE PRODUCTIVITY APPS
 COMT 11002 - VISUAL BASIC PROGRAMMING
 COMT 11004 - SURVEY OF INFORMATION TECHNOLOGY
 COMT 11005 - INTRODUCTION TO OPERATING SYSTEMS AND NETWORKING TECHNOLOGY
 COMT 11006 - INTRODUCTION TO WEB SITE TECHNOLOGY
 COMT 11009 - COMPUTER ASSEMBLY AND CONFIGURATION
 COMT 12000 - INTERMEDIATE OFFICE PRODUCTIVITY APPS
 COMT 20001 - C++ PROGRAMMING
 COMT 20011 - JAVA PROGRAMMING
 COMT 20021 - C SHARP PROGRAMMING
 COMT 21002 - NETWORK SETUP AND CONFIGURATION
 COMT 21005 - VISUAL BASIC DATABASE PROGRAMMING
 COMT 21007 - INTERNET ETHICS AND POLICIES
 COMT 21008 - COMPUTER METHODS IN SCIENCE AND ENGINEERING
 COMT 21009 - SEMINAR IN COMPUTER TECHNOLOGY
 COMT 21010 - WORKGROUP PRODUCTIVITY SOFTWARE
 COMT 21011 - TECHNIQUES OF MULTIMEDIA WEB DESIGN
 COMT 21036 - WEB SCRIPTING I
 COMT 21092 - COMPUTER PRACTICUM
 COMT 21095 - SPECIAL TOPICS IN COMPUTER TECHNOLOGY
 COMT 21096 - INDIVIDUAL INVESTIGATION IN COMPUTER TECHNOLOGY
 COMT 21100 - LOCAL AREA NETWORK TROUBLESHOOTING
 COMT 21110 - INTRODUCTION TO ROUTING AND SWITCHING
 COMT 21200 - ETHICAL HACKING
 COMT 31002 - HEALTH IT SUPPORT
 COMT 32002 - LINUX NETWORKING
 COMT 36095 - SPECIAL TOPICS IN COMPUTER TECHNOLOGY
 COMT 36301 - ADVANCED C++ PROGRAMMING
 COMT 36302 - ADVANCED C SHARP PROGRAMMING
 COMT 36303 - DIGITAL IMAGE MANIPULATION
 COMT 36308 - ERGONOMICS IN COMPUTER SYSTEMS
 COMT 36309 - PROGRAMMING MOBILE APPLICATIONS
 COMT 36310 - MULTIMEDIA DEVELOPMENT TOOLS
 COMT 36311 - ADVANCED JAVA PROGRAMMING
 COMT 36314 - SEMINAR IN EMERGING COMPUTER AND INFORMATION TECHNOLOGIES
 COMT 36315 - CERTIFICATION PREPARATION IN COMPUTER TECHNOLOGY
 COMT 36318 - SURVEY OF INFORMATION SECURITY, INTERNET FRAUD AND COMPUTER FORENSICS
 COMT 36320 - COMPUTER FORENSICS
 COMT 36321 - NETWORK FORENSICS
 COMT 36322 - SOCIAL MEDIA AND MOBILE DEVICE FORENSICS
 COMT 36330 - LOCAL AREA NETWORK SECURITY FUNDAMENTALS
 COMT 36331 - ADVANCED ROUTING AND SWITCHING
 COMT 36336 - WEB SCRIPTING II

COMT 36340 - HELP DESK SUPPORT
COMT 36350 - PROGRAMMING OFFICE PRODUCTIVITY APPLICATIONS
COMT 36355 - COMMAND LINE UTILITIES
COMT 36392 - INTERNSHIP FOR COMPUTER TECHNOLOGY STUDENTS
COMT 40000 - CYBERSECURITY
COMT 41002 - CLOUD TECHNOLOGY
COMT 41010 - MOBILE APPLICATIONS FOR INFORMATION TECHNOLOGY
COMT 42000 - SOCIAL MEDIA SECURITY
COMT 42002 - WIRELESS AND MOBILE DEVICE SECURITY
COMT 43000 - HEALTHCARE INFORMATION SYSTEMS
COMT 46300 - ADVANCED COMPUTER ASSEMBLY AND CONFIGURATION
COMT 46303 - DIGITAL VIDEO EDITING
COMT 46308 - ADVANCED VISUAL BASIC PROGRAMMING
COMT 46309 - VISUAL BASIC WEB PROGRAMMING
COMT 46310 - TECHNOLOGY OF OPERATING SYSTEMS
COMT 46311 - TECHNOLOGY OF NETWORKING
COMT 46312 - SCRIPTING FOR NETWORK ADMINISTRATORS
COMT 46313 - VIRTUAL MACHINE CONFIGURATION AND ADMINISTRATION
COMT 46314 - ADVANCED SERVER CONFIGURATION
COMT 46315 - SQL WITH ORACLE
COMT 46320 - CLOUD FORENSICS
COMT 46321 - WEB DATABASE INTEGRATION
COMT 46331 - LOCAL AREA NETWORK SECURITY AND FIREWALLS
COMT 46340 - DATA DESIGN AND IMPLEMENTATION

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-May-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department _____
 College **RE - Regional College**
 Degree **BS - Bachelor of Science**
 Program Name **Information Technology** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

Establish a Bachelor of Science in Information Technology (B.S.I.T.) degree. The proposed Information Technology major will include five optional concentrations: (1) Application Development, (2) Applied Computer Security and Forensics, (3) Health Information Technology, (4) Internet/Multimedia and (5) Networking.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **120** Proposed total credit hours **120**

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

No impact. The existing Computer Technology concentrations within the Bachelor of Technical and Applied Studies degree are elevated to stand-alone degree in BSIT; new HIT concentration added.

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

CS, M&IS, DSCI, Nursing, Public Health, Regional College Curriculum, COMT, Regional Campus Faculty Councils.

REQUIRED ENDORSEMENTS

Ruth Aultso _____ 10/3/17
 Department Chair / School Director

Mike Smith _____ 10/12/17
 Campus Dean (for Regional Campuses proposals)

[Signature] _____ 10/27/17
 College Dean (or designee)

_____ / /
 Dean of Graduate Studies (for graduate proposals)

_____ / /
 Senior Vice President for Academic Affairs and Provost (or designee)



FORM

New Programs

Substantive Change Application

Institution: Kent State University City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: Executive Director, Curriculum Services Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted:

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if a change application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.hlcommission.org/change> to ensure that there have been no changes to the application form in the intervening time.

Submit the completed application as a single PDF file on the following webpage:

http://www.hlcommission.org/document_upload/.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Kent State University proposes establishing a Bachelor of Science in Information Technology (BSIT) degree, to be offered fully online and hybrid online/on-ground at all the university's seven regional campuses in Northeast Ohio—Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas—and at Kent State's Regional Academic Center in Twinsburg, Ohio. The Trumbull Campus will be the admitting campus for first-time Kent State University applicants who are declaring the fully online program.

The proposed Information Technology major will include six concentrations: (1) Application Development, (2) Applied Computer Security and Forensics, (3) Health Information Technology, (4) Integrated Information Technology, (5) Internet/Multimedia and (6) Networking.

Since 2011, Kent State has offered this program as computer technology concentrations within the Technical and Applied Studies major (with the exception of the proposed Health Information Technology concentration, which is new). The concentrations have been approved to be offered fully online since 2014. This proposal is to capitalize on the success of the program and elevate those concentrations to a separate degree program. Once the BSIT degree is approved, the existing computer technology concentrations will be inactivated.

Marketing efforts for the program prove challenging as it is hidden, currently, as concentrations within another major; prospective students cannot find the program easily on the university's website or on the admission application. These students are seeking an information technology program, not a technical and applied studies one. Elevation from concentrations to major will resolve the lack of visibility for prospective students and provide more clarity to graduates and employers on the program's objectives and outcomes. The changes also will provide an environment to allow the program area to continue to grow with applied technical options targeting contemporary information technology needs in a variety of organizations.

Revising the name of the program from computer technology to information technology will align the proposed degree program with similar programs at other institutions in the state and nationwide. Information technology is a recognized sub-discipline of computing that prepares graduates as IT support for a variety of workplace settings, including schools, businesses, healthcare and any other organizations that require technical support for computer systems and computer-related problems.

In addition, Kent State has offered an associate degree in computer technology for more than four decades on its regional campuses (and fully online since 2011). The proposed BSIT degree will serve as a 2+2 articulation for that associate degree as well as similar associate degrees.

2. Is this application being submitted in conjunction with another application?

Yes No

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Review the ["Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval"](#) to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

Certificate Bachelor's Diploma Master's/specialist
 Associate's Doctorate Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation

- Teach-out plan if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. **Special conditions.** Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No.

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No.

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If "Yes," attach documentation of the approval to the request. If "No," attach evidence that approval is not needed.

- | | | | |
|--|---|-----------------------------|--|
| Internal (faculty, board) approvals | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| System approvals | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Applicable |
| State approval | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Foreign country(ies) approvals | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Applicable |
| <i>For Distance or Correspondence Education only:</i> | | | |
| Process in place to ascertain and secure state approval(s) as required | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See <http://www.hlcommission.org/change-visit> for more information.

- Request to add a proposed change to an already scheduled visit. **Note:** Such requests must be submitted at least six months before the visit date.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the visit.

b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

The name of the program will be the Information Technology major within the Bachelor of Science in Information Technology degree. The CIP most aligned with the program's outcomes is the following:

CIP 11.1006 Computer Support Specialist: A program that prepares individuals to provide technical assistance, support, and advice to computer users to help troubleshoot software and hardware problems. Includes instruction in computer concepts, information systems, networking, operating systems, computer hardware, the Internet, software applications, help desk concepts and problem solving, and principles of customer service. Examples: technical support specialist, help desk specialist, IT support specialist.

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

The BSIT degree is 120 semester credit hours, comprising 56 credit hours of major requirements, 46 credit hours of general education/general elective requirements and 18 credit hours of concentration requirements. Transfer students with appropriate information technology backgrounds will be able to apply their transfer courses toward the major requirements.

- c) Normal or typical length of time for students to complete the program

Full-time new students will be able to complete the program in four years (eight semesters).

- d) Proposed initial date for implementation of the program

Fall 2018 Semester.

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

Targeted audiences for the BSIT degree will be both full-time and part-time students, and include traditional freshmen, students with associate degrees, transfer students, working adults and students with computer programming backgrounds. Students may complete the entire degree at Kent State University or transfer in technical courses from accredited institutions. The program utilizes online or on-ground course delivery methods in full and half-semester formats. In addition, students with advanced computer experience but no college-level credit will be able to be placed into higher level major courses, with faculty approval, to earn college credit for lower level major coursework (through Kent State’s retroactive credit policy). The goals of the program are to accommodate varied educational backgrounds, develop competencies needed for success in a variety of work settings and offer major courses in schedules attractive to traditional students and to time- and place-bound adults.

f) Projected life of the program (single cohort or ongoing)

The program will have ongoing admission.

g) Whether the program will be part of contractual or consortial arrangement

Not applicable.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request.

Not applicable.

3. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested below and complete the [Contractual Screening Form](#) for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.) If the screening form indicates contractual approval is required, complete the full contractual application and submit it in conjunction with the program application. If the screening form indicates no further action is required, attach the confirmation email from HLC.

Type of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Recruitment and admission of students	Not applicable	Not applicable
B. Course placement and advising of students	Not applicable	Not applicable
C. Design and oversight of curriculum	Not applicable	Not applicable
D. Direct instruction and oversight	Not applicable	Not applicable
E. Other support for delivery of instruction	Not applicable	Not applicable

Section B. Institution’s History With Programs

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Currently, Kent State does not offer a bachelor's degree program in the same four-digit CIP series (11.10 Computer/Information Technology Administration and Management). Kent State does offer a post-secondary certificate in the 11.10 series (11.1003 for certificate Computer Forensics and Information Security, which utilizes the coursework in the associate and bachelor's degrees). The proposed degree will not replace the certificate.

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

Kent State offers three bachelor's degree and four post-secondary certificate programs with the same two-digit series (11 Computer and Information Sciences and Support Services).

The programs with the highest number of graduates for the fiscal year 2017 are the following:

- Computer Science major: 59 graduates
- Digital Sciences major: 55 graduates

In the same year, 78 students graduated with one of the computer technology concentrations within the Technical and Applied Studies major on which the Information Technology major is based. (The Technical and Applied Studies major is assigned the CIP 24.0199 due to its nature as a multi-disciplinary, individualized and completion program.)

Section C. Institutional Planning for Program Change

6. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

There are no identified challenges.

7. Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

The decision to propose this program was reached after extensive consultations with appropriate faculty and curricular and administrative bodies on the university's regional campuses, in the Regional College and at Kent State University overall. The proposed degree program was approved by the Computer Technology Curriculum Committee. The committee is composed of all full-time faculty in the discipline in the regional campus system. In addition, the university conducted an external review of the existing computer technology associate degree and the proposed BSIT degree.

Since all but one of the concentrations within the proposed major exist and considered viable, no specific business or industry groups were consulted for the proposed degree. Both Kent State's College of Nursing and College of Public Health support the proposed degree concentration.

In addition to be approved by the Computer Technology Curriculum Committee, the proposal was approved by Regional College Curriculum Committee, comprising faculty across the regional campuses; the Educational Policies Council, a subcommittee of the Faculty Senate; and the Faculty Senate.

8. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

No additional resources are needed to support the proposed degree as the faculty, courses, physical facilities and technology for the program are already in place to support the concentrations in the Technical and Applied Studies major. No new courses were created with the exception of several courses last year to support the Health Information Technology concentration.

9. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Enrollment projections factor in the current program enrollment, which has shown strong growth:

Enrollment in the BTAS Degree, Computer Technology Concentrations						
Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
55	158	239	253	284	294	261

The need for technology support and secure environments in all areas has been confirmed by the current evidence of program enrollment and letters of support received specific to the proposed Health Information Technology concentration, both internally and by healthcare professionals working in the field. The Bureau of Labor Statics projects employment for computer support specialists to grow 12 percent between 2014 and 2024, faster than the average for all occupations (www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm). More support services will be needed as organizations upgrade their computer equipment and software. The State of Ohio is fifth in the nation for highest employment for computer network support specialists (www.bls.gov/oes/current/oes151152.htm).

10. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

It is anticipated that positioning the program as a separate major with a new name that is more commonly recognized in the industry will increase program visibility and assist with program growth. Kent State expects that enrollment will moderately increase each year for the next five years, with enrollment divided between full-time and part-time students. Any potential future program faculty hires will be dependent upon student enrollment.

11. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then?

Kent State University operates under a Responsibility Center Management-based (RCM) financial model, where business-type strategies are used to manage and evaluate new and existing programs. Under this model, costs and revenues are taken into consideration when making decisions about the viability of programs. The proposed BSIT degree will be no exception, and will undergo the same scrutiny as other.

As this program is already sustainable at the bachelor's degree level (albeit, currently as concentrations within another major), the program has been self-sufficient for several years.

12. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Office of the Provost ensures that only faculty- and university-approved program information is included in the University Catalog, degree audit, Explore Programs and Degrees website and student information system (for program admission and graduation). The Regional Campus system employs marketing staff who are responsible for ensuring consistency and accuracy of messages in promotional communications. In addition, Kent State's Division of University Communications and Marketing coordinates branding and consistency of all of the university's promotional materials.

Section D. Curriculum and Instructional Design

13. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

All of the courses comprising the curriculum are approved and exist to support the associate degree in computer technology, the Bachelor of Technical and Applied Studies degree and other programs within the university. Courses offered under the COMT (Computer Technology) course subject are revised to be offered under the IT (Information Technology) course subject, effective for fall 2018. Courses that were established in fall 2017 are noted as such.

IT 11002 VISUAL BASIC PROGRAMMING 3 Credit Hours

Visual Basic.NET language introducing concepts of object-oriented, event-driven program design and implementation.

IT 11004 SURVEY OF INFORMATION TECHNOLOGY 3 Credit Hours

This overview course will provide an introduction to information technologies, career paths and professional certifications available.

IT 11005 INTRODUCTION TO OPERATING SYSTEMS AND NETWORKING TECHNOLOGY 3 Credit Hours

Survey of desktop and network OS essentials, including file and disk management, system tools utilization, resource sharing and introductory network concepts.

IT 11006 INTRODUCTION TO WEB SITE TECHNOLOGY 3 Credit Hours

Focuses on web site technologies including HTML. Students learn the history of the Internet and effective search techniques.

IT 11009 COMPUTER ASSEMBLY AND CONFIGURATION 4 Credit Hours

Covers disk operating system functions and features; hardware/software installation procedures; file and directories management; system configuration/optimization; backup procedures.

IT 12000 INTERMEDIATE OFFICE PRODUCTIVITY APPS 3 Credit Hours

Covers intermediate concepts and integration of computer applications. Emphasis on software suites, specifically word processing, electronic spreadsheets, database and presentation applications.

IT 21002 NETWORK SETUP AND CONFIGURATION 4 Credit Hours

Introduces networking in LAN and WAN environments. Topics include network protocol, configuration, operation, setup, installation, administration, management and security.

IT 21007 INTERNET ETHICS AND POLICIES 3 Credit Hours

Covers the ethics, issues and policies regarding the Internet. It includes discussion/research on intellectual property/freedom, hacking, pornography, privacy, etc.

IT 21009 SEMINAR IN COMPUTER TECHNOLOGY 3 Credit Hours

Capstone course for IT students encompassing critical reading, writing and discussion applying the current theories of computer technologies to on-the-job experiences. Students will develop a portfolio to confirm their level of knowledge.

IT 21010 WORKGROUP PRODUCTIVITY SOFTWARE 3 Credit Hours

Research project-oriented course emphasizing workgroup methodologies for group project management, problem definition, data retrieval and analysis, conclusions and recommendations.

IT 21100 LOCAL AREA NETWORK TROUBLESHOOTING 3 Credit Hours

Covers local area network troubleshooting techniques. Topics include identifying the scope of the problem, systematic troubleshooting approaches, problem resolution and ongoing maintenance.

IT 21110 INTRODUCTION TO ROUTING AND SWITCHING 3 Credit Hours

Introduces internetworking concepts. Topics include networking standards, cabling, TCPIP, router configuration, LAN and WAN segments and other related topics.

IT 21200 ETHICAL HACKING 3 Credit Hours

Tools and techniques ethical hackers and security testers use to discover vulnerabilities and solutions to protect computer networks.

IT 31002 HEALTH IT SUPPORT 3 Credit Hours *NEW FALL 2017*

Course covers skills and knowledge required to implement and support healthcare IT systems including regulatory and compliance issues; organizational behavior, IT and medical business operations; best practices and security.

IT 32002 LINUX NETWORKING 4 Credit Hours *NEW FALL 2017*

Course covers network administration topics with the Linux operating system. Topics include distributions, storage solutions, network services, and current security practices.

IT 36301 ADVANCED C++ PROGRAMMING 4 Credit Hours

Course using C++: classes and data abstraction, stream IO, inheritance, standard template library, Microsoft Foundation Classes, system programming concepts using Unified Modeling Language.

IT 36302 ADVANCED C SHARP PROGRAMMING 3 Credit Hours

Advanced concepts of C Sharp including classes and objects, inheritance, polymorphism, arrays, exception handling, files and streams and XAML.

IT 36303 DIGITAL IMAGE MANIPULATION 3 Credit Hours

Course covers various concepts involved in creation and manipulation of digital images.

IT 36308 ERGONOMICS IN COMPUTER SYSTEMS 3 Credit Hours

Introduction to ergonomics, usability design, and assessment methods for the development of computer hardware, software, and systems.

IT 36309 PROGRAMMING MOBILE APPLICATIONS 3 Credit Hours

Introduces the unique program design considerations required by mobile device platforms such as PDAs and Smartphones. Practical programming examples will utilize Visual Basic and the .NET Compact Framework.

IT 36310 MULTIMEDIA DEVELOPMENT TOOLS 3 Credit Hours

Course focuses on advanced technologies for Web development, including DHTML, plug-ins, etc. Students will learn to create more interactive and dynamic web sites.

IT 36311 ADVANCED JAVA PROGRAMMING 4 Credit Hours

Course using Java abstract data types and objects, object-oriented, event-driven design, file organization and access, and systems programming concepts.

IT 36314 SEMINAR IN EMERGING COMPUTER AND INFORMATION TECHNOLOGIES 3 Credit Hours

Survey of new and emerging technologies in computer and information technology.

IT 36315 CERTIFICATION PREPARATION IN COMPUTER TECHNOLOGY 3 Credit Hours

(Repeatable for a maximum of 6 credit hours) Certification preparation course to help students prepare for professional certification attempts in Computer Technology. Certification is not guaranteed; and certification fees may apply.

IT 36318 SURVEY OF INFORMATION SECURITY, INTERNET FRAUD, COMPUTER FORENSIC 3 Credit Hours

This lecture-based, survey course provides a non-technical introduction to contemporary issues in information security, Internet fraud and computer forensics.

IT 36320 COMPUTER FORENSICS 3 Credit Hours

Hands-on skills in incident response, forensic preparation, and data recovery, and analysis.

IT 36321 NETWORK FORENSICS 3 Credit Hours

Emphasizing hands-on skills in live incident response, the proper use of network forensic tools, network monitoring, live data capture, evidence analysis, data integrity and other related topics.

IT 36322 SOCIAL MEDIA AND MOBILE DEVICE FORENSICS 3 Credit Hours *NEW FALL 2017*

Course covers data collection and analysis techniques for social media and mobile devices.

IT 36330 LOCAL AREA NETWORK SECURITY FUNDAMENTALS 3 Credit Hours

Examines the primary issues involved in securing resources in a LAN, including threat assessment, countermeasures, best practices, security protocols, cryptography and management-related issues.

IT 36331 ADVANCED ROUTING AND SWITCHING 3 Credit Hours

Reinforcing Internetworking concepts. Topics include network standards, LAN switching, VLANs, network designs, routing protocols and configuration, LAN and WAN segments and other related topics.

IT 36336 WEB SCRIPTING II 3 Credit Hours

Focuses on server-side scripting needed to create interactive and dynamic web sites.

IT 36340 HELP DESK SUPPORT 3 Credit Hours

Examination of help desks that exist, importance within organizations, the roles and skills required, and methods and technologies commonly employed.

IT 36350 PROGRAMMING OFFICE PRODUCTIVITY APPLICATIONS 3 Credit Hours

Introduces the use of Visual Basic for Applications (VBA) as a tool to create customized programs that automate repetitive and/or complex tasks performed using office suite applications.

IT 36355 COMMAND LINE UTILITIES 3 Credit Hours

Preparing students to perform effectively in Windows, Linux and various server command line environments. Command syntax, batch files, script files, internal and external commands and other related topics are covered.

IT 40000 CYBERSECURITY 3 Credit Hours

Builds on a background in networking and focuses on cybersecurity best practices, standard models and regulatory requirements.

IT 41002 CLOUD TECHNOLOGY 3 Credit Hours

Concepts of cloud computing, including storage; services; technology; and management.

IT 41010 MOBILE APPLICATIONS FOR INFORMATION TECHNOLOGY 3 Credit Hours *NEW FALL 2017*

Covers enterprise mobility technical concepts, strategies, and solutions across various domains and industries. Includes topics such as organizational issues, IT and business operations; and best practices and security.

IT 42000 SOCIAL MEDIA SECURITY 3 Credit Hours

Personal and corporate social media presence, security risks, intellectual property and ethical issues.

IT 42002 WIRELESS AND MOBILE DEVICE SECURITY 3 Credit Hours *NEW FALL 2017*

Course covers wireless and mobile device security. Topics include risk assessments, threats, vulnerabilities and current security practices.

IT 43000 HEALTHCARE INFORMATION SYSTEMS 3 Credit Hours *NEW FALL 2017*

Course focuses on the roles and responsibilities of the health IT professional including the technology, legal and ethical responsibilities, and complex systems and environment.

IT 46300 ADVANCED COMPUTER ASSEMBLY AND CONFIGURATION 3 Credit Hours

Focus is on advanced system components, streamlined operating system installation procedures, and current technology in LAN connectivity.

IT 46303 DIGITAL VIDEO EDITING 3 Credit Hours

Utilizes digital imaging technologies to produce videos. Includes timelines; filming, importing/exporting video; audio; effects, transitions, and captions.

IT 46308 ADVANCED VISUAL BASIC PROGRAMMING 3 Credit Hours

Advanced concepts of Visual Basic: Classes and Objects, Inheritance, Polymorphism, Arrays, Exception Handling, Files and Streams, DLLs.

IT 46309 VISUAL BASIC WEB PROGRAMMING 3 Credit Hours

Using Visual Basic to develop secure, data-aware web applications. Topics covered include HTML and CSS, testing and debugging, master pages, state management, security and authentication, SQL and object data sources, AJAX, and WCF services.

IT 46310 TECHNOLOGY OF OPERATING SYSTEMS 3 Credit Hours

Course covers installation, configuration, tuning, and communication among state of the art desktop operating systems, using available system tools, utilities and files.

IT 46311 TECHNOLOGY OF NETWORKING 3 Credit Hours

Advanced topics of enterprise network management, including DNS, WINS, IP addressing, routing basics, subnet masking, firewalls, storage redundancy techniques, and general tuning, optimizing, troubleshooting, recovery strategies.

IT 46312 SCRIPTING FOR NETWORK ADMINISTRATORS 3 Credit Hours

Covers scripting technologies to configure and manage resources and services of LAN servers and workstations.

IT 46313 VIRTUAL MACHINE CONFIGURATION AND ADMINISTRATION 3 Credit Hours

Focus on configuring and administering virtual machine software.

IT 46314 ADVANCED SERVER CONFIGURATION 3 Credit Hours

Core service roles provided by application services including configuration, maintenance and security.

IT 46315 SQL WITH ORACLE 3 Credit Hours

Focus is on SQL and relational databases using Oracle.

IT 46320 CLOUD FORENSICS 3 Credit Hours

Concepts of cloud forensics, including legal consideration and software tools involved with cloud discovery.

IT 46321 WEB DATABASE INTEGRATION 3 Credit Hours

Focus is on integrating data sources into web sites. Current topics include advanced concepts in server-side processing principles, web forms, database programming objects and Structured Query Language.

IT 46331 LOCAL AREA NETWORK SECURITY AND FIREWALLS 3 Credit Hours

Examines primary issues involved in defining and configuring a local area network defense perimeter including LAN security analysis, implementing firewalls, and intrusion detection systems.

IT 46340 DATA DESIGN AND IMPLEMENTATION 3 Credit Hours

Explores the role and design of databases in organizations, with emphasis on the technologies used in their implementation. Emphasis on SQL.

TAS 37900 TECHNICAL AND APPLIED STUDIES CORNERSTONE 3 Credit Hours

Cornerstone course instructs students about how the work role in industrial and information societies has evolved to its current organization. Students personalize the information by reflecting on the role of work in their own lives by reviewing theory and application of their own career management; examine the stages of career development; job stress; entrepreneurial careers; and organization.

TAS 47900 TECHNICAL AND APPLIED STUDIES CAPSTONE 3 Credit Hours

Designed to help students articulate and integrate the competencies that are part of their bachelor's degree program. In part, an electronic portfolio is used to help describe familiarity with the competencies.

14. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Major Requirements

IT 11002	Visual Basic Programming	3
IT 11004	Survey of Information Technology	3
IT 11005	Introduction to Operating Systems and Networking Technology	3
IT 11006	Introduction to Web Site Technology	3
IT 11009	Computer Assembly and Configuration	4
IT 12000	Intermediate Office Productivity Apps	3
IT 21002	Network Setup and Configuration	4
IT 21009	Seminar in Computer Technology	3
IT 21010	Workgroup Productivity Software	3
IT 21007	Internet Ethics and Policies	3
IT 36308	Ergonomics in Computer Systems	3
IT 36314	Seminar in Emerging Computer and Information Technologies	3
IT 36318	Survey of Information Security, Internet Fraud and Computer Forensics	3
IT 36340	Help Desk Support	3
IT 42000	Social Media Security	3
TAS 37900	Technical and Applied Studies Cornerstone	3
TAS 47900	Technical and Applied Studies Capstone	3
Information Technology (IT) Electives		3

Additional Requirements

UC 10097	Destination Kent State: First Year Experience	1
Kent Core Composition		6
Kent Core Mathematics and Critical Reasoning		3
Kent Core Humanities and Fine Arts (minimum one course from each)		9
Kent Core Social Sciences (must be from two disciplines)		6
Kent Core Basic Sciences (must include one laboratory)		6
Kent Core Additional		6-7
General Electives		9

Concentrations Requirements

Choose from the following:	18-19
Application Development	
Applied Computer Security and Forensics	
Health Information Technology	
Integrated Information Technology	
Internet/Multimedia	
Networking	

Minimum Total Credit Hours: 120

Application Development Concentration Requirements (19 credit hours)

IT 36301	Advanced C++ Programming	4
or IT 36311	Advanced Java Programming	
IT 36302	Advanced C Sharp Programming	3
IT 36309	Programming Mobile Applications	3
IT 36350	Programming Office Productivity Applications	3
or IT 46309	Visual Basic Web Programming	
IT 46308	Advanced Visual Basic Programming	3
IT 46340	Data Design and Implementation	3

Applied Computer Security and Forensics Concentration Requirements (18 credit hours)

IT 21200	Ethical Hacking	3
or IT 46313	Virtual Machine Configuration and Administration	
IT 36320	Computer Forensics	3
IT 36321	Network Forensics	3

IT 36330	Local Area Network Security Fundamentals	3
IT 46331	Local Area Network Security and Firewalls	3
Concentration Elective, choose from the following:		3
IT 32002	Linux Networking	
IT 36322	Social Media and Mobile Device Forensics	
IT 40000	Cybersecurity	
IT 42002	Wireless and Mobile Device Security	
IT 46300	Advanced Computer Assembly and Configuration	
IT 46313	Virtual Machine Configuration and Administration	
IT 46320	Cloud Forensics	
Health Information Technology Concentration Requirements (18 credit hours)		
IT 31002	Health Information Technology Support	3
IT 36330	Local Area Network Security Fundamentals	3
IT 41010	Mobile Applications for Information Technology	3
IT 43000	Healthcare Information Systems	3
IT 46331	Local Area Network Security and Firewalls	3
Concentration Elective, choose from the following:		3
IT 36315	Certification Preparation in Computer Technology	
IT 36350	Programming Office Productivity Applications	
IT 41002	Cloud Technology	
IT 46311	Technology of Networking	
IT 46313	Virtual Machine Configuration and Administration	
IT 46314	Advanced Server Configuration	
IT 46340	Data Design and Implementation	
Integrated Information Technology Concentration Requirements		
IT 41010	Mobile Applications for Information Technology	3
Information Technology (IT) Electives		15
Internet/Multimedia Concentration Requirements (18 credit hours)		
IT 36303	Digital Image Manipulation	3
IT 36309	Programming Mobile Applications	3
IT 36310	Multimedia Development Tools	3
IT 46303	Digital Video Editing	3
Concentration Electives, choose from the following:		6
IT 36311	Advanced Java Programming	
IT 36336	Web Scripting II	
IT 46309	Visual Basic Web Programming	
IT 46315	SQL with Oracle	
IT 46321	Web Database Integration	
Networking Concentration Requirements (18 credit hours)		
IT 36330	Local Area Network Security Fundamentals	3
IT 36355	Command Line Utilities	3
or IT 46312	Scripting for Network Administrators	
IT 41002	Cloud Technology	3
or IT 46314	Advanced Server Configuration	
IT 46300	Advanced Computer Assembly and Configuration	3
or IT 46313	Virtual Machine Configuration and Administration	
IT 46310	Technology of Operating Systems	3
or IT 46311	Technology of Networking	
Concentration Elective, choose from the following:		3
IT 21100	Local Area Network Troubleshooting	
IT 21110	Introduction to Routing and Switching	
IT 32002	Linux Networking	
IT 36315	Certification Preparation in Computer Technology	
IT 36331	Advanced Routing and Switching	
IT 36355	Command Line Utilities	
IT 41002	Cloud Technology	

IT 46300	Advanced Computer Assembly and Configuration
IT 46310	Technology of Operating Systems
IT 46311	Technology of Networking
IT 46312	Scripting for Network Administrators
IT 46313	Virtual Machine Configuration and Administration
IT 46314	Advanced Server Configuration
IT 46331	Local Area Network Security and Firewalls

15. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats, or other approaches to learning, explain how the institution will ensure that student work and the levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Lead computer technology faculty assess and evaluate the program overall for both online and on-ground students following existing practices. Various outcomes such as writing and communication effectiveness, technical skills and ethical decision-making are used to assess the program's goals and objectives. The data on these metrics are summarized in a program assessment report each year and submitted to Kent State's Office of Accreditation, Assessment and Learning. Data from the program assessment are shared with the Computer Technology Curriculum Committee during the yearly reporting cycle. The curriculum committee is composed of all full-time computer technology faculty. The program's two capstone courses—IT 21009 Seminar in Computer Technology in the second year and TAS 47900 Technical and Applied Studies Capstone in the fourth year—allow faculty to assess if the students are able to demonstrate the required information technology competencies for the program.

Section E. Institutional Staffing, Faculty, and Student Support

16. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

There are 11 full-time faculty supporting the existing program on all regional campuses, who teach both on-ground and online courses (this number does not include two full-time faculty who teach major courses but are attached to other programs). The number of part-time faculty (adjuncts) varies each semester depending on need. Presently, there are approximately 15 adjuncts teaching on the seven campuses and Regional Academic Center. No full-time hires are currently planned as the ratio of faculty to students in the program is sufficient, with one full-time faculty member for every 16 full-time-equivalent (FTE) students.

17. What will the impact of the new initiative be on faculty workload?

The new initiative will have no impact on faculty workload as the program is existing, and current faculty workloads are adequate.

18. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member's course load in the new program, and the course work each teaches in other programs currently offered. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member.)

See Appendix A.

19. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

20. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

As the bachelor's level program in computer technology has been offered for the past six years, existing resources are sufficient. Each Kent State campus has a full-time librarian on staff. The Kent State University Libraries provide on-ground and online access to thousands of journals, books and databases to students across all eight campuses, as well as access to OhioLink, which provides students access to library materials and electronic research databases from 120 academic libraries in Ohio. In addition, Kent State also maintains a license with Safari Books, a digital library of more than 30,000 online technical texts.

Section F. Evaluation

21. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

Lead computer technology lead faculty assess and evaluate the program following the existing practices. Various outcomes such as writing and communication effectiveness, technical skills and ethical decision-making are used to assess the goals and objectives listed below. The data on these metrics are summarized in a program assessment report each year and submitted to Kent State's Office of Accreditation, Assessment and Learning. The program's two capstone courses—IT 21009 Seminar in Computer Technology in the second year and TAS 47900 Technical and Applied Studies Capstone in the fourth year—allow faculty to assess if the students are able to demonstrate the required information technology competencies for the program.

The characteristics of graduates from a bachelor's degree in IT are defined by the Association of Computing Machinery (ACM):

- Apply knowledge of computing and mathematics appropriate to the discipline
- Analyze a problem, and identify and define the computing requirements appropriate to its solution
- Design, implement and evaluate a computer-based system, process, component or program to meet desired needs
- Function effectively on teams to accomplish a common goal
- Understand professional, ethical, legal, security and social issues and responsibilities
- Communicate effectively with a range of audiences
- Analyze the local and global impact of computing on individuals, organizations and society
- Recognize the need for and an ability to engage in continuing professional development
- Use current techniques, skills, and tools necessary for computing practice

- Use and apply current technical concepts and practices in the core information technologies
- Identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems
- Effectively integrate IT-based solutions into the user environment
- Understand best practices and standards and their application
- Assist in the creation of an effective project plan

These learning outcomes provide the framework for the courses in the major. The program's curriculum committee has the general oversight of the curriculum in the major. The curriculum committee is composed of all full-time computer technology faculty.

22. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

Kent State University offers many support services to students through a variety of offices, including advising, tutoring, career, counseling, accessibility and technical support. Students meet with professional academic advisors to review progress using the university's degree audit (Graduate Planning System), and with faculty advisors to discuss research and career goals. Faculty issue evaluation grades for first- and second-year courses between weeks four to seven in the semester to provide feedback to students and allow them time to make adjustments in their studies.

**ADDENDUM TO HIGHER LEARNING COMMISSION
SUBSTANTIVE CHANGE APPLICATION
TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM**

Proposed Major: Information Technology, with six concentrations in

- Application Development
- Applied Computer Security and Forensics
- Health Information Technology
- Integrated Information Technology
- Internet/Multimedia
- Networking

Proposed Degree: Bachelor of Science in Information Technology

Administrating College: Regional College

Administrating Department: N/A

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

Associate Professors William C. Ward III and Ruth A. Watson (Trumbull Campus) will be co-lead faculty for the Bachelor of Science in Information Technology degree in the Regional College. Both have a minimum of 25 years of higher education experience. They have served as co-lead for many years for the program at the associate and bachelor's degree level; both have developed online courses and teach online courses every semester. Responsibilities for co-leads include, but are not limited to, deciding curricular actions; developing and implementing program requirements; conducting meetings with program faculty; and undertaking program reviews, reporting, credit by exams, adjunct teaching approvals and course substitutions.

Indicate whether any public institutions of higher education offer the proposed program within a 30-mile radius of the campus(es) at which the proposed program will be offered. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this campus.

All computing majors share common elements including the goal to produce the number of graduates necessary to fill the great demand for high tech skills in the multiple sub-disciplines of computing. These programs are typically designed by program faculty based on input from local advisory boards, business partners, and others resulting in unique and viable programs across institutions. The Information Technology sub-discipline focuses on supporting end users in a variety of settings for a wide spectrum of computing needs including software and hardware. Some are offered fully online appealing to an audience who may be place bound or have the additional obligations of work and family. At the baccalaureate level, in addition to the existing Information Technology program offered at Kent State University through the Bachelor of Technical and Applied Studies (BTAS) Computer Technology concentrations, Youngstown State University and University of Akron also have existing degrees. The programs at these three institutions have a long history of serving the unique needs within their communities.

Youngstown State University (20 miles from Kent State's Trumbull Campus) offers a Bachelor of Science in Applied Science degree in Information Technology. This primarily on-ground degree has a core that includes foundation courses in operating systems, programming, Cisco Academy, and multimedia. The program's learning outcomes are to write and produce interactive programs, design a 3NF database and extract information using QBE and SQL, and communicate effectively with written reports.

The University of Akron (18 miles from the Stark Campus and 22 miles from the Regional Academic Center) offers a Bachelor of Science degree in Computer Information Systems with concentrations in applications, networking, programming and web development. This primarily on-ground degree states that it introduces "students to basic computing concepts while allowing them to develop the basic skills required to begin a career." The networking concentration is listed in the IT discipline; the others are cross discipline.

The enrollment for the existing Computer Technology concentrations in the BTAS degree at Kent State University has been strong since its inception in 2011. The proposed Information Technology major will offer greater visibility and accessibility to a wider audience with both online and on-ground options.

CATALOG COPY

DESCRIPTION OF PROGRAM:

The Bachelor of Science in Information Technology degree provides students with an applied approach that focuses on supporting end users in a variety of workplace settings by utilizing a range of computing technologies. The degree program gives students the tools to support computing infrastructures and the needs of individuals and organizations, write programs necessary to help them render their tasks more efficiently on their desktop or mobile devices, utilize databases and write the web-based interfaces to pull the data, and code and deploy applications across the cloud. Graduates are qualified to work primarily in small to mid-size installations with local area networks, and are employed in all types of organizations using computing systems, working in such positions as network technicians, technical support specialist, help desk manager, LAN manager, project manager and database administrator.

The Information Technology major comprises the following concentrations:

- The **Application Development** concentration provides students with the ability to program in languages typically utilized in contemporary business environments. Students will code in applications such as Visual Basic, C++, Java, C# and other industry-standard applications to develop programs employing event-driven and object-oriented techniques.
- The **Applied Computer Security and Forensics** concentration places an emphasis on security of desktops and local area networks, which often includes forensic work to prevent and/or determine and correct security issues.
- The **Health Information Technology** concentration provides students with the tools to install, manage, troubleshoot and secure hardware and software systems in healthcare environments. The course of study includes health IT privacy, security, organizational behavior, medical business operations and regulatory requirements.
- The **Integrated Information Technology** concentration is ideal for students who want a flexible course of study for positions that require IT staff to perform a wide range of technical duties.
- The **Internet/Multimedia** concentration focuses on scripting, server-side form handling, web database integration, and interactive and dynamic multimedia Internet development.
- The **Networking** concentration focuses on configuring and maintaining local area networks in various network operating system environments. The emphasis is on entry-level network administration (i.e. managing active directory and network services), desktops, troubleshooting, installation and maintenance.

Fully Offered At:

- Online
- Ashtabula Campus
- East Liverpool Campus
- Geauga Campus
- Salem Campus
- Stark Campus
- Trumbull Campus
- Tuscarawas Campus
- Regional Academic Center in Twinsburg

ADMISSION REQUIREMENTS:

Standard admission criteria for the bachelor's degree.

PROGRAM LEARNING OUTCOMES:

Graduates of this program will be able to:

1. Identify and evaluate current technologies and assess their applicability to address individual and organizational needs
2. Develop a product or process by applying knowledge of programming, web, digital media, database, human computer interaction, networking and security tools
3. Perform end user support including identifying and implementing solutions to user requests
4. Explain implementation, integration and maintenance for IT applications to a wide range of audiences
5. Work in diverse project teams to develop and/or implement IT-based solutions
6. Apply professional ethics in IT solutions
7. Engage in continuous learning, as well as research and assess new ideas and information to provide the capabilities for lifelong learning

PROGRAM REQUIREMENTS:**MAJOR REQUIREMENTS**

Major Requirements (courses count in major GPA)		
IT 11002	Visual Basic Programming	3
IT 11004	Survey of Information Technology	3
IT 11005	Introduction to Operating Systems and Networking Technology	3
IT 11006	Introduction to Web Site Technology	3
IT 11009	Computer Assembly and Configuration	4
IT 12000	Intermediate Office Productivity Apps	3
IT 21002	Network Setup and Configuration	4
IT 21009	Seminar in Computer Technology	3
IT 21010	Workgroup Productivity Software	3
IT 21007	Internet Ethics and Policies	3
IT 36308	Ergonomics in Computer Systems	3
IT 36314	Seminar in Emerging Computer and Information Technologies	3
IT 36318	Survey of Information Security, Internet Fraud and Computer Forensics (WIC) ¹	3
IT 36340	Help Desk Support	3
IT 42000	Social Media Security	3
TAS 37900	Technical and Applied Studies Cornerstone	3
TAS 47900	Technical and Applied Studies Capstone (ELR)	3
Information Technology (IT) Elective		3
Additional Requirements (courses do not count in major GPA)		
UC 10097	Destination Kent State: First Year Experience	1
Kent Core Composition		6
Kent Core Mathematics and Critical Reasoning		3
Kent Core Humanities and Fine Arts (minimum one course from each)		9
Kent Core Social Sciences (must be from two disciplines)		6
Kent Core Basic Sciences (must include one laboratory)		6
Kent Core Additional		6-7
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)		9
Concentrations Requirements		
Choose from the following:		18-19
Additional Requirements for Students Not Declaring a Concentration		
Application Development		
Applied Computer Security and Forensics		
Health Information Technology		
Integrated Information Technology		
Internet/Multimedia		
Networking		

Minimum Total Credit Hours: 120

1. Minimum C grade required to satisfy the writing-intensive requirement

APPLICATION DEVELOPMENT CONCENTRATION REQUIREMENTS**Concentration Requirements (courses count in major GPA)**

IT 36301	Advanced C++ Programming	4
or IT 36311	Advanced Java Programming	
IT 36302	Advanced C Sharp Programming	3
IT 36309	Programming Mobile Applications	3
IT 36350	Programming Office Productivity Applications	
or IT 46309	Visual Basic Web Programming	3
IT 46308	Advanced Visual Basic Programming	3
IT 46340	Data Design and Implementation	3

Minimum Total Credit Hours: 19**APPLIED COMPUTER SECURITY AND FORENSICS CONCENTRATION REQUIREMENTS****Concentration Requirements (courses count in major GPA)**

IT 21200	Ethical Hacking	3
or IT 46313	Virtual Machine Configuration and Administration	
IT 36320	Computer Forensics	3
IT 36321	Network Forensics	3
IT 36330	Local Area Network Security Fundamentals	3
IT 46331	Local Area Network Security and Firewalls	3
Concentration Elective, choose from the following:		3
IT 32002	Linux Networking	
IT 36322	Social Media and Mobile Device Forensics	
IT 40000	Cybersecurity	
IT 42002	Wireless and Mobile Device Security	
IT 46300	Advanced Computer Assembly and Configuration	
IT 46313	Virtual Machine Configuration and Administration	
IT 46320	Cloud Forensics	

Minimum Total Credit Hours: 18**HEALTH INFORMATION TECHNOLOGY CONCENTRATION REQUIREMENTS****Concentration Requirements (courses count in major GPA)**

IT 31002	Health Information Technology Support	3
IT 36330	Local Area Network Security Fundamentals	3
IT 41010	Mobile Applications for Information Technology	3
IT 43000	Healthcare Information Systems	3
IT 46331	Local Area Network Security and Firewalls	3
Concentration Elective, choose from the following:		3
IT 36315	Certification Preparation in Computer Technology	
IT 36350	Programming Office Productivity Applications	
IT 41002	Cloud Technology	
IT 46311	Technology of Networking	
IT 46313	Virtual Machine Configuration and Administration	
IT 46314	Advanced Server Configuration	
IT 46340	Data Design and Implementation	

Minimum Total Credit Hours: 18**INTEGRATED INFORMATION TECHNOLOGY CONCENTRATION REQUIREMENTS****Concentration Requirements (courses count in major GPA)**

IT 41010	Mobile Applications for Information Technology	3
Information Technology (IT) Electives		15

Minimum Total Credit Hours: 18

INTERNET/MULTIMEDIA CONCENTRATION REQUIREMENTS**Concentration Requirements (courses count in major GPA)**

IT 36303	Digital Image Manipulation	3
IT 36309	Programming Mobile Applications	3
IT 36310	Multimedia Development Tools	3
IT 46303	Digital Video Editing	3
Concentration	Electives, choose from the following:	6
IT 36311	Advanced Java Programming	
IT 36336	Web Scripting II	
IT 46309	Visual Basic Web Programming	
IT 46315	SQL with Oracle	
IT 46321	Web Database Integration	

Minimum Total Credit Hours: 18**NETWORKING CONCENTRATION REQUIREMENTS****Concentration Requirements (courses count in major GPA)**

IT 36330	Local Area Network Security Fundamentals	3
IT 36355	Command Line Utilities	3
or IT 46312	Scripting for Network Administrators	
IT 41002	Cloud Technology	3
or IT 46314	Advanced Server Configuration	
IT 46300	Advanced Computer Assembly and Configuration	3
or IT 46313	Virtual Machine Configuration and Administration	
IT 46310	Technology of Operating Systems	3
or IT 46311	Technology of Networking	
Concentration	Elective, choose from the following:	3
IT 21100	Local Area Network Troubleshooting	
IT 21110	Introduction to Routing and Switching	
IT 32002	Linux Networking	
IT 36315	Certification Preparation in Computer Technology	
IT 36331	Advanced Routing and Switching	
IT 36355	Command Line Utilities	
IT 41002	Cloud Technology	
IT 46300	Advanced Computer Assembly and Configuration	
IT 46310	Technology of Operating Systems	
IT 46311	Technology of Networking	
IT 46312	Scripting for Network Administrators	
IT 46313	Virtual Machine Configuration and Administration	
IT 46314	Advanced Server Configuration	
IT 46331	Local Area Network Security and Firewalls	

Minimum Total Credit Hours: 18**GRADUATION REQUIREMENTS**

- Minimum Major GPA: 2.000
- Minimum Overall GPA: 2.000
- Students may declare more than one concentration in the Information Technology major, provided that there are minimum 12 credit hours of coursework unique to each concentration.

ROADMAP**Semester One**

IT 11004	Survey of Information Technology	3
IT 11005	Introduction to Operating Systems and Networking Technology	3
UC 10097	Destination Kent State: First Year Experience	1
	Kent Core Requirement	3
	Kent Core Requirement	3
	Kent Core Requirement	3
		Credit Hours 16

Semester Two

IT 11006	Introduction to Web Site Technology	3
IT 11009	Computer Assembly and Configuration	4
IT 12000	Intermediate Office Productivity Apps	3
	Kent Core Requirement	3
	Kent Core Requirement	3
		Credit Hours 16

Semester Three

IT 11002	Visual Basic Programming	3
IT 21002	Network Setup and Configuration	4
IT 21010	Workgroup Productivity Software	3
	Kent Core Requirement	3
	Kent Core Requirement	3
		Credit Hours 16

Semester Four

IT 21007	Internet Ethics and Policies	3
IT 21009	Seminar in Computer Technology	3
	Kent Core Requirement	3
	Kent Core Requirement	3
	Kent Core Requirement	3
		Credit Hours 15

Semester Five

IT 36308	Ergonomics in Computer Systems	3
IT 36318	Survey of Information Security, Internet Fraud and Computer Forensics (WIC)	3
TAS 37900	Technical and Applied Studies Cornerstone	3
	Kent Core Requirement	3
	Kent Core Requirement	3
		Credit Hours 15

Semester Six

	Concentration Requirements	12
	Information Technology (IT) Elective	3
		Credit Hours 15

Semester Seven

IT 36340	Help Desk Support	3
IT 42000	Social Media Security	3
	Concentration Requirement	3
	General Electives	6
		Credit Hours 15

Semester Eight

IT 36314	Seminar in Emerging Computer and Information Technologies	3
TAS 47900	Technical and Applied Studies Capstone (ELR)	3
	Concentration Requirement	3
	General Elective	3
		Credit Hours 12

Minimum Total Credit Hours: 120

Reply all | Delete Junk |

proposed Computer Technology major within BTAS degree

WR WALKER, ROBERT

Reply all |

To: FROEHLICH, LARRY; WARD, WILLIAM III; WATSON, RUTH; |

1:25 PM

Larry, Will, and Ruth,

On behalf of the School of Digital Sciences, please accept this email as a preliminary statement of support for your proposed Computer Technology major within BTAS degree.

As you note in your Initial Inquiry to OBR, enrollment in your five computer technology concentrations is growing but those concentrations are hidden under the “Technical and Applied Studies” major. I would agree that pulling them out into a new “Computer Technology” major will increase their visibility and it will allow you to develop a strong set of core courses for the major that supports all five concentrations.

I am supportive of your plans as outlined, but note that the details are still missing at this point.

Assuming your Initial Inquiry is approved by OBR, I would like to see the final proposal, including basic data sheets for the proposed new courses. Then I will consult with our Interdisciplinary Curriculum Committee before sending a final statement of support.

- bob

Robert A. Walker	Director, School of Digital Sciences
rawalke1@kent.edu	http://www.kent.edu/dsci
walker@cs.kent.edu	Professor, Computer Science Department
236 Math & CS Building	http://www.cs.kent.edu/~walker
330-672-9105	Kent State University, Kent OH 44242

Reply all | Delete Junk |

Proposed COMT major within the BTAS

AS Alemagno, Sonia

Reply all |

To: WARD, WILLIAM III; FROEHLICH, LARRY; WATSON, RUTH; |

Tue 3/29/2016 12:38 PM

Action Items

The College of Public Health supports the proposed Computer Technology (COMT) major within the Bachelor of Technical and Applied Studies (BTAS) degree, and the new concentration (Health IT) and new COMT courses. We discussed this in our Leadership Committee and there are no objections.

Please let us know if we can be of any assistance.

Sonia Alemagno

Sonia A. Alemagno, Ph.D.
Dean and Professor of Health Policy and Management
Kent State University
College of Public Health
[326 Lowry](#)
[Kent, Ohio 44242](#)
(330) 672-6501



**College of Applied
Engineering, Sustainability
and Technology**

May 8, 2017

Dr. Nathan Richey
Vice President for Kent State System Integration
Library Building-3rd Floor-Suite 384G
Kent State University
P.O. Box 5190
Kent, Ohio 44242

Dear Dr. Richey:

The Computer Engineering Technology faculty in CAEST met to review your initial inquiry to the Ohio Department of Education to convert the Computer Technology concentration under the Technical and Applied Studies Major into a Bachelor of Science degree in Information Technology (BSIT). The faculty have no objection to the Computer Technology concentration becoming a major with the new name Information Technology.

Best regards,

A handwritten signature in black ink that reads "Robert Sines".

Robert Sines, Dean
CAEST

From: "Broome, Barbara" <bbroome1@kent.edu>
Date: December 4, 2015 at 2:17:04 PM EST
To: "STOCKER, SUSAN" <sjstocke@kent.edu>
Subject: Re: Health IT Proposals

Hi Sue,

The College of Nursing has no issue with the proposal.

Thanks

Barb

Barbara Broome, PhD, RN, FAAN

Dean, College of Nursing

113 Henderson Hall

Kent State University

Kent, Ohio 44242-0001

330-672-3777

From: STOCKER, SUSAN
Sent: Tuesday, December 1, 2015 8:32 AM
To: Broome, Barbara
Subject: FW: Health IT Proposals

Barb

The regional college is hoping to move degrees forward Bachelor in Technical and Applied Studies (BTAS) – IT Health Professionals. I'm checking to see if Nursing will have any issues with the degree/content when it gets to EPC. Thanks--

[See comments below](#)

From: Clinton Keller [mailto:clinton.keller@gmail.com]
Sent: Tuesday, December 01, 2015 8:36 AM
To: STOCKER, SUSAN
Subject: Re: FW: Health IT Proposals

Hi Susan,

Thanks for reaching out to me. Jackson had a great time too. I was so thankful Isabel was there. She was a treat to play with for Jackson.

Regarding your two program I think it's a great idea. There is unbelievable demand for people in this field. There are plenty of IT people and there are plenty of clinical people but few people bridge the gap with an understanding of both. We can't hire people fast enough for our needs.

As for the actual curriculum, I have a couple thoughts that you can feel free to disregard.

Overall, I think it looks really good.

1. Regarding the "Technician Concentration" I really think the student could be better served with courses other than the ICD and CPT coding classes. (Although I admit I don't truly know exactly what these cover) But those two areas are handled by very specialized departments in a hospital system and in the IT world, we don't interact with them that heavily. We build tools that use them but we don't need to understand much about either of them. I was the lead analyst on our conversion from the ICD-9 to ICD-10 code set and I don't have any experience with coding at all. I'm sure these courses could be beneficial, but I wonder if other courses might serve them better.

2. The "IT Support for Healthcare" looks really good. I would say our number one challenge in Healthcare IT from a technical standpoint is Security. That issue keeps our executives up late at night. The more they can get on this topic, the better. Hospitals face huge fines if our patient information is compromised.

Overall, from an Electronic Medical Record standpoint, I think it really helps to have as much database understanding as possible. EMR's are basically databases with pretty front end design that attempt to make storing info easier. From there, we need to be able to manage huge amounts of information (database administration) and then do analysis and reporting. I would say the number one need going forward is people that can report and analyze all of this information. (data analytics, predictive analytics, statistics)

Not all hospital IT people are going to be EMR analysts, but that is our greatest need at this point and most other IT functionality is becoming integrated with the EMR from devices like IV pumps, to phones and tablets etc.

That's my not-so-quick .02. Maybe it's more than you wanted.

Feel free to contact me if you have any further questions

Cell: 260-442-4908

Clint

Clint Keller
Parkview Health
Project Epic
Ambulatory Analyst
(ph) 260-373-8858
(fax) 260-373-8246

On Tue, Dec 1, 2015 at 8:05 AM, STOCKER, SUSAN <sjstocke@kent.edu> wrote:

Hi Clint

It was good to see you—Isabel is still talking about Jackson!

Can I take advantage of your expertise? would you give the attached file a quick look—we are trying to start two degrees related to Health IT. See if the curriculum makes sense, is there a need to such workers, etc—thanks--

Sounds like some valuable feedback

From: Piar, Pamela [<mailto:PIARP@ccf.org>]
Sent: Thursday, December 03, 2015 7:16 AM
To: STOCKER, SUSAN
Subject: RE: proposals

Without understanding some of the details of the classes it is hard to see what a student will learn; however when we think about preparation and focus here are some suggestions:

- Instead of specific classes on ICD10 or CTP, have a data standards class. There are many standards when it comes to healthcare and it would be good for students to have an overview of all the standards
- Concentration on process improvement techniques – lean six sigma, others tools to get an idea how to look at a process and apply tools for improvement.
- Similar techniques and understanding on developing and understanding metrics. We see the industry moving more and more reliant on metrics and students, employees need to understand how to analyze data, develop and monitor metrics
- Change management is big and how to understand the operational change the new technology, or new project is interjecting in the environment
- Finally, maybe an overview on emotional intelligence, again most of our comments are based on process and understanding a process and the effect it has on the group or environment.

Hope this is helpful, we are willing to have a conversation to give more detail if you need.

From: STOCKER, SUSAN [<mailto:sjstocke@kent.edu>]
Sent: Wednesday, November 25, 2015 8:37 AM
To: Piar, Pamela
Subject: RE: proposals

I never received that email--- is there a need for workers with that level of preparation, focus, coursework, etc—Do you see any flaws in the curriculum?- suggestions to improve it, etc—
Thanks.

From: Piar, Pamela [<mailto:PIARP@ccf.org>]
Sent: Wednesday, November 25, 2015 8:35 AM
To: STOCKER, SUSAN
Subject: RE: proposals

Yes, I am wondering what the ask is. I sent an email earlier, what would you really like to know from us or how could we help

From: STOCKER, SUSAN [<mailto:sjstocke@kent.edu>]
Sent: Wednesday, November 25, 2015 8:26 AM
To: Piar, Pamela
Subject: proposals

Hi

Just checking to confirm that the attachments my assistant sent regarding proposed new degrees made it to you? thanks

Susan J. Stocker, Ph.D.
Dean and Chief Administrative Officer
Kent State University at Ashtabula
440-964-4211

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BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY DEGREE - FACULTY

Instructor name	Title, Campus	Full/part	Degree, discipline, institution, year	Years teach	Program course faculty will teach	Load *
Joseph Bolen	Adjunct Tuscarawas	PT	MDivinity, Otterbein College, 1974	15	IT 11002, IT 11009	14
Carolyn Carvalho	Associate Lecturer Ashtabula	FT	MTech, Kent State University, 2007	12	IT 11002, IT 12000, IT 21009, IT 36303, IT 36315, IT 36340	30
Darren Clawson	Adjunct Trumbull	PT	MTech, Kent State University, 2011	6	IT 11005, IT 11006, IT 12000	18
Irene Edge	Adjunct Ashtabula	PT	MTech, Kent State University, 2002	18	IT 36320, IT 46315	15
Larry Froehlich**	Associate Professor Trumbull	FT	EdD, West Virginia University, 1984	30	TAS 37900, TAS 47900	
Shawn Golden	Associate Professor E. Liverpool	FT	PhD, Educational Psychology, Kent State University, 2014	20	IT 11004, IT 12000, IT 21007, IT 36318, IT 46303	30
Michael Haines	Adjunct Geauga/ Twinsburg/Stark	PT	MS, Tech Education, University of Akron, 1993	13	IT 21002, IT 36330	4
Susan Hoffman	Assistant Professor Tuscarawas	FT	MBA, Wheeling Jesuit University, 1982	33	IT 12000, IT 21009, IT 21010, IT 36308	24
Marianne Hornbeck	Adjunct Ashtabula	PT	MA, Art of Teaching, Marygrove College, 1999	20	IT 12000	9
Gerald Kiel**	Adjunct Ashtabula	PT	PhD, Educational Policy and Leadership, Ohio State University, 1989	3	TAS 37900, TAS 47900	
Rodney Kozar	Adjunct Geauga	PT	MEd, Kent State University, 2007	7	IT 11005, IT 11009	13
Robert Logan	Associate Lecturer Salem	FT	MBA, Kent State University, 2001; A+ Certification; Microsoft Certified Professional; Microsoft Office Specialist	14	IT 11009, IT 12000, IT 36302, IT 36309, IT 36311, IT 36350, IT 46308, IT 46309	30
Shelley Marshall	Lecturer Ashtabula	FT	MTech, Kent State University, 2008	5	IT 11005, IT 11006, IT 11009, IT 21002, IT 21100, IT 21200, IT 36322, IT 36330, IT 41010, IT 43000, IT 46300, IT 46310, IT 46311, IT 46313, IT 46331, IT 46340	30

* Number of courses taught by the faculty member each year at all campuses.

** Faculty member teaches courses in the program, but are attached to another program in the university.

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY DEGREE - FACULTY

Instructor name	Title, Campus	Full/part	Degree, discipline, institution, year	Years teach	Program course faculty will teach	Load *
Anthony Mauceri	Adjunct Geauga/Twinsburg	PT	MBA, Case Western Reserve University, 1993	9	IT 12000	18
Stephen Oeffner	Adjunct Ashtabula	PT	MS, Information Technology, Capella University, 2008	8	IT 11006	6
Judith Paternite	Associate Professor Geauga	FT	PhD, Educational Psychology, Kent State University, 2016	18	IT 11002, IT 21009, IT 21010, IT 36310, IT 36336, IT 42000, IT 46321, IT 46340	30
Joel Prine	Adjunct Ashtabula	PT	MTech, Kent State University, 2010	7	IT 21110, IT 36331, IT 36355	6
Robert Remedio	Assistant Professor Salem	FT	MS, Mathematics and Computer Education, Youngstown State University, 1978	40	IT 11002, IT 11006, IT 12000, IT 21009, IT 46308	24
Mark Sanzotta	Adjunct Ashtabula	PT	MBA, Everest University, 2002	4	IT 11005, IT 11009	14
Dawn Tolchinsky	Adjunct Geauga/Twinsburg	PT	MEd, Educational Technology, Kent State University, 1989	15	IT 12000	12
Jonathan VanFossen	Lecturer Tuscarawas	FT	MTech, Kent State University, 2009	5	IT 11005, IT 11006, IT 12000, IT 21010, IT 21100, IT 21200, IT 36318, IT 36320	30
William Ward	Associate Professor Trumbull	FT	MA, Technology, Kent State University, 1997; MBA, Systems Management, Baldwin Wallace, 1988	28	IT 11004, IT 11006, IT 12000, IT 21007, IT 21010, IT 36308, IT 36314	24
Ruth Watson	Associate Professor Trumbull	FT	PhD, Educational Psychology, Kent State University, 2004	21	IT 21002, IT 21009, IT 21200, IT 31002, IT 32002, IT 36318, IT 36320, IT 36321, IT 36322, IT 36330, IT 40000, IT 41002, IT 42002, IT 46314, IT 46320	24
Younghun Chae**	Lecturer Stark	FT	PhD, Computer Science, University of Rhode Island, 2017	1	IT 36301, IT 36320	12
Anthony Zampino	Associate Lecturer Trumbull	FT	MTech, Kent State University, 2003	15	IT 11002, IT 11005, IT 11006, IT 11009, IT 21009, IT 36303, IT 36310, IT 36315, IT 46300, IT 46312, IT 46315, IT 46331	30

* Number of courses taught by the faculty member each year at all campuses.

** Faculty member teaches courses in the program, but are attached to another program in the university.

Kent State University
Fiscal Impact Statement

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	160	164	168	172
Headcount part-time	124	127	130	134
Full-time equivalent (FTE) enrollment (headcount)	210	215	220	226
II. Projected Program Income				
Tuition	\$ 1,400,800	\$ 1,435,484	\$ 1,470,168	\$ 1,508,212
Expected state subsidy	\$ 303,511	\$ 311,038	\$ 317,874	\$ 328,128
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other Income	\$ -	\$ -	\$ -	\$ -
Total Projected Program Income	\$ 1,704,311	\$ 1,746,522	\$ 1,788,042	\$ 1,836,340
III. Program Expenses				
New personnel:				
- Instruction				
Full-time:	\$ -	\$ -	\$ -	\$ -
Part-time:	\$ -	\$ -	\$ -	\$ -
-Non-instruction				
Full-time:	\$ -	\$ -	\$ -	\$ -
Part-time:	\$ -	\$ -	\$ -	\$ -
Current personnel:				
- Instruction				
Full-time: 11	\$ 853,161	\$ 870,224	\$ 887,629	\$ 905,381
Part-time: 25	\$ 181,824	\$ 181,824	\$ 181,824	\$ 181,824
-Non-instruction				
Full-time:	\$ -	\$ -	\$ -	\$ -
Part-time:	\$ -	\$ -	\$ -	\$ -
Benefits for all personnel	\$ 348,062	\$ 354,478	\$ 361,022	\$ 367,697
New facilities/building/space renovation	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ -	\$ -	\$ -	\$ -
Additional technology or equipment needs	\$ -	\$ -	\$ -	\$ -
Other expenses (see below)	\$ -	\$ -	\$ -	\$ -
Total Projected Program Expenses	\$ 1,383,047	\$ 1,406,526	\$ 1,430,475	\$ 1,454,902
Projected Program Net	\$ 321,264	\$ 339,996	\$ 357,567	\$ 381,438
Other Expenses				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 50%	\$ -	\$ -	\$ -	\$ -
RCM tuition allocation to other colleges	\$ -	\$ -	\$ -	\$ -
Professional development	\$ -	\$ -	\$ -	\$ -
Supplies (office, computer software, duplication, printing)	\$ -	\$ -	\$ -	\$ -
Telephone, network, and lines	\$ -	\$ -	\$ -	\$ -
Other info and communication pool	\$ -	\$ -	\$ -	\$ -
Total Other Expenses	\$ -	\$ -	\$ -	\$ -

BUDGET NARRATIVE:

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date _____ Curriculum Bulletin _____
Effective Date **Fall 2018** Approved by EPC _____

Department **Regional College**
College **RE - Regional College**
Degree **AAS - Associate of Applied Science**
Program Name **Legal Assisting Technology** Program Banner Code **LEGT**
Concentration(s) _____ Concentration(s) Banner Code(s) _____
Proposal **Inactivate program**

Description of proposal:

This proposal is to inactivate the Associate of Applied Science (AAS) in Legal Assisting Technology (LEGT) at the East Liverpool Campus. The program will continue to be offered at the Trumbull Campus.

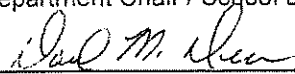

Does proposed revision change program's total credit hours? Yes No
Current total credit hours: **NA** Proposed total credit hours **NA**

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

There will be no impact on any other program offerings, policies, or procedures at the East Liverpool Campus with this inactivation. There are no full-time faculty associated with this program at the East Liverpool Campus. Legal Assisting Technology courses have not been offered at the campus in the last ten (10) academic years and the degree has not been awarded by the East Liverpool Campus since 2007.

Units consulted (other departments, programs or campuses affected by this proposal):
East Liverpool Campus Faculty Council, Regional College Curriculum Committee, EPC

REQUIRED ENDORSEMENTS

Department Chair / School Director	____/____/____
	10/17/17
Campus Dean (for Regional Campuses proposals)	____/____/____
	10/27/17
College Dean (or designee)	____/____/____
Dean of Graduate Studies (for graduate proposals)	____/____/____
Senior Vice President for Academic Affairs and Provost (or designee)	____/____/____



PROGRAM INACTIVATION FORM

Date of submission: *date to come*

Name of institution: Kent State University

Title of program to be inactivated: Associate of Applied Science degree, Legal Assisting Technology major (East Liverpool Campus only)

Date that the inactivation received final approval from the appropriate institutional committee: *date of Board of Trustees approval*

Primary institutional contact for the notification:

Name: Therese E. Tillett
Title: Executive Director, Curriculum Services
Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Educator Preparation Programs:

Program leads to licensure: No

Program leads to endorsement: No

1. Provide the rationale for the inactivation of the program:

This request is to inactivate the AAS degree in Legal Assisting Technology at Kent State University's East Liverpool Campus. The program is offered, and will continue to be offered, at the Trumbull Campus.

The legal assisting technology program was established at the East Liverpool Campus in 1991 and at the Trumbull Campus in 1996. However, the program has not been active at the East Liverpool Campus for numerous years. The last student enrolled was in fall 2011, and only five students enrolled between 2008 and 2011, none of whom finished the program. The last graduating class was in spring 2007 (one student).

No courses for the major have been offered on the East Liverpool Campus since 2006, and there are no faculty dedicated to the program on the campus.

2. Indicate number of students currently enrolled in the program:

As of fall 2017, there are no students enrolled in the program at the East Liverpool Campus.

3. Describe how the inactivation of the program will affect students currently in the program and explain plans for notifying students and assisting them in the completion of their degrees:

There is no impact as there are no students enrolled in the program at the East Liverpool Campus.

4. Will there be a loss of faculty or staff positions because of the inactivation of the program? If so, indicate when the faculty or staff members were or will be informed.

There are no faculty associated with the program at the East Liverpool Campus. Program courses were last offered at that campus in spring 2006.

5. Describe the plan for communicating the inactivation of the program, including changes to the college catalog and college website and communications with advisors, admissions officers and financial aid officers:

Once the program is inactivated, it will no longer be listed in any Kent State materials for prospective students. No students (either new, current or returning) were admitted to the program in spring 2018 or later. No mention of the program is on the college's website.

6. Indicate the final date that the program will be operational:

The program has not been operational for several years. It will be officially inactivated on the East Liverpool as of fall 2018, pending final approvals.

Respectfully,

Todd A. Diacon, PhD
Senior Vice President for Academic Affairs and Provost
Kent State University

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **23-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Regional College**
 College **RE - Regional College**
 Degree **NDUG - Undergraduate Non-Degree Program**
 Program Name **Peace Officers Academy Training** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

The Regional College and the Trumbull Campus are proposing the establishment of an undergraduate non-degree certificate program in Peace Officers Academy Training. The certificate will be comprised of POTA 11001, Peace Officers Academy I (6), POTA 11002, Peace Officers Academy II (5), POTA 11003, Peace Officers Academy III (6), and POTA 11004 Peace Officers Academy IV (5), for a total of 22 credit hours. The certificate will be awarded by the Trumbull Campus.

The proposed certificate will complement and enhance the technical training offered at the Trumbull Campus Police Academy and respond to the state's goal to strengthen the training of public safety officers in Ohio. This certificate will increase enrollments and revenues in the regional campuses. This is a new certificate and does not replace any current certificates.

On a local level the Trumbull Campus has been surveying all police departments in the Mahoning Valley over the past several years regarding their desire to have better educated officers. This is also documented by the sampling of recent job opportunities displayed. Many departments look for bachelor's degrees or higher and also pay higher salaries for advanced degrees.

Job opportunities for the program graduates are in the following fields: Law Enforcement, Police Officers, Deputies, Parole Officers, Probation Officers, Federal & State Agents - FBI, BCI, Ohio Investigative Unit Officers, Corrections Officers, Security Officers, State Patrol, Secret Service, Homeland Security/Border Patrol, School Resource Officers.

The certificate will be offered at the Police Academy at the Trumbull Campus and at the Kent Campus, and will be administered by the Trumbull Campus.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: _____ Proposed total credit hours **22**

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

This certificate is expected to result in increases in enrollments and revenues to the Campus and to the University. There is no duplication or encroachment on other programs, and the Chair of the Sociology Department has provided us with a letter of support and non-encroachment. The certificate courses will be staffed by existing approved faculty.

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

Trumbull Campus Faculty Council, Department of Sociology, Regional College Curriculum Committee, EPC.

REQUIRED ENDORSEMENTS

<u>Paul G. Palmer</u> Department Chair / School Director	<u>10/19/17</u>
<u>[Signature]</u> Campus Dean (for Regional Campuses proposals)	<u>10/19/17</u>
<u>[Signature]</u> College Dean (or designee)	<u>10/27/17</u>
_____ Dean of Graduate Studies (for graduate proposals)	<u> / / </u>
_____ Senior Vice President for Academic Affairs and Provost (or designee)	<u> / / </u>

PROPOSED CATALOG COPY

Proposed Major: Peace Officers Training Academy

Proposed Degree: Undergraduate Certificate

Administrating College: Regional College

Administrating College: N/A

Description of Program:

The Peace Officers Training Academy undergraduate certificate prepares students to become law enforcement officers in the state of Ohio. Students pursuing the certificate must be accepted to Kent State’s Basic Peace Officer Training Academy. The certificate’s curriculum and training are set by the Ohio Peace Officer Training Commission and covers the basics of defensive tactics, firearms, driving, traffic, patrol, civil disorders and first aid. Students learn investigative methods and the fundamentals of policing, the criminal justice system, constitutional law and homeland security. After successful completion of the certificate and the academy, students are eligible to take the state certification examination for a peace officer. Graduates of the certificate are able to matriculate into an associate degree at Kent State.

Fully Offered At:

- Kent Campus
- Trumbull Campus

Accreditation:

Ohio Attorney General - Ohio Peace Officer Training Commission (OPOTC)

Admission Requirements:

Admission to the certificate is selective. Applicants to the certificate must meet all admission criteria for acceptance into Kent State’s Basic Peace Officer Training Academy. Criteria includes a valid driver’s license, high school diploma or GED, be age 20 or turning age 20 at time of enrollment, good physical condition and no felony or drug convictions or arrests for domestic violence.

Program Learning Outcomes:

Graduates of this program will be able to:

1. Identify the components and legal processes of the criminal justice system, and apply basic criminal laws to various situations.
2. Explain the different types of police procedures and their effective uses in law enforcement.
3. Use ethical, analytical and critical-thinking skills toward situations typical to criminal justice settings.
4. Safely and properly conduct a traffic stop and respond to a domestic disturbance, dispatched call or crime in progress.
5. Properly carry out comprehensive criminal investigations and write various reports.
6. Proficiently provide first aid at the level of a first responder.

Program Requirements:

Course	Title	Credits
POTA 11001	Peace Officer Training Academy I	6
POTA 11002	Peace Officer Training Academy II	5
POTA 11003	Peace Officer Training Academy III	6
POTA 11004	Peace Officer Training Academy IV	5
Minimum Total Credit Hours:		22

Graduation Requirements:

Minimum Certificate GPA: 2.000

Completion of the Kent State University Basic Peace Officer Training Academy



Technical Certificate Approval Designation Form

I. General Information

Date.

date of submission to state

Institution.

Kent State University

Designation.

- One-year technical certificate
- Less-than-one year technical certificate

Name of certificate program.

Peace Officers Training Academy

Total number of certificate program hours.

- 22
- Clock hours
- Credit hours

Estimated length of time to complete.

- 30
- Weeks
- Semesters

Additional site(s) where certificate program is offered.

Kent Campus
Trumbull Campus

Is this program eligible or seeking eligibility for Title IV Funding?

- Yes
- No

Is this program employer-contracted training?

- Yes
- No

If yes, please provide information about the fee structure for the program, accreditation recognition, internal approval process and other pertinent factors. *In most cases, contract training arranged for an employer is not applicable for technical designation review. Some exceptions have been made for employer contracted programs for which employers are paying for training through the traditional tuition structure, coursework is being transcribed (for credit at colleges and universities), the program has completed traditional internal program review, and program is recognized by a U.S. Department of Education regional accreditor.*

Not applicable.

Is this certificate embedded in a degree program that is approved or pending approval?

- Yes
 No

If yes, name of degree and year submitted for approval.

Kent State University will be proposing in the near future a new associate degree that will embed the certificate's courses as one concentration within the major. It is anticipated the proposal will be sent to the Ohio Department of Higher Education for approval in 2018.

Proposed or existing HEI program code.

Not applicable presently.

II. Market Supply and Demand

Does this program operate in collaboration with another educational institution?

- Yes
 No

If yes, please attach a copy of the signed contract or MOU with the partner institution. If an agreement is not available, please describe the roles in the partnership.

Not applicable.

Please list up to three Standard Occupational Classification (SOC) codes for the most common jobs for which this program prepares students.

1. 33-3051 Police and Sheriff's Patrol Officers
2. 33-3021 Detectives and Criminal Investigators
3. 33-3052 Transit and Railway Police

New certificates only. Does the institution consult with business and industry regarding the program?

- Yes
 No

Describe or provide evidence of the contact with business and industry. This may include a list of names and organizations involved in advisory committees, meeting minutes, etc.

All applicants to the certificate will be enrolled in Kent State's Basic Peace Officer Training Academy, which is approved by the Ohio Peace Officer Training Commission in the Ohio Attorney General's Office. As such, the commission has oversight over the academy's curriculum and training.

New certificates only. Identify where similar certificates are offered by other Ohio technical centers, Ohio community colleges or Ohio public universities in your region.

- Eastern Gateway Community College (Police Academy certificate)
- Lorain County Community College (Police Science certificate)
- Stark State College (Police Science Career Enhancement certificate)
- Youngstown State University (Basic Peace Officer Training certificate)

If similar certificate programs are offered, please provide a rationale for offering an additional program.

Each institution's certificate is attached to that institution's Basic Peace Officer Training Academy offered onsite. For example, a student admitted to Stark State College's Police Academy would not be able to enroll and take courses for Kent State's certificate, and vice versa.

New certificates only. Provide the rationale for offering this certificate. Please include state and local labor market data, specific employer or industry need for the program, and/or projected job openings and placement opportunities for students.

Kent State's Police Academy has been a viable program for the university and for the communities it serves, graduating more than 1,100 cadets since its inception in 2006.

However, students of the academy are not university students currently and, consequently, are not able to take advantage of the resources provided to a student, nor do they receive college credit for the nearly 700 hours of training they receive. By awarding them college credit and a certificate for their industry-recognized credential, they will be given a pathway to matriculate into associate and bachelor's degree programs.

In recent years, there has been an increased emphasis in the law enforcement community on higher educational standards. For example, many police departments now require, or prefer, to hire candidates who have college credentials. Minimum qualifications in recent job postings in Northeast Ohio illustrate this trend, as evidenced by the examples below:

- Kent State Police Department: College preferred
- Kettering Police Department: Either an associate degree from an accredited college or the equivalent college credits and be actively enrolled in a bachelor's degree
- Lake County Narcotics Agency: College degree preferred
- Lordstown Police Department: Associate degree from an accredited college
- Miamisburg Police Department: Associate or bachelor's degree preferred
- Rock Hill Police Department: College preferred
- Summit Metro Parks: Associate or higher degree or minimum 60 semester college credit hours preferred.
- Willoughby Police Department: Two-year degree in law enforcement or a four-year college degree

In 2016, one of the recommendations of the Ohio Attorney General's Law Enforcement Advisory Board was to consider raising the entry-level education employment standard for future police officers in the state, from the current high school diploma to an associate degree.

A research study out of Michigan State University demonstrated that police officers who have a college education demonstrate better overall job performance and have greater advancement opportunities than their colleagues without a college degree.¹ The research indicates that a college-level education has many benefits on officers' abilities and performance, including:

- Better skilled with independent decision-making and problem-solving
- Fewer departmental disciplinary actions and internal investigations
- Less likelihood of being involved in unethical behavior or using force as first response
- Greater diversity and cultural awareness
- Fewer formal citizen complaints
- Improved communication skills

¹ Rydberg, J. & Terrill, W. (2010). The effect of higher education on police behavior. *Police Quarterly*, 13(1) 92-120. Retrieved from www.academia.edu/2907549/The_Effect_of_Higher_Education_on_Police_Behavior.

III. Program Information

HEI subject/CIP code.

Protective Services: 43.0107 (Criminal Justice/Police Science)

Curriculum outline.

Certificate Course	Credit hours	OTM, TAG or CT ² course	Elective course
POTA 11001 Peace Officer Training Academy I	6	CTBPO - Basic Peace Officer	No
POTA 11002 Peace Officer Training Academy II	5		No
POTA 11003 Peace Officer Training Academy III	6		No
POTA 11004 Peace Officer Training Academy IV	5		No

Is this certificate designed exclusively for an apprenticeship program?

- Yes
- No

If yes, the name of the sponsoring organization.

Not applicable.

Is experiential learning a program component (e.g., co-op, internship, externship, clinical, shadowing)?

- Yes
- No

If yes, please describe.

Not applicable.

IV. Industry Credentials /Regulatory Approval

Identify the occupational license(s) or industry certification(s) on the approved list that your students could earn related to this program. *Certificate programs with the technical designation should be attached to an industry-recognized credential. This may include how you measure competency or skill attainment against industry standards. If your program does not align to an occupational license or certification, please provide the rationale or justification for not relating to an industry license or certification.*

Ohio Attorney General's Office – OPOTA Basic Law Enforcement Test

Does the governing body for the industry credential or an external regulatory entity (e.g. State Board of Nursing) require approval for program, facilities, curriculum, faculty, student-teacher ratios or other items?

- Yes
- No

If yes, what approvals have you obtained? What approvals are pending? *Please provide a copy of your approval letter.*

All applicants to the certificate will be enrolled in Kent State's Basic Peace Officer Training Academy, which is approved by the Ohio Peace Officer Training Commission in the Ohio Attorney General's Office (see attached for the approval letter). As such, the commission has oversight of the academy's curriculum and training.

V. Transition Strategies

Select the Ohio Department of Higher Education articulation and transfer initiatives in which this certificate program and its related courses are participating (select all that apply).

- (CT2) Approved Career-Technical Credit Transfer
- (CT2) Pending Career-Technical Credit Transfer
- One Year-Option eligibility
- Other
- None

What bi-lateral articulation agreements, if any, are active for this program? What bi-lateral articulation agreements are being pursued?

No bi-lateral articulation agreements are being pursued at this time.

VI. Appendix A. Certificate Definitions

I hereby certify that this certificate program has been approved by the appropriate parties at my institution for submission to the Ohio Department of Higher Education and that the contents of this application are truthful and accurate.

Name of submitter. Therese E. Tillett

Title of submitter. Executive Director of Curriculum Services, Office of the Provost

Email address of submitter. tillet1@kent.edu

Notice of Intent to Offer an Educational Program
Proposal: Peace Officers Academy Training Certificate Program
Kent State University

Gainful Employment Electronic Announcement #5 dated 1 June 2011 and posted on www.ifap.ed.gov explains the process for institutional notification to the U.S. Department of Education (ED) of new educational programs that prepare students for gainful employment in a recognized occupation (GE Programs). An institution's notification to ED of its intent to offer a new GE Program must include information to support the institution's determination of the need for the program, as required by the regulations at 34 CFR 600.20(d)(2). Descriptions and documentation provided by an institution can cover more than one new GE Program, if the same, or similar, process was used by the institution to determine the need for the program, and should be provided as follows:

1. Institution Name: **Kent State University**
2. OPEID: **00305100**
3. Program name(s) and program CIP code(s) supported by this documentation: *43.0107*

Peace Officers Training Academy

4. Narrative description of how the institution determined the need for the program. For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s) and provide details describing the benefits of the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative. The institution must retain documents that support this description for review or submission to the ED upon request.

Kent State University proposes the establishment of a certificate program that aligns with the curriculum of its long-standing Police Academy which is approved by the Ohio Peace Officer Training Commission. Since its inception in June 2006, the academy has graduated over 1100 cadets.

In recent years, there has been an increased emphasis in the law enforcement community on higher educational standards. For instance, many departments are now requiring, or at least preferring, candidates who have college credentials. Recent job postings from our region illustrate this trend, as the examples below evidence:

Kent State Police Department: Qualifications: College preferred

Miamisburg Police Department: Qualifications: Associate's or Bachelor's Degree preferred.

Lordstown Police Department: Associate degree from an accredited college.

Rock Hill Police Department: College preferred.

City of Willoughby Police Department: Two-year degree in law enforcement, a four-year college degree.

Lake County Narcotics Agency: Prior law enforcement experience and college degree preferred.

Summit Metro Parks: Associate's degree or higher or minimum (60) semester college academic hours preferred.

Kettering Police Department: At the time of appointment, must have an Associate's Degree from an accredited college or university OR the equivalent college credits and be actively enrolled in a Baccalaureate Degree Program.

Further, it was noted, in the June 2014, *In Public Safety* Newsletter, "How Education Impacts Police Performance", that research studies indicate that police officers who have a college education demonstrate better overall job performance and have greater advancement opportunities than their colleagues without a college degree. The research indicates that a college level education has many benefits on officers' abilities and performance, such as:

- Better behavioral and performance characteristics
- Better skill with independent decision-making and problem-solving
- Better skill at articulating their thoughts
- Fewer on-the-job injuries and assaults
- More proficiency in technology
- Improved budget and management abilities
- Fewer departmental disciplinary actions and internal investigations
- Less likelihood of being involved in unethical behavior
- Less likelihood of using force as the first response
- Enhanced report writing skills
- Less use of sick time (work ethic and seeing the big picture)
- Greater acceptance of minorities (diversity and cultural awareness)
- Decrease in dogmatism, authoritarianism, and rigidity
- Improved communication skills (oral and written)
- Facing fewer formal citizen complaints
- Better adapted to accepting critical feedback on job performance

We strongly believe that the evidence shows that police officers best serve their departments and communities when they have higher levels of education and training.

We would also note that the State is considering raising the bar for the educational standards for police as well. In April, 2016, one of the recommendations of the Ohio Attorney General's Law Enforcement Advisory Board was to consider raising the entry level education employment standard for future police officers in Ohio to an Associate Degree.

Further, there is a very strong job market for police academy graduates currently. The documented job placement rate for the Kent State University Police Academy is 85%. However, the actual placement number is probably even higher because it is difficult to track graduates who have moved out of the area.

5. Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs. For example, indicate if Bureau of Labor Statistics data or state labor data systems information was used, and/or if state, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers. The institution must retain copies of documents and its analysis for review and submission to the ED upon request.

According to CareerOneStop (sponsored by the US Dept. of Labor) projections from 2014 through 2024 predict annual job openings for Police Patrol Officers and Deputy Sheriffs in Ohio are likely to increase 8% per year and to increase 10% per year at the national level.

The curriculum and the admission requirements are set by the Ohio Peace Officer Training Commission, a division of the Attorney General's Office. The curriculum is continually evaluated and reviewed by subject matter experts as well as the Governor's and Attorney General's advisory review committees. Kent State's target employers are the vast array of law enforcement agencies at federal, state, and local levels. At a recent meeting (09/20/2017) of the Mahoning Valley Law Enforcement Executives Association, every one of the participants cited manpower shortages in their departments and expressed a strong need for trained women and minorities. The proposed certificate will complement and enhance the technical training offered at the Trumbull Campus Police Academy and respond to the state's goal to strengthen the training of public safety officers in Ohio.

Job opportunities for the program graduates are in the following fields: Law Enforcement, Police Officers, Deputies, Parole Officers, Probation Officers, Federal & State Agents - FBI, BCI, Ohio Investigative Unit Officers, Corrections Officers, Security Officers, State Patrol, Secret Service, Homeland Security/Border Patrol, School Resource Officers.

6. Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program. The institution must retain copies of analysis documents for review and submission to the ED upon request.

The Bureau of Labor Statistics cites a national entry level salary range of \$33,000 to \$62,000 per year. Those numbers parallel the local salary range as evidenced and documented by recruiting materials from agencies that hire our graduates. Entry level wages vary according to the level of post-secondary education. Kent State University cadets are recruited from agencies as far away as Chicago and New Jersey and there is on-going recruiting from all agencies throughout the state of Ohio.

7. Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following: business advisory committees; program integrity boards; business that would likely employ graduates of the program; and/or public or private oversight or regulatory agencies (not including the state licensing/authorization agency and accrediting agency).

Ten years ago, the Regional College Dean became the driving force behind the development of a Public Safety Training Institute at the Trumbull Campus. She created an advisory board that consisted of a Justice Studies Associate Professor, the Trumbull County Sheriff, a representative of the Ohio Bureau of Criminal Investigation, several Police Chiefs, ranking officers from the surrounding counties, and the Executive Director of the Ohio Peace Officer Training Commission. Their research eventually led to the expansion of the basic police academy to include corrections officer training, state

mandated continuing professional peace officer training as well as parole and probation officer training. As part of this effort, the goal was also to have the police academy courses approved for academic credit, and for the academy to become a certificate program that would fully articulate into an Associate Degree in order to best support the increasing educational demands in the policing field.

For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the ED upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

As part of the initial development of the program, members of the advisory board and Trumbull Campus administration travelled to Broward Community College in Davy, Florida. Broward has a large Public Safety Institute. Broward Community College services the law enforcement and public safety training community for the entire southern part of the state of Florida. This group was able to review all aspects of the program from administration to training. The administration and staff at the Broward Community College agreed to mentor the Kent State program and gave us full access to their policies, procedures and curriculum. In addition to Broward Community College, Kent State architects, Hazenstab Architects, the Dean, Howland Fire Chief, and Program Coordinator visited Owens Community College near Toledo. Owens has a Public Safety Training Complex, complete with Fire Tower, and a training set-up similar to the FBI's Hogan's Alley. They provided us with information on training programs, facility, and sources of funding. The Program Coordinator then visited the Columbus Police Department's new facility, the Franklin County Sheriff's Department Firing Range, and the City of Pittsburgh Emergency Management/Homeland Security Center.

The integrity of the Police Academy program has always been maintained through compliance with the mandates of the Peace Officer Training Commission. The Commission continually reviews and revises the curriculum with the assistance of subject matter experts and recommendations of the Attorney General's and Governor's advisory boards. The Kent State University Police Academy program director attends all the meetings and conferences. Eleven years of research, training, and the placement of over a thousand police officers in the field confirms that the program should be taken to the academic certificate level in order to best support and enhance the ongoing training of our cadets. As studies indicate, the demands on law enforcement today require higher levels of education. Kent State University wants to be at the forefront of efforts to produce the most highly educated and effective police forces and best enhance our graduates' ability to best serve their communities.

8. Date of the first day of class. Include both:
 - a. The first day the program was or will be offered by the institution, and
Fall 2018
 - b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.
Upon approval of the proposal.



MEMORANDUM

Department of Sociology

(330) 672-2562

Fax: (330) 672-4724

TO: Daniel Palmer, Assistant Dean, Trumbull Campus

FROM: Richard T. Serpe, Chair

DATE: September 19, 2017

SUBJECT: TAS Courses Offered in Conjunction with the Police Academy

I'm writing in support of the proposal to offer courses for credit toward a certificate connected to training in the Police Academy. Given the clear separation between these courses and the Department's degrees in Criminology and Justice Studies there are no encroachment concerns. Additionally, I'm supportive of any configuration of courses in terms of credit hours per course to facilitate student's progress toward the certificate.

Good luck with establishing this certificate program.

Please let me know if you need any further information.



MIKE DEWINE

★ OHIO ATTORNEY GENERAL ★



Ohio Peace Officer Training Commission
Office 800-346-7682
Fax 740-845-2675

P.O. Box 309
London, OH 43140
www.OhioAttorneyGeneral.gov

September 7, 2017

Kent State University
Attn: Robert Altier
Basic Police Academy - Trumbull
4314 Mahoning Ave. NW
Warren OH 44483-1998

Re: BAS 17-079
Curriculum Code BAS-037

Dear Commander Altier:

We are pleased to inform you that your application to conduct a Peace Officer Basic course between 9/18/2017 and 2/2/2018 has been approved.

If you have any changes to your original application and/or calendar notify your Field Agent as soon as possible via phone/voice mail, email or fax.

As the Commander of the school you must follow and promote the policies and procedures of the Ohio Peace Officer Training Commission, as set out in the School Commander Manual for Peace Officer Basic Training. The manual and all current forms can be found on our website at www.OhioAttorneyGeneral.gov.

If you have any questions, you can reach me at the phone number listed above. Thank you for your commitment to training those who keep Ohio safe.

Sincerely,

Arienne M. Fauber
Certification Officer
Professional Standards Division

cc: Toni DiSalvo, Field Agent
Education & Policy Section
School file

AMF/sls

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2019** Approved by EPC _____

Department **Mathematical Sciences**
 College **AS - Arts and Sciences**
 Degree **BS - Bachelor of Science**
 Program Name **Actuarial Mathematics** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

The Department of Mathematical Sciences would like establish a Bachelor of Science in Actuarial Mathematics that would replace the current Actuarial Mathematics Concentration in the Mathematics Bachelor of Science Degree. This is the Initial Inquiry required by the State.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

Initially, the courses for this degree can be taught by existing faculty and supported by existing office staff within Mathematical Sciences. However, the proposed new program is part of a larger plan to diversify academic opportunities for students and grow enrollment in Mathematical Sciences. Eventually, new faculty and staff will be needed to support these developments. New courses will serve as electives for the Mathematics and Applied Mathematics majors.

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

	<u>10, 9, 17</u>
Department Chair / School Director	
	<u> 1 1 </u>
Campus Dean (for Regional Campuses proposals)	
	<u>10, 20, 17</u>
College Dear (or designee)	
	<u> 1 1 </u>
Dean of Graduate Studies (for graduate proposals)	
	<u> 1 1 </u>
Senior Vice President for Academic Affairs and Provost (or designee)	

**MATH
2**

TRANSMITTAL MEMO:

To: Dean Mary Ann Haley, Arts & Sciences

From: Mark L. Lewis, Mathematical Sciences

We have one item:

1. Initial inquiry for BS in Actuarial Mathematics. The Department of Mathematical Sciences would like to offer a BS in Actuarial Mathematics. This is the Initial Inquiry to begin this process.

MATH
/



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

Date of submission: *Date to come (sent after EPC)*

Name of institution: Kent State University

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Executive Director of Curriculum Services
Office of the Provost
Phone: 330-672-8558
E-mail: tillet1@kent.edu

Name of program: Bachelor of Science degree, Actuarial Mathematics major

Classification of Instructional Program (CIP): **52.1304 Actuarial Science.** A program that focuses on the mathematical and statistical analysis of risk, and their applications to insurance and other business management problems. Includes instruction in forecasting theory, quantitative and non-quantitative risk measurement methodologies, development of risk tables, secondary data analysis, and computer-assisted research methods.

Proposed start date: Fall 2019, pending approval from the Ohio Department of Higher Education and the Higher Learning Commission

For institutions that are already approved/authorized by the chancellor

- New degree designation
 New program within an existing degree (e.g., major, minor, concentration)

Delivery options (check all that apply):

- Campus-based (will be offered at the Kent Campus)
 Online/hybrid delivery
 Flexible or accelerated delivery
 Offering the program at a new offsite location
 Offering the program at an existing offsite location
 Program contains off-campus experiences (e.g., internship, clinical, practicum, student teaching)

The institution will be seeking specialized accreditation for the program:

- No Yes

Kent State will not seek specialized accreditation for this program. However, the university plans to maintain its designation with the Society of Actuaries as having an actuary program with advanced curriculum to prepare students for actuarial examinations. In addition, Kent State is an academic central member of the Casualty Actuarial Society.

Provide a brief description of the request.

Kent State University proposes establishing a Bachelor of Science degree in Actuarial Mathematics. The program is existing at the bachelor's degree level, albeit as a concentration within the Mathematics major.

Explain the academic unit's rationale for making the request.

Kent State has offered an Actuarial Mathematics concentration in the BS degree in Mathematics since 2009. The program's curriculum is designed to prepare graduates for the actuary profession and to pass industry-standard certification exams. Actuaries deal primarily with risk. They analyze statistical data—such as mortality, accident, sickness, disability and retirement rates—and construct probability tables to forecast risk and advise industry on how to reduce any likely financial impact of adverse events.

Employment opportunities within the actuarial and related professions are growing and are expected to continue to grow. The Bureau of Labor Statistics estimates the job outlook for actuaries across the country to grow 22 percent (much faster than average) between 2016 and 2026.¹ Ohio is ranked seventh in the country with the highest employment levels in this occupation.² The Ohio Department of Jobs and Family Services lists actuaries as an in-demand occupation, with a starting wage of \$59,460 with a bachelor's degree.³ The insurance, banking, energy and medical industries in Northeast Ohio provide an important job market for graduates of the program.

As the Actuarial Mathematics concentration has evolved at Kent State, the requirements have diverged from the shared major requirements that all students in the program take. Moreover, additional curricular elements must be introduced into the current program in order to respond to significant changes in the actuarial and related professions. These changes are essential to enhance the academic preparation of students and prime them for success in the workplace, but they will cause further divergence from the core requirements of the Mathematics major.

The Actuarial Mathematics concentration now serves a sufficient number of students for it to be viable as a stand-alone major. Of the 116 students enrolled for fall 2017 in the BS degree in Mathematics, 72 have declared the Actuarial Mathematics concentration (15th day census). Moreover, the creation of a separate degree will increase the visibility of the actuarial mathematics program, promoting further enrollment growth. There is potential for recruitment of international students in support of the university's strategic initiatives.

Indicate whether additional resources (e.g., faculty, staff, facilities, technology) will be needed to support the proposed request.

As the program has been offered for the past eight years, current resources are sufficient. However, the proposed new program is part of a larger plan to diversify academic opportunities for students and grow enrollment in the Department of Mathematical Sciences. Eventually, new faculty and staff will be needed to support these developments.

¹ Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook. Actuaries. Retrieved from www.bls.gov/ooh/math/actuaries.htm.

² Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment and Wages, May 2016. Actuaries. Retrieved from www.bls.gov/oes/current/oes152011.htm.

³ Ohio Department of Job and Family Services, Office of Workforce Development. In-Demand Occupations. Retrieved from omj.ohio.gov/OMJResources/All_InDemand_Short.stm.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date _____ Curriculum Bulletin _____
Effective Date **select one** Approved by EPC _____

Department _____
College **RE - Regional College**
Degree **AAS - Associate of Applied Science**
Program Name **Criminology and Justice Studies** Program Banner Code _____
Concentration(s) _____ Concentration(s) Banner Code(s) _____
Proposal **Establish program**

Description of proposal:
Establish an AAS degree, major Criminology and Justice Studies

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact; faculty and staffing are in place, Associate degree graduates will be able to seamlessly transition into the existing BA in Criminology and Justice Studies or utilize Police Academy courses in completion of the AAS degree.

Units consulted (other departments, programs or campuses affected by this proposal):
Respective Campus Faculty Councils, Regional College Curriculum Committee, Sociology Department, EPC

REQUIRED ENDORSEMENTS

	<u>11 / 01 / 17</u>
Department Chair / School Director	
	<u>11 / 01 / 17</u>
Campus Dean (for Regional Campuses proposals)	
	<u>11 / 01 / 17</u>
College Dean (or designee)	
_____	<u> / /</u>
Dean of Graduate Studies (for graduate proposals)	
_____	<u> / /</u>
Senior Vice President for Academic Affairs or Provost (or designee)	



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

Date of submission: *Date to come (sent after EPC)*

Name of institution: Kent State University

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Executive Director of Curriculum Services
Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Name of program: Associate of Applied Science degree, Criminology and Justice Studies major

Classification of Instructional Program (CIP): **43.0104 Criminal Justice/Safety Studies.** A program that focuses on the criminal justice system, its organizational components and processes, and its legal and public policy contexts. Includes instruction in criminal law and policy, police and correctional systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues.

Proposed start date: Fall 2019, pending approval from the Ohio Department of Higher Education and the Higher Learning Commission

For institutions that are already approved/authorized by the chancellor

- New degree designation
 New program within an existing degree (e.g., major, minor, concentration)

Delivery options (check all that apply):

- Campus-based
 Online/hybrid delivery
 Flexible or accelerated delivery
 Offering the program at a new offsite location
 Offering the program at an existing offsite location
 Program contains off-campus experiences (e.g., internship, clinical, practicum, student teaching)

The institution will be seeking specialized accreditation for the program:

- No Yes

Provide a brief description of the request.

Kent State University proposes the establishment of an Associate of Applied Science (AAS) degree in Criminology and Justice Studies. The program will be administered by the university's Regional College and offered fully online as well as online/on-ground at six regional campuses (Ashtabula, East Liverpool, Geauga, Salem, Trumbull, Tuscarawas) and at Kent State's Regional Academic Center in Twinsburg. The Trumbull Campus will be the admitting campus for first-time Kent State students declaring the fully online program.

Explain the academic unit's rationale for making the request.

The proposed degree program is a formalization of a Justice Studies track in the university's Associate of Arts (AA) degree that has been offered since 1985 on the regional campuses. The program is popular with students: more than 600 students have graduated with the AA degree in Justice Studies since 2000. In fall 2017, 73 students were declared in the program across the regional campuses (15th day census).

This degree will also complement the technical training offered at the Kent State University Police Academy and respond to the state's goal to strengthen the training of public safety officers in Ohio.

Establishing an AAS degree major for the discipline will allow Kent State to better market and promote the program, especially to students who desire a fully online program. Typically, institutions that offer an associate degree in this field offer it under the Associate of Applied Science degree, which allows for a technical curriculum tailored to the program's desired outcomes. That degree is a much better fit for this field than the Associate of Arts, which has a more generalized liberal arts curriculum.

The name Criminology and Justice Studies (rather than the current Justice Studies) is more reflective of the field of study that interest students, and the typical career goals that students pursue after graduation. Further, the name will make the link much clearer to students between the AAS degree and the BA degree in Criminology and Justice Studies that the university offers on seven campuses. As the proposed AAS degree program will be designed to articulate into the bachelor's degree, it will provide students with a fully transparent and integrated pathway from associate to bachelor's degree in the field of criminology and justice studies.

Indicate whether additional faculty and staff will be needed to support the proposed request.

There is no anticipated need for additional faculty or staff to support this degree program. All of Kent State's regional campuses, as well as the Regional Academic Center, offer the criminology and justice studies coursework for the degree. Approximately 10 full-time faculty members teach the major courses (on-ground and online) at those locations.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date _____ Curriculum Bulletin _____

Effective Date **select one** Approved by EPC _____

Department _____

College **RE - Regional College**

Degree **BS - Bachelor of Science**

Program Name **Modeling, Animation and Game Creation** Program Banner Code _____

Concentration(s) _____ Concentration(s) Banner Code(s) _____

Proposal **Establish program**

Description of proposal:

Kent State proposes establishing a new major, Modeling, Animation and Game Creation, within the Bachelor of Science degree. The program will be offered fully at the university's Kent, Stark and Tuscarawas campuses.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: _____ Proposed total credit hours **120**

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

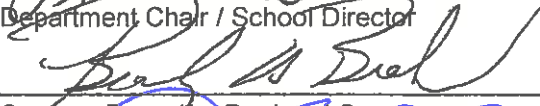
The proposed program is existing at Kent State, having been offered since 2001 as a concentration called Computer Design, Animation and Game Design, first within the Technology major (2001-2012) and then within the Engineering Technology major (2012-present). There are no duplication concerns. Currently, three full-time and five part-time (adjunct) faculty members teach in the existing Computer Design, Animation and Game Design concentration.

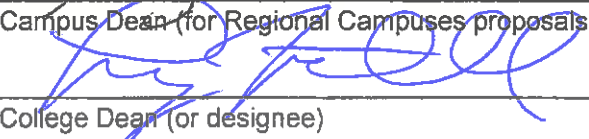
Units consulted (other departments, programs or campuses affected by this proposal):

Tuscarawas Faculty Council, Regional College Curriculum Committee, College of Aero and Engineering, Arts and Sciences, CCI, EPC

REQUIRED ENDORSEMENTS


 _____ 10, 20, 17
 Department Chair / School Director


 _____ 10, 20, 17
 Campus Dean (for Regional Campuses proposals)


 _____ 10, 27, 17
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals)

 Senior Vice President for Academic Affairs and Provost (or designee)



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

Date of submission: *Date to come (sent after EPC)*

Name of institution: Kent State University

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Executive Director of Curriculum Services,
Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Name of program: Bachelor of Science degree, Modeling, Animation and Game Creation major

Classification of Instructional Program (CIP): **50.0102 Digital Arts.** A general, undifferentiated program that focuses on the use of computerized digital images as the primary medium of expression in the visual and performing arts, and that may prepare individuals for a wide variety of careers using new media, including graphic design, digital animation, motion graphics, 3D visualization, game and interactive media design, music and sound design, video production, web design, photography and other fields.

Proposed start date: Fall 2019, pending approval from the Ohio Department of Higher Education and the Higher Learning Commission

For institutions that are already approved/authorized by the chancellor

- New degree designation
 New program within an existing degree (e.g., major, minor, concentration)

Delivery options (check all that apply):

- Campus based
 Online/hybrid delivery
 Flexible or accelerated delivery
 Offering the program at a new offsite location
 Offering the program at an existing offsite location
 Program contains off-campus experiences (e.g., internship, clinical, practicum, student teaching)

The institution will be seeking specialized accreditation for the program:

- No Yes

Provide a brief description of the request.

Kent State proposes establishing a new major, Modeling, Animation and Game Creation, within the Bachelor of Science degree. The program will be offered at the university's Kent, Stark and Tuscarawas campuses, and administered by the Regional College.

The proposed program is existing at Kent State, having been offered since 2001 as a concentration—called Computer Design, Animation and Game Design—first within the Technology major (2001-2012) and then within the Engineering Technology major (2012-present). The program is approved by the Ohio Department of Higher Education to be offered at the Kent and Tuscarawas campuses.

In addition, Kent State has offered an associate degree in the field since 1995 at the Tuscarawas Campus. That program has graduated more than 300 students since 2000.

Explain the academic unit's rationale for making the request.

Kent State's computer design, animation and game design program has long experienced solid enrollment and is one of the Tuscarawas Campus' signature programs, see table 1. Graduates have obtained jobs in a wide variety of sectors in local, state, national and international markets, see appendix A.

Table 1: Student Enrollment in BS Degree, Engineering Technology Major, Computer Design, Animation and Game Design Concentration¹

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
157	146	156	148	167	191

In order to prepare students to compete in the job market today, faculty have been continually updating the program's curricular offerings to stay current with the developments in the field. As a concentration in the Engineering Technology major, faculty are limited in both marketing the program and in refining the curriculum while keeping a major core among all the concentrations.²

In addition to elevating the Computer Design, Animation and Game Design concentration to a separate major, the name will change—to Modeling, Animation and Game Creation—to reflect better updates to the curriculum and program objectives.

Modeling. Modeling is a domain-specific term, with other domain-specific meanings used in mathematics and the sciences. Two- and three-dimension models are created in design, graphic and game industries. Students in the program learn how to create a 2D and 3D character model design in a game environment, reproduction of an object using a solid-modeling program, an architectural 3D house model or a modeled scene to be used in a virtual/augmented reality environment.

¹ Data provided by Kent State University Office of Institutional Research (15th day census).

² In addition to housing the Computer Design, Animation and Game Design concentration, the Engineering Technology major comprises the following concentrations: Mechanical/Systems, Green and Alternative Energy, Electrical/Electronics Engineering Technology and 2+2 Integrated Engineering Technology.

Animation. Animation involves bringing motion to still objects or, more traditionally, displaying a sequence of still images to create the illusion of motion or life. Animation involves more than just character motion; it includes motion graphics, video editing, special effects, cameras and video output. Students learn how to animate characters, elements of environments and graphics. Two- and three-dimension models are animated as necessary, via a combination of manual animation, procedural tools and physical simulation.

Game Creation. Game creation is a phrase that describes level (environment) and content creation in 2D and 3D models. The focus is on the design part of game environments to be used on platforms such as personal computers, smart phones and game consoles. Students learn the importance of 2D and 3D model creation for specific games used for simulation, training, entertainment and measuring educational outcomes.

Indicate whether additional resources (e.g., faculty, staff, facilities, technology) will be needed to support the proposed request.

Currently, three full-time and five part-time (adjunct) faculty members teach in the existing Computer Design, Animation and Game Design concentration. Plans have been formalized to hire at least one more full-time faculty member. Several more adjunct faculty are in the process of being hired.

Appendix A:

Jobs/Internships of Graduates of the Computer Design, Animation and Game Design Concentration

Company	Location	Graduate Job Title
Sanctuary Software Studio	Fairlawn, OH	multimedia developer
MMG Studios	Cincinnati, OH	2D and 3D animator
Pixar Canada	Vancouver, Canada	animator and lighting specialist
Pixomondo	Vancouver, Canada	animator
Reel FX	Dallas, TX	special effects designer
Animal Logic	Sydney, Australia	lighting and composer
Double Negative	Vancouver, Canada	lighting
Science Applications International Corporation	Huntsville, AL	modeler and simulator
Barking Lizards Technologies	Richardson, TX	game designer
Vcom3D	Orlando, FL	game designer
SDMyers	Tallmadge, OH	2D/3D modeler
Zero Point 3D	Coconut Creek, FL	3D artist
Twin Sisters Publishing Company	Akron, OH	animator
Forms+Surfaces	Carpenteria, CA	sketchup artist
TMW Systems	Mayfield Heights, OH	technical writer and video specialist
LJ Smith Stair Systems	Gnadenhutten, OH	3D modeler
Synergy Sign & Graphics	Strasburg, OH	graphic designer
Lauren Manufacturing	New Philadelphia, OH	autoCAD and solid modeler
Canton Elevator	Canton, OH	CAD operator
H3D Tool Corporation	Newcomerstown, OH	2D/3D modeler
JLG Industries, Inc.	Orrville, OH	technical illustrator
Hines Specialty Vehicle Group	New Philadelphia, OH	autoCAD designer
Aqua Blue Inc.	New Philadelphia, OH	web design
S.A. Comunale	Barberton, OH	autoCAD designer
Tubar Eureka Industrial Group	Dover, OH	autoCAD designer
Tusco Display	Gnadenhutten, OH	solid modeler

**STARK**

July 19, 2017

Kent State University
Curriculum Services
208 Schwartz Center
Kent Ohio 44242

Dear Review Committee:

I am writing to offer my steadfast support for a stand-alone degree in the Computer Design Animation and Gaming program. The current program has been designed as a Bachelor's of Science degree in Engineering Technology at the Tuscarawas Campus. The program is synchronously delivered to the Stark Campus. The program has thus far served the needs of the students and community, and with the ever-growing demand in this field, the faculty and the program coordinators have proposed a change in the name of the degree to *Bachelor of Science in Modeling, Animation and Game Creation*. The new name is able to better reflect the learning objectives of the program and is in line with other curriculum changes.

The proposed name change will allow us to effectively market the program at both campuses (Tuscarawas and Stark). The environmental scan we performed to gauge community demand shows that there is a high demand for modeling and animation design in industry and a considerable lack of skilled workers.

In fall 2017, Kent State University at Stark will have a new dedicated classroom for the CDAG program. It will be equipped with computers and state of the art projection along with all necessary software. Additional to this room we have a smaller dedicated room for virtual reality (VR) activities. We will continue to support the new degree and build the capacity to attract more students to the program.

In summary, I am very excited about this new vibrant marketing opportunity for our campuses. If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Denise A. Seachrist".

Denise A. Seachrist, Ph.D.
Dean & Chief Administrative Officer

July 27, 2017

Kent State University
Curriculum Services
208 Schwartz Center
Kent, OH 44242

To Whom It May Concern,

The purpose of this letter is offer support for a stand-alone degree in the Computer Design, Animation and Game Design program. The current program was originally designed as a Bachelor of Science degree in Engineering Technology. Unfortunately, the requirements of the degree as an Engineering Technology degree now conflicts with the growth of the program as a modeling and animation degree. Animators and modelers do not need to be held to the same requirements as engineering technologists. Although there will always be some overlap between the design aspects of the two degrees, in particular with regard to software used, the applications have grown apart.

To better reflect the direction and the learning objectives of the program, the faculty have proposed a change in name to the degree to Bachelor of Science in Modeling, Animation and Game Creation. This new name sheds the archaic “computer” designation, which is a “given” in today’s technological society. In its place, the concepts of modeling, animation and game creation are placed in the forefront as better descriptors of the degree.

As the Director of Engineering Technology at Kent State University at Tuscarawas, I support this move.

Sincerely,

A handwritten signature in black ink, appearing to read 'P. Dykshoorn', with a long horizontal flourish extending to the right.

Paul Dykshoorn
Director, Engineering Technology

June 29, 2017

Kent State University
Curriculum Services
208 Schwartz Center
Kent Ohio 44242

Dear Review Committee:

It is my pleasure to fully support a stand-alone degree for our current Computer Design Animation and Gaming program. Our program has been under the umbrella of our Bachelor's of Science in Engineering Technology for many years. While the needs of our students were served well during this period, the faculty now are ready to take the program to the next level, clearly differentiating it from the current Bachelor's program, creating a more transparent degree name (Bachelor of Science in Modeling, Animation and Game Creation) which is a better reflection of the curriculum and program objectives. There are many advantages to the proposal, including:

- Higher visibility and marketability for the campuses (Tuscarawas and Stark). This program will help enrollment at both campuses
- Meeting a community demand. Many of our industries have indicated need for computer modeling and animation in particular. I often hear about a deficit in the skills of the workforce. This program will help to bridge that gap
- Relatively low start-up costs. Most of the faculty and equipment is either in place, or planned to be in place very soon. As the program grows, additional resources will be added commensurate with need
- Faculty expertise. Our faculty are highly qualified and credentialed to teach in this program

The Tuscarawas campus has a history of dedicating the resources necessary to ensure program success. We have done this with our Veterinary Technology Program, our new Agribusiness program and have purchased updated and newer equipment/software for CDAG at our campus and Stark. We will continue to support the new degree program and not negatively impact any other degree here at the Tuscarawas campus.

In summary, I am very excited about this new, marketable and dynamic opportunity for our campus and the regional college. If you have any questions, please do not hesitate to contact me.

Regards,



Bradley, A. Bielski, Ph.D.
Dean & Chief Administrative Officer



TO: Educational Policies Council
FROM: Senior Vice President and Provost Todd A. Diacon
SUBJECT: Agenda for Monday, 22 January 2018
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center
DATE: 15 January 2018

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by 19 January 2018, to ensure that the materials are available at the meeting for review.

[Joint Educational Policies Council Agenda](#)
[Graduate Educational Policies Council Agenda](#)
[Undergraduate Educational Policies Council Agenda](#)
[Undergraduate University Requirements Course Revisions](#)
[Course Revisions](#)

ACTION ITEM

1. Minutes of meeting on 20 November 2017
[Attachment 1](#)

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

College of Arts and Sciences

Department of Political Science

1. Establishment of a Nonprofit Management [C643] post-baccalaureate certificate to be offered online only through the Kent Campus. Minimum total credit hours to program completion are 12. Effective Fall 2018 | [Attachment 2](#)

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

2. Revision of name and course requirements for the Educational Administration–Higher Education [EDHE] major within the Educational Specialist [EDS] degree. Revised name is Higher Education Administration and Student Affairs [HISA]. Course revision includes removing EVAL 65511; and moving HIED 76749 from elective to required. Minimum total credit hours to program completion are unchanged at 30. Effective Fall 2018 | [Attachment 3](#)
3. Revision of name and course requirements for the Educational Administration–Higher Education [EDHE] major within the Doctor of Philosophy [PHD] degree. Revised name is Higher Education Administration [HIEA]. Course revision includes prerequisite EVAL 65511 and two electives. Minimum total credit hours to program completion are unchanged at 84. Effective Fall 2018 | [Attachment 4](#)

GRADUATE EPC AGENDA — ACTION ITEMS *continued*
College of Education, Health and Human Services *continued*
School of Foundations, Leadership and Administration continued

4. Revision of name and course requirements for the Higher Education and Student Personnel [EAHE] major within the Master of Education [MED] degree. Revised name is Higher Education Administration and Student Affairs [HISA]. Course revision includes removing EVAL 65511 and HIED 66655; and moving HIED 66676 and HIED 66749 from elective to required. Minimum total credit hours to program completion are unchanged at 45.
Effective Fall 2018 | [Attachment 5](#)

School of Lifespan Development and Educational Sciences

5. Establishment of an Addictions Counseling [C642] post-baccalaureate certificate to be offered at the Kent Campus. Three new courses are being established for this program. Minimum total credit hours to program completion is 15.
Effective Fall 2018 pending final approval | [Attachment 6](#)
6. Revision of administrative structure, name, admission and course requirements; and inactivation of two concentrations for the Instructional Technology [ITEC] major within the Master of Education [MED] degree. The program, all courses and five faculty move to the School of Teaching, Learning and Curriculum Studies. Revised name is Educational Technology [ETEC] major. ITEC courses have course subject revised to ETEC. Admission revision (lesser item) includes clarifying that two letters of recommendation are to be from academic and professional references, and official transcripts must be from all undergraduate and graduate programs. Course revision (lesser item) includes creating a core, cognate area of study and capstone requirement. Inactivated concentrations (lesser item) are Computer/Technology [CMTC] and Instructional Technology/ General [ITCG]. Minimum total credit hours to program completion decrease, from 34-36 to 30.
Effective Fall 2018 (Spring 2019 for admission revision) | [Attachment 7: Name, Administrative Move](#)
7. Revision of administrative structure, name and course requirements for the Online Learning and Teaching [C614] post-master's certificate. The program moves to the School of Teaching, Learning and Curriculum Studies. Revised name Online and Blended Learning [C642]. Course revision (lesser item) includes removing ITEC 67436 and ITEC 67438. Minimum total credit hours to program completion decrease, from 15 to 9.
Effective Fall 2018 | [Attachment 8: Name, Administrative Move](#)

School of Teaching, Learning and Curriculum Studies

8. Inactivation of the Reading Specialization [READ] major within the Master of Arts [MA] degree. The major within the Master of Education degree will continue to be offered.
Effective Fall 2018 | [Attachment 9](#)

INFORMATION ITEMS

College of Business Administration

Department of Management and Information Systems

1. Addition of instructional location for the executive cohort of the Business Administration [EMBA] major within the Master of Business Administration [MBA] degree. The program will be offered fully at the Tulip Academy for Science and Technology in Istanbul, Turkey, in addition to being offered currently at the Kent Campus and Independence location. Admission, course and graduation requirements are unchanged.
Effective Spring 2019 | [Attachment 10](#)

GRADUATE EPC AGENDA — INFORMATION ITEMS *continued***College of Communication and Information*****School of Digital Sciences***

2. Revision of instructional delivery and course requirements for the Digital Sciences [DS] major within the Master of Digital Sciences [MDS] degree. The Data Science [DATA], Digital Systems Training Technology [DSTT] and Enterprise Architecture [ENAR] concentrations will be offered fully online and on-ground. Course revision (lesser item) includes adding DSCI 62210 as an elective. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2018 | [Attachment 11](#)

College of Nursing

3. Revision of instructional delivery and admission and course requirements for the Nursing [NURS] major within the Doctor of Nursing Practice [DNP] degree. The program, currently offered fully online and on-ground, will be offered online only. Admission revision (lesser item) includes requiring GRE scores for post-baccalaureate applicants only. Course revision (lesser item) includes replacing NURS 71392, NURS 72392, NURS 73392 and NURS 74392 with NURS 70592. Minimum total credit hours to program completion increase, from 32 to 34.
Effective Fall 2018 (Spring 2019 for admission revision) | [Attachment 12](#)

LESSER ACTION ITEMS**College of the Arts*****School of Art***

1. Revision of course requirements for the Studio Art [SART] major within the Master of Fine Arts [MFA] degree. Revision includes adding a restriction of maximum 42 credit hours of studio courses toward the degree. Minimum total credit hours to program completion are unchanged at 60.
Effective Fall 2018

School of Music

2. Establishment of two concentrations for the Conducting [COND] major within the Master of Music [MM] degree. New concentrations are Orchestra Conducting [ORCD] and Wind Band Conducting [WBCD]. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2018
3. Establishment of optional concentration and revision of course requirements for the Performance [PERF] major within the Master of Music [MM] degree. New concentration is Collaborative Piano [CLPN]. Revision includes adding MUS 52242, MUS 58611 and MUS 58612 as electives; and adding MUS 52242 as electives for the Chamber Music [CMUS] concentration. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2018

School of Theatre and Dance

4. Revision of course requirements for the Theatre Studies [THEA] major within the Master of Fine Arts [MFA] degree. Revision to Acting [ACT] concentration includes removing THEA 51801, THEA 61801, THEA 61802 and THEA 61702; and adding THEA 51803, THEA 61703, THEA 61803 and THEA 61804. Revision to Acting for the Returning Professional [ARP] concentration includes removing THEA 61702; adding THEA 61703 and THEA 62392; and replacing THEA 51801, THEA 61801 and THEA 61802 with THEA 51803, THEA 61803 and THEA 61804. Minimum total credit hours to program completion are unchanged at 60.
Effective Fall 2018

GRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Arts and Sciences**

5. Revision of graduation requirements for the Chemical Physics [CPHY] major within the Doctor of Philosophy [PHD] degree. Revision includes requiring 60 minimum total credit hours to program completion for post-master's students. Minimum total credit hours required for post-baccalaureate students is unchanged at 90.
Effective Fall 2018

Center for Comparative and Integrated Programs

6. Revision of course requirements for the Liberal Studies [LSTU] major within the Master of Liberal Studies [LSM] degree. Revision includes removing AS 61001 and revising course credit hours. Minimum total credit hours to program completion are unchanged at 33.
Effective Fall 2018

Department of Computer Science

7. Revision of course requirements for the Computer Science [CS] major within the Master of Arts [MA] degree. Revision includes adding CS 61002, CS 61003 and CS 61004 as required; and decreasing computer science electives, from 27 to 15. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2018

Department of English

8. Revision of course requirements for the Literature and Writing [LITW] concentration in the English [ENG] major within the Master of Arts [MA] degree. Revision includes removing 3 credit hours of rhetoric and composition courses and increasing electives in both the literary tradition focus and the theory and criticism focus. Minimum total credit hours to program completion are unchanged at 33.
Effective Fall 2018
9. Revision of course requirements for the English [ENG] major within the Doctor of Philosophy [PhD] degree. Revision includes removing 3 credit hours of rhetoric and composition courses and increasing electives in both the literary tradition focus and the theory and criticism focus. Minimum total credit hours to program completion are unchanged at 60.
Effective Fall 2018

Department of Mathematical Sciences

10. Revision of course requirements for the Applied Mathematics [AMTH] major within the Master of Arts [MA] and Master of Science [MS] degrees. Revision includes removing computer science electives; replacing four required courses with four sequences, from which students choose two; and adding MATH 60051, MATH 60052, MATH 62041 and MATH 64042 as sequence options. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2018

Department of Political Science

11. Revision of course requirements for the Political Science [POL] major within the Master of Arts [MA] degree. Revision includes requiring student to pick one concentration (rather than current two); adding POL 60010 and removing POL 60004 from requirements; and adding POL 60099 and removing POL 60304 and POL 69091 from advanced research methods electives. Minimum total credit hours to program completion decrease, from 36 to 30.
Effective Fall 2018

GRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Arts and Sciences *continued******Department of Political Science continued***

12. Revision of course requirements for the Political Science [POL] major within the Doctor of Philosophy [PHD] degree. Revision includes moving POL 70010 from advance research electives to required; adding POL 70379, SBS 73011 and SOC 72221 with POL 70304 and POL 79091 in the advanced research methods electives; and removing the research tool requirement. Minimum total credit hours to program completion are unchanged at 90 (post-baccalaureate) and increase, from 64 to 67 (post-master's).
Effective Fall 2018

Department of Sociology

13. Revision of course requirements for the Sociology [SOC] major within the Master of Arts [MA] degree. Revision includes removing SOC 62885 as either/or with SOC 62199; decreasing electives, from 14 to 13 credit hours; and adding restriction of 6 maximum credit hours of SOC 62896 and SOC 62898 toward electives. Minimum total credit hours to program completion decrease, from 34 to 33.
Effective Fall 2018
14. Revision of course requirements for the Sociology [SOC] major within the Doctor of Philosophy [PHD] degree. Revision includes decreasing electives, from 14 to 13 credit hours; and adding restriction of 6 maximum credit hours of SOC 72896 and SOC 72898 toward electives. Minimum total credit hours to program completion are unchanged at 60 (post-master's) and 90 (post-baccalaureate).
Effective Fall 2018

College of Communication and Information

15. Revision of admission and course requirements for the Communication and Information [CCI] major within the Doctor of Philosophy [PHD] degree. Admission revision includes updated application deadline. Course revision includes adding CCI 80097; combining approved theory courses into one 6-credit-hour requirement; replacing statistics elective with two methods courses; and decreasing electives, from 24 to 12 credit hours. Minimum total credit hours to program completion decrease, from 75 to 70.
Effective Fall 2018 (Spring 2019 for admission revision)

School of Communication Studies

16. Revision of course requirements for the Communication Studies [COMM] major within the Master of Arts [MA] degree. Revision includes adding restriction for counting courses from outside program. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2018

School of Information

17. Revision of admission and course requirements for the Health Informatics [HI] major within the Master of Science [MS] degree. Admission revision includes adding a statement of exception for students below a 3.000 overall GPA that addresses how the student has prepared for success in graduate study. Course revision includes replacing LIS 60636 with HI 60636; moving KM 60301 from required to elective; moving HI 60414 from elective to required; and adding DSCI 51510, HI 60416, HI 60417, HI 60418. Minimum total credit hours to program completion are unchanged at 36.
Effective Fall 2018 (Spring 2019 for admission revision)

GRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Communication and Information *continued******School of Information continued***

18. Revision of admission and course requirements for the Library and Information Science [LIS] major within the Master of Library and Information Science [MLIS] degree. Admission revision includes replacing goal statement and writing sample with student profile form and application essay. Course revision includes moving courses out of an elective list; and creating an elective list as part of the major instead of in the concentrations. Minimum total credit hours to program completion decrease, from 37-40 (depending on concentration) to 37.
Effective Fall 2018 (Spring 2019 for admission revision)
19. Revision of admission and course requirements for the School Library Media [SLM] major within the non-degree [NDGD] program. Admission revision includes replacing goal statement and writing sample with student profile form and application essay. Course revision includes replacing LIS 60692 with LIS 60792; and decreasing electives, from 9 to 6 credit hours. Minimum total credit hours to program completion decrease, from 29 to 27.
Effective Fall 2018 (Spring 2019 for admission revision)
20. Revision of course requirements for the User Experience Design [UXD] major within the Master of Science [MS] degree. Revision includes removing LIS 60636, UXD 60110 and UXD 60116; and adding HI 60414, LIS 60636 and UXD 60102. Minimum total credit hours to program completion are unchanged at 36.
Effective Fall 2018
21. Revision of course requirements for the Dual Degree MBA/MLIS [DMIB] concentration within the Master of Library and Information Science [MLIS] and Master of Business Administration [MBA] degrees. Course revision includes replacing internship and project electives with LIS 60092. Minimum total credit hours to program completion are unchanged at 61.
Effective Fall 2018
22. Revision of admission and course requirements for the Dual Degree MEd Instructional Technology/School Library Media Licensure [DDSL] concentration within the Master of Library and Information Science [MLIS] degree and Master of Education [MED] degrees. Admission revision includes replacing goal statement and writing sample with student profile form and application essay. Course revision includes removing LIS 60020, LIS 60040; adding LIS 60626, LIS 60629; moving LIS 60626, LIS 60629 from elective to required; and decreasing electives, from, 12 to 9 credit hours. Minimum total credit hours to program completion are unchanged at 57.
Effective Fall 2018 (Spring 2019 for admission revision)

School of Visual Communication Design

23. Revision of admission requirements for the Visual Communication Design [VCD] major within the Master of Arts [MA] degree. Revision includes removing portfolio requirement and requiring two letters of recommendation, rather than current three.
Effective Spring 2019

College of Education, Health and Human Services***School of Foundations, Leadership and Administration***

24. Reactivation and revision of admission requirements for the College Teaching [C813] post-master's certificate. The certificate was inactivated fall 2107 and was (and will be) offered fully online and on-ground. Admission revision includes requiring a master's degree; and increasing GPA, from 3.000 to 3.250. Minimum total credit hours to program completion are 15.
Effective Fall 2018

GRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Education, Health and Human Services *continued******School of Foundations, Leadership and Administration continued***

25. Inactivation of the College Teaching [C608] post-baccalaureate certificate. The program is replaced with the post-master's certificate.
Effective Fall 2018
26. Revision of course requirements for the Cultural Foundation [CULT] major within the Master of Arts [MA] and Master of Education [MED] degrees. Revision includes adding CULT 69522 as elective; and removing 18-credit-hour minimum of courses in the major. Minimum total credit hours to program completion are unchanged at 30.
Effective Fall 2018
27. Revision of course requirements for the Cultural Foundations [CULT] major within the Doctor of Philosophy [PHD] degree. Revision includes adding CULT 89522 as elective; moving CULT 80050 from elective to required; and replacing EVAL 75510 and EVAL 85516 with two advisor-approved courses and one specialized research course.
Effective Fall 2018
28. Inactivation of all concentrations and revision of course requirements for the Sport and Recreation Management [SRCM] major within the Master of Arts [MA] degree. Inactivated are Sport and Recreation Management [SRCM] and Sport Studies [SPST] concentrations. Course revision includes moving all requirements from the Sport and Recreation Management concentration to the major. Minimum total credit hours to program completion increase, from 33-34 to 34.
Effective Fall 2018

School of Lifespan Development and Educational Sciences

29. Revision of course requirements for the Clinical Mental Health Counseling [CMHC] major within the Master of Education [MED] degree. Revision includes adding CES 67662 as required; adding CES 67668 as elective; removing CES 67665 from electives; and decreasing electives, from 9 to 6 credit hours. Minimum total credit hours to program completion are unchanged at 60.
Effective Fall 2018
30. Revision of course requirements for the Counseling [COUN] within the Educational Specialist [EDS] degree. Revision includes elevating several CES courses from master's to doctoral level; and removing CES 67392, CES 67492 and CES 67592 as electives. Minimum total credit hours to program completion are unchanged at 30.
Effective Fall 2018
31. Revision of course requirements for the Counseling Education and Supervision [CES] major within the Doctor of Philosophy [PHD] degree. Revision includes removing CES 78128; adding CES 80200, CES 80300, CES 88392 and CES 88492; and decreasing general electives, from 15 to 6 credit hours. Minimum total credit hours to program completion are unchanged at 87.
Effective Fall 2018
32. Revision of course requirements for the Deaf Education Licensure Preparation [DFED] major within the non-degree [NDGD] program. Revision includes removing MCED 50005 (or SPA 43600) and SPA 34105; and adding SPED 43306 and SPED 43307. Minimum total credit hours to program completion are unchanged at 45.
Effective Fall 2018

GRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Education, Health and Human Services *continued******School of Lifespan Development and Educational Sciences continued***

33. Revision of course requirements for the Special Education major within the Master of Education [MED], Educational Specialist [EDS] and Doctor of Philosophy [PHD] degrees. Revision includes adding (or replacing an elective with) elective SPED 6/73204. Minimum total credit hours to program completion are unchanged at 33 (MEd), 30 (EdS) and 69 (PhD).
Effective Fall 2018

School of Teaching, Learning and Curriculum Studies

34. Establishment of seven new concentrations for the Curriculum and Instruction [CI] major within the Doctor of Philosophy [PHD] degree. The new concentrations are Adaptive Physical Education/Physical Education [APED], Curriculum and Teaching Studies [CTS], Educational Technology [ETEC], Literacy [LITC], Mathematics Education [MTHE], Science Education [SCED] and Social Studies Education [SSED]. Revision includes replacing the 12-credit-hour curriculum and instruction emphasis area with specific individual concentration requirements. Minimum total credit hours to program completion are unchanged at 72.
Effective Fall 2018
35. Revision of admission requirements for the Early Childhood Education [ECDE] major within the Master of Arts in Teaching [MAT] degree. Revision includes removing GRE requirement.
Effective Spring 2019

College of Podiatric Medicine

36. Revision of course requirements for the Podiatric Medicine [PM] major within the Doctor of Podiatric Medicine [DPM] degree. Revision includes adding CMD 80326, CMD 80327, PMD 80217 and PMD 80417; and removing CLI 80585, CMD 80325 and CMD 80424. Minimum total credit hours to program completion increase, from 206 to 211.
Effective Fall 2018

College of Public Health

37. Revision of course requirements for the Public Health [PH] major within the Master of Public Health [MPH] degree. Revision includes defining advisor-approved electives for each concentration. Minimum total credit hours to program completion are unchanged at 46.
Effective Fall 2018

AGENDA UPDATES**20 November 2017 Agenda****College of Architecture and Environmental Design**

1. Effective date for revision to admission requirements for the Architecture [ARCH] major within the Master of Architecture [MARC] degree is spring 2019, and not fall 2018.

College of Arts and Sciences, *Department of Biological Sciences*

2. Revised name for the Biological Sciences–Ecology [ECOL] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees is titled Biological Sciences–Ecology and Evolutionary Biology [BSEE].
Effective Fall 2018

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL**ACTION ITEMS****College of Aeronautics and Engineering**

1. Establishment of a Computer Engineering Technology [CET] major within the Bachelor of Science [BS] degree. The program replaces a concentration in the Applied Engineering major. Minimum total minimum credit hours to program completion are 120.
Effective Fall 2018 pending final approval | [Attachment 13](#)

College of the Arts***School of Art***

2. Revision of name and course requirements for the Studio Arts [STAR] major within the Bachelor of Arts [BA] degree. Revised name is Studio Art [SART]. Course revision (lesser item) includes replacing ARTS 14055 with ARTS 24051. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018 | [Attachment 14](#)
3. Revision of name and course requirements for the Studio Arts [STAR] major within the Bachelor of Fine Arts [BFA] degree. Revised name is Studio Art [SART]. In addition, name of the Sculpture [SCLP] concentration is revised to Sculpture and Expanded Media [SEM]. Course revision (lesser item) includes replacing ARTS 14055 with ARTS 24051, and replacing ARTS 44080 with ARTS 45080. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018 | [Attachment 15](#)

College of Arts and Sciences***Center for Comparative and Integrative Programs***

4. Revision of administrative structure, name and course requirements for the International Relations [INTL] major within the Bachelor of Arts [BA] degree. The program moves to the Department of Political Science. Revised name is Global Studies [GLST]. Course revision includes decreasing major requirements, from 39 to 36 credit hours; and adding a 21-credit-hour elective requirement. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018 | [Attachment 16](#)

Department of Anthropology

5. Establishment of a Medical Anthropology [MDAN] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.
Effective Fall 2018 | [Attachment 17](#)

Department of Biological Sciences / Department of Psychological Sciences

6. Establishment of a Neuroscience [NRO] major within the Bachelor of Science degree to be offered on the Kent Campus. Seven NEUR courses are established for the major. Minimum total credit hours to program completion are 120.
Effective Fall 2019 pending final approval | [Attachment 18](#)

Department of Mathematical Sciences

7. Establishment of an Applied Statistics [APPS] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.
Effective Fall 2018 | [Attachment 19](#)

UNDERGRADUATE EPC AGENDA — ACTION ITEMS *continued***College of Business Administration**

8. Revision of administrative structure, name and course requirements for the Joint Military Studies [JMC] minor. The program moves from the college to the Department of Management and Information Systems. Revised name is Military and Leadership Studies [MLS]. Course revision includes adding MIS 24163 and MIS 34165; revising military history elective list; adding MIS 34175, MIS 34180, MIS 34185 and MIS 44152 as electives; and requiring 6 credit hours of any ASTU, MSCI or military experience credit. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018 | [Attachment 20](#)

Department of Management and Information Systems

9. Establishment of a Leadership [LEDR] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 15.
Effective Fall 2018 | [Attachment 21](#)

College of Education, Health and Human Services***School of Lifespan Development and Educational Sciences***

10. Establishment of an Addictions Counseling [C153] post-secondary certificate to be offered at the Kent Campus. All courses are being established for this program. Minimum total credit hours to program completion is 16.
Effective Fall 2018 | [Attachment 22](#)

Regional College

11. Establishment of a Game Design [GADE] minor to be offered at the Kent, Stark and Tuscarawas campuses. The minor replaces the Computer Design Animation and Game Design [CDAG] minor (see lesser item). Minimum total credit hours to program completion are 21.
Effective Fall 2018 | [Attachment 23](#)
12. Inactivation of the Manufacturing Engineering Technology [MFET] major within the Associate of Applied Science [AAS] degree. Admission to the degree program was suspended for fall 2017 (May 2017 EPC). The degree program was offered on the Trumbull Campus.
Effective Fall 2018 | [Attachment 24](#)
13. Establishment of Modeling and Animation [MODL] minor to be offered at the Kent, Stark and Tuscarawas campuses. The minor replaces the Computer Design Animation and Game Design [CDAG] minor (see lesser action). Minimum total credit hours to program completion are 21..
Effective Fall 2018 | [Attachment 25](#)
14. Establishment of a Modeling, Animation and Game Creation [MAGC] major within the Bachelor of Science [BS] degree to be offered at the Kent, Stark and Tuscarawas campuses. The program replaces the Computer Design, Animation and Game Design [CDAG] concentration in the Engineering Technology major. All (23) CADT and CDAG courses have course subject revised to MAGC; eight MAGC are established; and 12 courses revised. Minimum total credit hours to program completion are 120.
Effective Fall 2018 pending final approval | [Attachment 26](#)

INFORMATION ITEMS

College of the Arts

School of Theatre and Dance

1. Addition of instructional location for the Theatre and Society [THSO] concentration in the Theatre Studies [THEA] major within the Bachelor of Arts [BA] degree. The program will be offered fully at the Trumbull Campus, in addition to being offered currently at the Kent Campus. Admission, course and graduation requirements are unchanged.
Effective Fall 2018 | [Attachment 27](#)

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

2. Initial inquiry to establish a Long Term Care Administration major within the Bachelor of Science degree. The program will replace the Nursing Home Administration concentration in the Human Development and Family Studies major. A full proposal will come to EPC for a vote at a later date.
Effective Fall 2018 | [Attachment 28](#)

Regional College

3. Addition of instructional location for the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree. The program will be offered fully at the Ashtabula Campus, in addition to being offered currently at the Trumbull and Tuscarawas campuses. Admission, course and graduation requirements are unchanged.
Effective Fall 2018 | [Attachment 29](#)

LESSER ACTION ITEMS

College of Aeronautics and Engineering

1. Establishment of a Foundry Technology [FODT] concentration in the Applied Engineering [AENG] major within the Bachelor of Science [BS] degree. New concentration includes new courses TECH 41065 and TECH 45099. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

College of Architecture and Environmental Design

2. Revision of course requirements for the Architectural Studies [ARCS] minor. Revision includes adding ARCS 40114 as an elective. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018

College of the Arts

School of Fashion Design and Merchandising

3. Revision of admission requirements for the Fashion Design [FD] major within the Bachelor of Fine Arts [BFA] degree. Revision includes adding minimum 2.750 overall Kent State GPA; support of the Fashion Design faculty; submission of letter of intent and BFA proposal; and enrollment in junior-level studio courses in fashion design.
Effective Spring 2019

UNDERGRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of the Arts *continued******School of Music***

4. Revision of course requirements for the Audio Recording [AUDR] minor. Revision includes adding 13 reactivated applied music courses and six new applied studio musicianship courses as electives. Minimum total credit hours to program completion are unchanged at 23.
Effective Fall 2018
5. Revision of course requirements for the Contemporary Popular Music [CPM] concentration in the Music [MUS] major within the Bachelor of Arts [BA] degree. Revision includes adding six new applied studio musicianship courses as electives. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
6. Revision of course requirements for the Music Education [MUED] major within the Bachelor of Music [BM] degree. Revision includes removing ITEC 39525 and adding MUS 33314; adding MUS 45313 to the Choral/General [CHG] concentration; and adding MUS 45231 to the Instrumental [ISTM] concentration. Minimum total credit hours to program completion are unchanged at 132.
Effective Fall 2018
7. Revision of course requirements for the Music Technology [MUST] major within the Bachelor of Science [BS] degree. Revision includes adding 13 reactivated applied music courses and six new applied studio musicianship courses as electives. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
8. Revision of course requirements for the Music Technology [MUST] minor. Revision includes adding 13 reactivated applied music courses and six new applied studio musicianship courses as electives. Minimum total credit hours to program completion are unchanged at 23.
Effective Fall 2018

School of Theatre and Dance

9. Revision of course requirements for the Dance [DANC] major within the Bachelor of Fine Arts [BFA] degree. Revision includes restricting credit hours of specific DAN courses towards the degree. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
10. Revision of course requirements for the Dance [DANC] minor. Revision includes restricting credit hours of specific DAN courses towards the minor. Minimum total credit hours to program completion are unchanged at 20.
Effective Fall 2018
11. Revision of course requirements for the Dance Studies [DNST] major within the Bachelor of Arts [BA] degree. Revision includes restricting credit hours of specific DAN courses towards the degree. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

UNDERGRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Arts and Sciences*****Department of Computer Science***

12. Establishment of two optional concentrations and revision of course requirements for the Computer Science [CS] major within the Bachelor of Science [BS] degree. New concentrations are Data Engineering [DAEN] and Robotic and Embedded Systems [ROES]. Course revision includes moving 9 credit-hours from major electives to specific coursework in each concentration; and adding five CS, one MATH course and computer science electives to the Information Security [INSE] concentration. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018

Department of English

13. Establishment of three concentrations and revision of course requirements for the English [ENG] major within the Bachelor of Arts [BA] degree. New concentrations are General [EGEN], Literature [ELIT] and Professional Writing [ENPW]. Revision includes adding ENG 38002 as either/or with ENG 38001. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018
14. Revision of course requirements for the Teaching English as a Foreign Language [C134] post-secondary certificate. Revision includes requiring students also declared in both the Teaching English as a Second Language major and Education minor to take 3 credits each of ENG 41192 and ENG 41292. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2018

Department of Geography

15. Revision of course requirements for the Geography [GEOG] major within the Bachelor of Arts [BA] degree. Revision includes adding ENV5 22070; removing the 3-credit-hour regional geography elective; and adding additional electives to the Environmental Geography [ENVG], Geographic Information [GINF] and Social Geography [SGEG] concentrations. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018
16. Revision of name and course requirements for the Urban Studies and Planning [USPL] minor. Revised name is Urban Studies [USTS]. Course revision includes replacing four required courses and an electives list with two elective lists. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2018

Department of History

17. Revision of course requirements for the History [HIST] major within the Bachelor of Arts [BA] degree. Revision includes removing HIST 41097; and adding HIST 31033, HIST 31074 and HIST 31077 as electives. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018
18. Revision of instructional location and course requirements for the History [HIST] minor. The minor will no longer be offered at the Geauga Campus due to lack of faculty; it will continue to be offered at the Kent and Stark campuses. Course revision includes adding new HIST 31033, HIST 31074 and HIST 31077 as electives; and removing HIST 41097 and 3 credit hours of history electives. Minimum total credit hours to program completion decrease, from 24 to 21. Effective Fall 2018

UNDERGRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Arts and Sciences *continued******Department of Mathematical Sciences***

19. Revision of course requirements for the Applied Mathematics [AMTH] major within the Bachelor of Science [BS] degree. Revision includes adding MATH 20011; revising the allied area electives and adding the electives to the core requirements. Revisions to the Computational Mathematics [CMTH] concentration include adding MATH 40024, and MATH 42011. Revisions to the Probability and Statistics [PSTT] concentration include adding MATH 40015 and MATH 40024. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018
20. Revision of course requirements for the Mathematics [MATH] major within the Bachelor of Arts [BA] degree. Revision includes adding MATH 20011 and MATH 31011; and replacing open-ended mathematics and computer science electives with specific courses. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018
21. Revision of course requirements for the Mathematics [MATH] major within the Bachelor of Science [BS] degree. Revision includes adding MATH 20011, MATH 31011 and MATH 32044 as required; moving the computer science requirement from the concentrations to the core requirements and revising it to a choose-from list that includes CS 10062, CS 13001 or CS 13011 and CS 13012; and revising the allied area electives. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018

College of Business Administration

22. Establishment of articulation agreement with Dongbei University of Finance and Economics in Dalian, China, whereby graduates of a business preparation program at Dongbei will be able to articulate into a Kent State major within the Bachelor of Business Administration [BBA] degree. Effective Fall 2018

Department of Accounting

23. Revision of course requirements for the Accounting [ACCT] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding MIS 34156 and UC 10162; replacing BUS 30061 and ENG 30061 with BUS 30062; and decreasing general electives, from 17 to 13 credit hours. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018

Department of Economics

24. Revision of course requirements for the Economics [ECON] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding UC 10162; replacing BUS 30061 and ENG 30061 with BUS 30062; and decreasing general electives, from 20 to 19 credit hours. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018

Department of Finance

25. Revision of course requirements for the Finance [FIN] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding UC 10162; replacing BUS 30061 and ENG 30061 with BUS 30062; and decreasing general electives, from 16 to 15 credit hours. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018

UNDERGRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Business Administration *continued******Department of Management and Information Systems***

26. Revision of course requirements for the Business Management [BMGT] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding MIS 34185; adding MIS 34156 and UC 10162; moving MIS 44062 from required to elective; replacing BUS 30061 and ENG 30061 with BUS 30062; and adding MIS 34164, MIS 34175 (or MIS 34165) and MIS 44062. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
27. Revision of course requirements for the Computer Information Systems [CIS] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding MIS 34156 and UC 10162; replacing BUS 30061 and ENG 30061 with BUS 30062; and decreasing general electives, from 14 to 10 credit hours. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
28. Revision of course requirements for the General Business [GBUS] major within the Bachelor of Business Administration [BBA] degree. Revision includes removing MIS 24065; adding MIS 34156 and UC 10162; replacing BUS 30061 and ENG 30061 with BUS 30062; and decreasing general electives, from 8 to 4 credit hours. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
29. Revision of course requirements for the Human Resource Management [HRM] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding MIS 34164 and UC 10162; replacing BUS 30061 and ENG 30061 with BUS 30062; and decreasing general electives, from 14 to 13 credit hours. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
30. Revision of course requirements for the Human Resource Management [HRM] minor. Revision includes replacing MIS 44195 with MIS 44499. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018

Department of Marketing and Entrepreneurship

31. Revision of course requirements for the Entrepreneurship [ENTR] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding ENTR 37070 and ENTR 47187 as electives; adding MIS 34156 (or MKTG 35061) and UC 10162; replacing BUS 30061 and ENG 30061 with BUS 30062; and decreasing general electives, from 16 to 12 credit hours. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
32. Revision of course requirements for the Entrepreneurship for Business Majors [ENTB] minor. Revision includes replacing ACCT 23020 with ENTR 37040; adding ENTR 37070 and ENTR 47187 as electives; and removing ENTR 17001 and ENTR 17002 from electives. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018

UNDERGRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Business Administration *continued******Department of Marketing and Entrepreneurship continued***

33. Revision of course requirements for the Entrepreneurship for Non-Business Majors [ENTN] minor. Revision includes replacing ACCT 23020 with ENTR 37040; adding ENTR 37070 and ENTR 47187 as electives; and removing ENTR 17001 and ENTR 17002 from electives. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018
34. Revision of course requirements for the Managerial Marketing [MMTG] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding MIS 34156 (or MKTG 35061) and UC 10162; replacing BUS 30061 and ENG 30061 with BUS 30062; and decreasing general electives, from 20 to 16 credit hours. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
35. Revision of course requirements for the Marketing [MKTG] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding MIS 34156 (or MKTG 35061) and UC 10162; replacing BUS 30061 and ENG 30061 with BUS 30062; and decreasing general electives, from 20 to 16 credit hours. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

College of Communication and Information***School of Communication Studies***

36. Revision of course requirements for the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree. Revision includes adding a college core; moving writing-intensive courses from concentrations to major; and decreasing concentrations, from 77 to 18 credit hours. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

School of Digital Sciences

37. Revision of course requirements for the Digital Sciences [DS] major within the Bachelor of Arts [BA] degree. Revision includes replacing specific courses with a 9-credit-hour college core; removing DSCI 10010, DSCI 10410, DSCI 40910 and approved electives in digital sciences or related areas; and increasing general electives, from 41 to 47 credit hours. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
38. Inactivation of one concentration and revision of course requirements for the Digital Sciences [DS] major within the Bachelor of Science [BS] degree. Inactivated is the Enterprise Architecture [ENAR] concentration. Revision includes adding a 9-credit-hour college core; decreasing concentrations, from 29 to 22 credit hours; and increasing general electives, from 15 to 21 credit hours. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

UNDERGRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Communication and Information *continued******School of Journalism and Mass Communication***

39. Revision of course requirements for the Advertising [ADV] major within the Bachelor of Science [BS] degree. Revision includes adding a 9-credit-hour college core; removing COMM 15000 and LIS 30010; and decreasing general electives, from 33 to 30 credit hours. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
40. Revision of course requirements for the Digital Media Production [DMP] major within the Bachelor of Science [BS] degree. Revision includes adding JMC 13001; replacing specific courses with a 9-credit-hour college core; increasing general electives, from 24 to 26 credit hours; and adding JMC 45001 as elective for the Television [TV] concentration. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
41. Revision of course requirements for the Digital Media Production [DMP] minor. Revision includes adding JMC 13001; and removing digital media upper-division elective. Minimum total credit hours to program completion decrease, from 21 to 20.
Effective Fall 2018
42. Revision of course requirements for the Fashion Media [FAME] minor. Revision includes removing JMC 46056 from electives. Minimum total credit hours to program completion are unchanged at 24.
Effective Fall 2018
43. Revision of course requirements for the Journalism [JNL] major within the Bachelor of Science [BS] degree. Revision includes replacing JMC 22001 with CCI 12001; adding POL 10300 and POL 10500 as either/or with POL 10004 and POL 10100; and replacing specific courses with a 9-credit-hour college core. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
44. Revision of course requirements for the Photojournalism [PHOJ] minor. Revision includes removing JMC 20004; replacing JMC 22001 with CCI 12001; and adding VCD 13000 (or VCD 14001). Minimum total credit hours to program completion are unchanged at 24.
Effective Fall 2018
45. Revision of course requirements for the Public Relations [PR] major within the Bachelor of Science [BS] degree. Revision includes replacing specific courses with a 9-credit-hour college core; and increasing general electives, from 9 to 28 credit hours. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
46. Revision of course requirements for the Visual Journalism [VISJ] minor. Revision includes adding CCI 12001, JMC 26005 and JMC 32001; and removing JMC 20004, JMC 46000, JMC 46001 and JMC 46056. Minimum total credit hours to program completion are unchanged at 22.
Effective Fall 2018

UNDERGRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Communication and Information *continued******School of Visual Communication Design***

47. Revision of course and graduation requirements for the Photography [PHOT] major within the Bachelor of Fine Arts [BFA] degree. Course revision includes removing VCD 20096; replacing VCD 18000 with CCI 12001; and replacing specific courses with a 9-credit-hour college core. Graduation revision includes decreasing minimum major GPA, from 2.750 to 2.700, and overall GPA, from 2.500 to 2.000. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
48. Revision of course and graduation requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] degree. Course revision includes removing minor requirement; replacing specific courses with a 9-credit-hour college core; moving specific courses from required to electives; and increasing general electives, from 7 to 26 credit hours. Graduation revision includes increasing minimum major GPA, from 2.250 to a 2.500. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
49. Revision of admission, course and graduation requirements for the Visual Communication Design [VCD] major within the Bachelor of Fine Arts [BFA] degree. Admission revision includes replacing the sophomore portfolio review with minimum 2.700 major GPA and 2.000 overall GPA. Course revision includes adding electives; replacing VCD 18000 with CCI 12001; replacing specific courses with a 9-credit-hour college core. Graduation revision includes decreasing minimum major GPA, from 2.750 to 2.700, and overall GPA, from 2.500 to 2.000. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018 (Spring 2019 for admission revision)

College of Education, Health and Human Services

50. Revision of the Admission to Advanced Study policy to remove the Alternative Praxis exam as an option; require a disposition assessment/professional disposition plan; and require students to earn the minimum GPA by the time they apply for advanced study.
Effective Fall 2018

School of Foundations, Leadership and Administration

51. Revision of course requirements for the Hospitality Management [HSPM] major within the Bachelor of Science [BS] degree. Revision includes restricting credit hours of HM 43092 towards the major. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
52. Revision of admission requirements for the Park Management [PMM] minor. Revision includes removing 2.250 overall GPA; and prohibiting students majoring in the Recreation, Park and Tourism Management major from declaring the minor. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018
53. Revision of admission requirements for the Recreation Management [RMM] minor. Revision includes removing 2.250 overall GPA; and prohibiting students majoring in the Recreation, Park and Tourism Management major from declaring the minor. Minimum total credit hours to program completion are unchanged at 19.
Effective Fall 2018

UNDERGRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Education, Health and Human Services *continued******School of Foundations, Leadership and Administration continued***

54. Revision of admission requirements for the Tourism Management [TMM] Minor. Revision includes prohibiting students majoring in the Recreation, Park and Tourism Management major from declaring the minor. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2018

School of Health Sciences

55. Revision of course requirements for the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree. Revision includes adding CHEM 10050 and CHEM 10060 as either/or with CHEM 10055; decreasing general electives, from 9 to 8 credit hours; and allowing BSCI 21010 and BSCI 21020 with minimum C grade to satisfy requirements ATTR 25057 and ATTR 25058. Minimum total credit hours to program completion decrease, from 121 to 120. Effective Fall 2018
56. Revision of course requirements for the Community Health Education [CHED] major within the Bachelor of Science [BS] degree. Revision includes adding ETEC 39525; replacing ITEC 47430 with ETEC 47400; and decreasing credit hours of HED 44092, from 12 to 9. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018
57. Revision of course requirements for the Exercise Science [EXSI] major within the Bachelor of Science [BS] degree. Revision includes adding NURS 20950 as either/or with PEP 25033; adding EXSC 45040 as either/or with ATTR 35040; adding CHEM 30481 as either/or with CHEM 20481 in the Exercise Physiology [EXPH] concentration; and removing ATTR 45039 and adding EXSC 41000 as either/or with ATTR 45040, and increasing general electives, from 16 to 19 credit hours, in the Exercise Specialist [EXSP] concentration. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018
58. Revision of course requirements for the Nutrition [NUTR] major within the Bachelor of Science [BS] degree. Revision includes removing and adding numerous HM and NUTR courses to meet accreditation standards. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018
59. Revision of course requirements for the School Health Education [SHED] major within the Bachelor of Science in Education [BSE] degree. Revision includes replacing ITEC 47430 with ETEC 47400. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018
60. Revision of course requirements for the Speech Pathology and Audiology [SPA] major within the Bachelor of Science [BS] degree. Revision includes replacing ENG 31001 with ENG 31003; and adding MATH 10041 as either/or with PSYC 21621. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2018
61. Revision of course requirements for the Sports Medicine [SPMD] minor. Revision includes amending allowing either BSCI 11010/BSCI 11020, BSCI 21010/BSCI 21020 or EXSC 25057/EXSC 25058 to satisfy requirement ATTR 25057/ATTR 25058. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2018

UNDERGRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***College of Education, Health and Human Services *continued******School of Lifespan Development and Educational Sciences***

62. Revision of course requirements for the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree. Revision includes adding concentration electives; and restricting credit hours of GERO 44092 toward the major. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
63. Revision of course requirements for the Nonprofit Studies [NPST] minor. Revision includes adding POL 30001 to methods/analysis electives. Minimum total credit hours program completion are unchanged at 18.
Effective Fall 2018
64. Revision of course requirements for the Deaf Education [DFED] concentration in the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. Revision includes replacing SPA 43600 and SPA 34105 with SPED 43306 and SPED 43307. Minimum total credit hours to program completion are unchanged at 123.
Effective Fall 2018

School of Teaching, Learning and Curriculum Studies

65. Revision of course requirements for the Integrated Social Studies [INSS] major within the Bachelor of Science in Education [BSE] degree. Revision includes updating HIST course electives. Minimum total credit hours to program completion are unchanged at 124.
Effective Fall 2018

College of Public Health

66. Inactivation of one concentration, temporary suspension of admission for a second concentration and revision of course requirements for a third concentration in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Inactivated is the Prevention and Preparedness [PRPR] concentration, which was suspended in fall 2013. Suspended for two years is the Environmental Occupational Health and Safety [EOHS] concentration. Course revision for the Allied Health [AHLT] concentration includes requiring students to either complete 24 credit hour of electives or submit state licensure for college credit. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

Regional College

67. Inactivation of the Computer Design Animation and Game Design [CDAG] minor. The minor is replaced with new Modeling and Animation [MODL] and Game Design [GADE] minors (see action items).
Effective Fall 2018
68. Revision of course requirements for the Early Childhood Education Technology [ECET] major within the Associate of Applied Science [AAS] degree. Revision includes removing note that states minimum C grade in MATH 14001 is required for bachelor's degree; the prerequisite for MATH 14002 has changed to require minimum C grade in MATH 14001. Minimum total credit hours to program completion are unchanged at 63.
Effective Fall 2018

UNDERGRADUATE EPC AGENDA — LESSER ACTION ITEMS *continued***Regional College *continued***

69. Revision of course requirements for the Mechanical/Systems [MSY] concentration in the Engineering Technology [ENGT] major within the Bachelor of Science [BS] degree. Revision includes adding MERT 32004 and MERT 34002; and removing TECH 32002 and TECH 34002. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018
70. Revision of course requirements for the Radiologic and Imaging Sciences [RIS] major within the Bachelor of Radiologic and Imaging Sciences Technology [BRIT] degree. Revision to the Diagnostic Medical Sonography [FRAS, HATS, RTAS] concentrations includes adding RIS 34072, RIS 34075 and RIS 44076; and removing RIS 34065, RIS 34082, RIS 44055 and RIS 44065. Revision to the Radiation Therapy [RTAA, RTFE, RTHB] concentrations includes adding RIS 44058 and RIS 44067; and removing RIS 44056, RIS 44060 and RIS 44080. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2018

AGENDA UPDATE**20 November 2017 Agenda****College of Education, Health and Human Services, *School of Leadership Development and Educational Sciences***

1. Revision of course requirements for the Disability Studies and Community Inclusion [DSC] minor. Revision includes adding GERO 14029 and PSYC ~~40122~~ 40112 to elective list. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018

COURSE UPDATES**20 November 2017 Agenda**

- TECH 46316 Server Administration and Configuration (3) *incorrectly reported as new*..... Revise
- TECH 36337 Information Technology (3) *incorrectly reported as TECH 36336* New
- PEB 10916 Intermediate Racquetball (1) to:
- PWS *course has been withdrawn, PEB 10916 was inactivated fall 2014*..... Revise

16 October 2017 Agenda

- FDM 60299 Master of Fashion Thesis II (1-6) to:
Thesis II (2) *credit hour change not reported*..... Revise

UNDERGRADUATE UNIVERSITY REQUIREMENTS COURSE REVISIONS

Course Approved for Experiential Learning Requirement for Fall 2018

CES	37692	Addictions Counseling Practicum (3)	New
EHHS	40092	Practical Experience in Education, Health and Human Services (1-6)	New
MAGC	43092	Internship in Modeling, Animation and Game Creation (1-3)	New
NEUR	40192	Internship in Neuroscience (4)	New
NURS	40089	International Health Care Policies (3)	Revise
NUTR	45092	Practicum in Nutrition (1-3)	New
NUTR	45098	Research in Nutrition (1-3)	New
TECH	45099	Capstone: Foundry Tooling and Pattern Making (3)	New

Course Approved for Writing Intensive Requirement for Fall 2018

AGRI	45000	Senior Seminar (3)	Revise
GEOL	31070	Earth Materials II (3-12)	Revise

Diversity Course Revisions for Fall 2018

ANTH	18210	Introduction to Global Anthropology (3) to: Global Cultural Diversity: Anthropological Perspectives	Revise
ENG	21003	Introduction to LGBT Literature (3)	Revise
SPAD	25000	Sport in Society (3) <i>pending URCC approval</i>	Revise

Experiential Learning Requirement Course Revisions for Fall 2018

ARTS	44092	Field Experience: Travel Study in Fine Art (1-3)	Inactive
ARTS	44099	Senior Project: Fine Arts (3)	Revise
ARTS	45092	Field Experience: Travel Study in Studio Art (1-3)	Revise
ASEI	43192	Advanced Practicum: ASL English Interpreting (9)	Revise
CADT	21092	Animation and Game Design Practicum (1-3) to: MAGC	Revise
COMM	46092	Practicum in Applied Communication (3) to: Practicum in Communication Studies	Revise
CS	48102	Game Development Practicum (4)	Revise
ENG	41092	ESL/EFL Practicum in Intensive English Programs (3) to: ESL Practicum in Intensive English Programs	Revise
ENG	41192	ESL/EFL Practicum in a P-12 Setting (3) to: ESL Practicum in a P-12 Setting	Revise
ENG	41292	Teaching English as a Foreign Language Practicum (3-6)	Revise
ENG	49091	Senior Seminar (3)	Revise
GERO	44092	Practicum in Gerontology (3-6)	Revise

Experiential Learning Requirement Course Revisions for Fall 2018 *continued*

HDFS	44092	Practicum in Human Development and Family Studies (3-6)	Revise
HED	44092	Internship in Community Health Education (12) to: (9).....	Revise
MATH	41001	Introduction to Modern Algebra I (3) to: Modern Algebra I.....	Revise
MATH	41002	Introduction to Modern Algebra II (3) to: Modern Algebra II.....	Revise
MATH	42001	Introduction to Analysis (3) to: Analysis I.....	Revise
MATH	42002	Introduction to Analysis II (3) to: Analysis II	Revise
PH	45092	Service Learning Practicum in Community-Based Public Health (3)	Revise
VCD	40192	Internship II-Graphic Design/Illustration/Photo-Illustration (1-3) to: Internship II: Graphic Design/Illustration/Photography.....	Revise
VCD	49199	Senior Capstone (3) to: Visual Communication Design Capstone (1-4).....	Revise

Kent Core Course Revisions for Fall 2018

ARTH	12001	Art as a World Phenomenon (3) <i>pending URCC approval</i>	Revise
ENG	11011	College Writing I (3).....	Revise
ENG	21011	College Writing II (3)	Revise
ENG	25001	Literature in English I (3)	Revise
ENG	25002	Literature in English II (3)	Revise
ENG	25004	Literature in the United States I (3)	Revise
ENG	25005	Literature in the United States II (3).....	Revise

Writing Intensive Requirement Course Revisions for Fall 2018

COMM	45902	Communication and Influence (3) <i>pending URCC approval</i>	Revise
CS	48102	Game Development Practicum (4).....	Revise
ENG	49091	Senior Seminar (3)	Revise
MATH	41001	Introduction to Modern Algebra I (3) to: Modern Algebra I.....	Revise
MATH	41002	Introduction to Modern Algebra II (3) to: Modern Algebra II.....	Revise
MATH	42001	Introduction to Analysis (3) to: Analysis I.....	Revise
MATH	42002	Introduction to Analysis II (3) to: Analysis II	Revise
NUTR	43013	Experimental Methods in Nutrition (3) to: Research and Statistical Methods in Nutrition and Dietetics <i>pending URCC</i>	Revise

COURSE REVISIONS

Course Revisions Effective Fall 2018

AERN 25743	Commercial Pilot Flight I (2).....	Revise
AERN 35747	Commercial Pilot Flight II (2)	Revise
ANTH 48810	Human Paleontology (3).....	Revise
ARAB 67010	Practice of Arabic Translation (2)	Revise
ARAB 67240	Literary and Cultural Translation (3)	Revise
ARAB 67250	Commercial, Legal and Diplomatic Translation (3)	Revise
ARAB 67251	Scientific, Technical and Medical Translation (3)	Revise
ARCH 30301	Structural Systems I (3) to:	
40301	.....	Revise
ARCH 30501	Environmental Technology I (3) to:	
40501	.....	Revise
ARCH 40102	Fourth Year Design Studio II (5) to:	
	Integrated Design Studio.....	Revise
ARCH 50102	Fourth Year Design Studio II (5) to:	
	Integrated Design Studio.....	Revise
ARCH 50301	Structural Systems I.....	New
ARCH 50401	Methods and Materials I.....	New
ARCH 50501	Environmental Technology I.....	New
ARCH 30401	Methods and Materials I (3) to:	
40401	.....	Revise
ARCS 30123	Materials and Process of Making (3).....	Revise
ARCS 30124	Methods and Theories of Representation (3).....	Revise
ARCS 30321	Structural Typology (3)	Revise
ARCS 30421	Environmental Imperatives (3).....	Revise
ARTE 41004	Pre-Kindergarten-12 Design Education (3).....	Revise
ARTE 51004	Pre-Kindergarten-12 Design Education (3).....	Revise
ARTH 42076	Histories and Theories of Photography and Visual Culture (3)	New
ARTH 52076	Histories and Theories of Photography and Visual Culture (3)	New
ARTS 14055	Sculpture I (3).....	Inactive
ARTS 14060	Painting I (3).....	Revise
ARTS 25300	Textiles Arts: Pattern (3) to:	
	Textiles: Pattern	Revise
ARTS 24005	Sophomore Review: Fine Arts (1).....	Inactive
ARTS 24010	Introduction to Fine Art Photography (3).....	Revise

Course Revisions Effective Fall 2018 *continued*

ARTS 34001	Drawing IV (3).....	Revise
ARTS 34002	Introduction to Figure Drawing (3).....	Revise
ARTS 34040	Printmaking: Intermediate Intaglio (3).....	Revise
ARTS 34050	Sculpture: Life Modeling (3).....	Revise
ARTS 34060	Painting III (3).....	Revise
ARTS 34041	Serigraphy I (3).....	Revise
ARTS 34042	Lithography I (3).....	Revise
ARTS 35095	Crafts: Selected Topics (3) to: Studio Art: Special Topics.....	Revise
ARTS 35300	Textile Arts: Dimensional (3) to: Textiles: Dimensional.....	Revise
ARTS 35301	Textile Arts: Print Pattern to: Textiles: Print Pattern (3).....	Revise
ARTS 35302	Textile Arts: Feltmaking (3) to: Textiles: Feltmaking.....	Revise
ARTS 35303	Textile Arts: Tapestry (3) to: Textiles: Tapestry.....	Reactive
ARTS 35305	Textile Accessories: Design and Production (3) to: Textiles: Accessories—Design and Production.....	Revise
ARTS 35306	Textile Arts: Surface Color and Design (3) to: Textiles: Surface Color and Design.....	Revise
ARTS 35350	Textile Arts: Design and Production (3) to: Textiles: Design and Production.....	Revise
ARTS 44003	Drawing V (3).....	Revise
ARTS 44010	Advanced Fine Art Photography (3).....	Revise
ARTS 44040	Printmaking: Advanced Intaglio (3).....	Revise
ARTS 44041	Serigraphy II (3).....	Revise
ARTS 44045	Art of the Book (3).....	Revise
ARTS 44060	Painting IV (3).....	Revise
ARTS 44080	Studio Experience in Fine Arts (1-6).....	Inactive
ARTS 44096	Individual Study Fine Art (1) to: Individual Study: Studio Art (1-6).....	Revise
ARTS 45080	Studio Experience in Crafts (1-6) to: Kent Blossom Art.....	Revise
ARTS 45095	Crafts: Selected Topics (1-6) to: Studio Art: Special Topics.....	Revise
ARTS 45096	Individual Study: Crafts (1-6).....	Inactive

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ARTS	45300	Textile Arts: Jacquard Weaving (3) to: Textiles: Jacquard Weaving	Revise
ARTS	45301	Textile Arts: Advanced Studio (3) to: Textiles: Advanced Studio	Revise
ARTS	45304	Textile Arts Pictorial Weaving (3) to: Textiles: Pictorial Weaving	Revise
ARTS	54045	Art of the Book (3).....	Revise
ARTS	54080	Studio Experience in Fine Arts (1-6)	Inactive
ARTS	55300	Textile Art: Jacquard Weaving (3) to: Textiles: Jacquard Weaving	Revise
ARTS	55304	Textile Arts Pictorial Weaving (3) to: Textiles: Pictorial Weaving	Revise
AS	61000	Introduction to Liberal Studies (2) to: Methods and Approaches to Multidisciplinary Studies (3).....	Revise
AS	61001	Liberal Studies Research Paper (1) to: (1-3).....	Revise
ASEI	30095	Special Topics in American Sign Language-English Interpreting (1-4).....	New
ASEI	43103	Interpreting Processes II (3)	Revise
ASEI	43104	Interpreting Processes III (3).....	Revise
ASEI	43106	School Setting Interpreting (3)	Revise
ATTR	25037	Physical Assessment Techniques for the Lower Extremity and Spine (3).....	Revise
ATTR	25038	Physical Assessment Techniques for the Upper Extremity, Head and Neck (3)	Revise
ATTR	25058	Human Anatomy and Physiology II (3)	Revise
ATTR	35037	Advanced Physical Assessment Techniques (3).....	Revise
ATTR	35040	Strength and Conditioning (2)	Revise
ATTR	35050	Neurological Process for the Healthcare Professional (3).....	Revise
ATTR	35054	Biomechanics (3).....	Revise
ATTR	45039	Therapeutic Rehabilitation (3)	Revise
ATTR	45040	Pathology and Pharmacology for Allied Health Care Providers (3)	Revise
ATTR	45041	Advanced Therapeutic Interventions (3)	Revise
BAD	60093	Variable Title Workshop-Business Administration (1-6).....	Inactive
BAD	60199	Thesis I (2-6) to:	
ECON		.....	Revise
BAD	60299	Thesis II (2) to:	
ECON		.....	Revise
BAD	61093	Workshop in College Teaching (1-2).....	Inactive
BAD	61094	College Teaching (1-2).....	Inactive

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BAD	68051	Business Professional Development I (1) to:	
MIS		Revise
BAD	68052	Business Professional Development II (1) to:	
MIS		.....	Revise
BAD	70092	MBA Internship (3).....	Inactive
BAD	70093	Variable Title Workshop (1-6).....	Inactive
BAD	71093	Workshop in College Teaching (1-2).....	Inactive
BAD	72021	Global Conditions and Macroeconomic Policy Analysis (2) to:	
ECON		.....	Revise
BAD	72022	Managerial Economics (2) to:	
ECON		.....	Revise
BAD	72050	Microeconomic Theory I (3) to:	
ECON		.....	Revise
BAD	72051	Macroeconomic Theory I (3) to:	
ECON		.....	Revise
BAD	72054	Econometrics I (3) to:	
ECON		.....	Revise
BAD	72055	Econometrics II (3) to:	
ECON		.....	Revise
BAD	72056	Time Series Analysis (3) to:	
ECON		.....	Revise
BAD	72061	Monetary Theory and Policy (3) to:	
ECON		.....	Revise
BAD	72075	International Trade (3) to:	
ECON		.....	Revise
BAD	72076	International Finance (3) to:	
ECON		.....	Revise
BAD	72180	Regional Economics (3) to:	
ECON		.....	Revise
BAD	74004	Quantitative Methods in Business Administration I (3) to:	
ECON		.....	Revise
BAD	84023	Linear Statistical Models (3) to:	
MIS		.....	Revise
BMRT	21004	Introduction to Business Statistics (3) to:	
		Business Analytics I.....	Revise
BSCI	30267	Plant Physiology (4).....	Revise
BSCI	40275	Systematic Botany (4) to:	
		Plant Systematics and Evolution.....	Revise
BSCI	40463	Medical Biotechnology (3).....	New

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BSCI	50275	Systematic Botany (4) to: Plant Systematics and Evolution	Revise
BSCI	50463	Medical Biotechnology (3).....	New
BSCI	70275	Systematic Botany (4) to: Plant Systematics and Evolution	Revise
BSCI	70463	Medical Biotechnology (3).....	New
BTEC	40463	Medical Biotechnology (3).....	New
BUS	30062	Advanced Professional Development (3)	New
CADT		Computer, Animation and Design Technology course subject to: MAGC Modeling, Animation and Game Creation course subject	Revise
CADT	12000	2D Graphics Technology (3) to: MAGC Two-Dimension Graphics.....	Revise
CADT	12001	3D Modeling and Texturing (3) to: MAGC Modeling and Texturing I.....	Revise
CADT	22000	Advanced CAD (3) to: MAGC Two-Dimension Communication	Revise
CADT	22001	CAD: Architecture (3) to: MAGC Modeling for Architecture.....	Revise
CADT	22002	CAD: Civil Applications (2) to: MAGC	Revise
CADT	22003	Solid Modeling (3) to: MAGC11003	Revise
CADT	22004	Computer Animation and Gaming (3) to: MAGC Modeling and Texturing II.....	Revise
CADT	22005	Multimedia and Game Design (3) to: MAGC	Revise
CADT	22007	3-D Modeling Project (1) to: MAGC	Revise
CADT	22008	Project in Texture and Material Creation (1) to: MAGC	Revise
CADT	22009	Applied Engineering Software (3) to: MAGC	Revise
CADT	22010	Digital Sculpting Technology (3) to: MAGC Digital Sculpting.....	Revise
CADT	22095	Special Topics in Computer Animation and Game Design Technology (1-3) to: MAGC	Revise
CCI	12001	Photography (3)	New
CCI	46002	Advanced Responsive Web Design (3)	New
CCI	56002	Advanced Responsive Web Design (3)	New

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CCI	60001	Introduction to Research in Communication and Information (3) to: Foundations of Research and Scholarship in Communication and Information.....	Revise
CCI	60097	Colloquium in Communication and Information (1).....	New
CCI	80000	Foundations of Communication (3)	Revise
CCI	80001	Introduction to Research in Communication and Information (3) to: Foundations of Research and Scholarship in Communication and Information.....	Revise
CCI	80097	Colloquium in Communication and Information (1).....	New
CDAG		Computer Design, Animation and Game Design course subject to:	
MAGC		Modeling, Animation and Game Creation course subject	Revise
CDAG	33095	Special Topics in Computer Design Animation and Game Design (1-3) to:	
MAGC		Special Topics in Modeling, Animation and Game Creation.....	Revise
CDAG	34000	Computer Animation II (3) to:	
MAGC		Character Animation	Revise
CDAG	34001	Computer Animation III (3) to:	
MAGC		Animation Project	Revise
CDAG	34003	Animation Theory (3) to:	
MAGC		.....	Revise
CDAG	34004	Technology of Light, Color, Design and Layout (2) to:	
MAGC		.....	Revise
CDAG	34005	Virtual Reality and Game Design (3) to:	
MAGC		Environmental Game Design.....	Revise
CDAG	43000	Advanced Animation and Game Design (3) to:	
MAGC		Interactive Game Design.....	Revise
CDAG	43001	Technology of Animation Production (3) to:	
MAGC		Animation Production and Visual Effects.....	Revise
CDAG	43002	Graphics Design Technology (3) to:	
MAGC		.....	Revise
CES	34650	Practices and Theories in Addictions Counseling (3).....	New
CES	34654	Evidence-Based Approaches in Addictions Counseling (3).....	New
CES	37662	Introduction to Addiction Counseling (3)	New
CES	37665	Planning Care in Addictions Counseling (3).....	New
CES	37668	Introduction to Motivational Interviewing (3)	New
CES	37692	Addictions Counseling Practicum (3-9)	New
CES	67392	Advanced Individual Counseling Practicum (3).....	Inactive
CES	67492	Practicum I: Clinical Mental Health Counseling (3)	Revise
CES	67592	Practicum II: Clinical Mental Health Counseling (3)	Revise

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CES	67662	Foundations of Addictions Counseling (3).....	New
CES	67663	Orientation to Clinical Mental Health Counseling (3) to: Orientation and Ethics: Clinical Mental Health Counseling.....	Revise
CES	67664	Theories and Practices in Addictions Counseling (3).....	Revise
CES	67665	Treatment Planning in Addition Counseling (3) to: Treatment Planning in Addictions Counseling.....	Revise
CES	67666	Evidence-Based Practices in Addictions Counseling (3)	New
CES	67692	Practicum in Addictions Counseling (3-6).....	New
CES	68069	School Counseling: Orientation and Ethics (3) to: Orientation and Ethics: School Counseling	Revise
CES	68130	Psychopathology for Counselor (3)	Revise
CES	68167	Case Conceptualization and Treatment Planning (3)	Revise
CES	68538	Advanced Multicultural Counseling (3).....	Revise
CES	68592	Practicum in Couples and Family Therapy (3).....	Inactive
CES	77492	Practicum I: Clinical Mental Health Counseling (3)	Inactive
CES	77592	Practicum II: Clinical Mental Health Counseling (3)	Revise
CES	77662	Foundations of Addictions Counseling (3).....	New
CES	77663	Orientation to Clinical Mental Health Counseling (3) to: Orientation and Ethics: Clinical Mental Health Counseling.....	Revise
CES	77664	Theories and Practices in Addictions Counseling (3).....	Revise
CES	77665	Treatment Planning in Addition Counseling (3) to: Treatment Planning in Addictions Counseling.....	Revise
CES	77666	Evidence-Based Practices in Addictions Counseling (3)	New
CES	77692	Practicum in Addictions Counseling (3-6).....	New
CES	78069	School Counseling: Orientation and Ethics (3) to: Orientation and Ethics: School Counseling	Revise
CES	78130	Psychopathology for Counselors (3).....	Revise
CES	78538	Advanced Multicultural Counseling (3).....	Revise
CES	78592	Practicum in Couples and Family Therapy (3).....	Revise
CES	80200	Fundamentals of Writing and Research in Counselor Education and Supervision (3).....	New
CES	80300	Leadership and Advocacy in Counselor Education and Supervision (3)	New
CES	87392	Advanced Individual Counseling Practicum (3).....	Revise
CES	88167	Case Conceptualization and Treatment Planning (3)	Revise
CES	88281	Research Seminar in Counseling Education and Supervision (3).....	Revise
CES	88392	Teaching Practicum in Counselor Education and Supervision (3)	New

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CES	88492	Supervision Practicum in Counselor Education and Supervision (3).....	New
CI	67692	Clinical Practicum in Corrective Reading (4).....	Revise
CI	77692	Clinical Practicum in Corrective Reading (4).....	Revise
CLI	80585	Business Administration (2).....	Inactive
CMD	80325	Public Health Jurisprudence (2).....	Inactive
CMD	80326	Healthcare Law and Regulation (3).....	New
CMD	80327	Public Health Administration (3).....	New
CMD	80424	Business Administration (2).....	Inactive
COMM30000		Communication Research Methods (3).....	Revise
CPHY	65032	Scientific Communication (1).....	New
CPHY	75032	Scientific Communication (1).....	New
CS	10061	Introduction to Computer Programming (3).....	Inactive
CS	10062	Programming for Problem Solving in Sciences (4).....	New
CS	23301	Robotics and Embedded Systems Laboratory I (1).....	New
CS	23302	Robotics and Embedded Systems Laboratory II (2).....	New
CS	33301	Embedded System Programming (3).....	New
CS	35101	Computer Architecture (3).....	Revise
CS	42201	Introduction to Numerical Computing I (3) to: Numerical Computing I.....	Revise
CS	42202	Introduction to Numerical Computing II (3) to: Numerical Computing II.....	Revise
CS	43016	Big Data Analytics (3).....	New
CS	43105	Data Mining Techniques (3).....	New
CS	43118	Graph and Social Network Analysis (3).....	New
CS	43203	Systems Programming (3).....	Revise
CS	43301	Software Development for Robotics (4) to: (3).....	Revise
CS	43302	Algorithmic Robotics (3).....	New
CS	43303	Internet of Things (3).....	New
CS	43334	Human-Robot Interaction (3).....	New
CS	45203	Computer Network Security (3).....	Revise
CS	47205	Information Security (3).....	Revise
CS	47221	Introduction to Cryptology (3).....	Revise
CS	52201	Introduction to Numerical Computing I (3) to: Numerical Computing I.....	Revise

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CS	52202	Introduction to Numerical Computing II (3) to: Numerical Computing II.....	Revise
CS	53118	Graph and Social Network Analysis (3).....	New
CS	53203	Systems Programming (3).....	Revise
CS	53301	Software Development for Robotics (4) to: (3)	Revise
CS	53302	Algorithmic Robotics (3)	New
CS	53303	Internet of Things (3).....	New
CS	53334	Human-Robot Interaction (3).....	New
CS	55203	Computer Network Security (3)	Revise
CS	57205	Information Security (3)	Revise
CS	57221	Introduction to Cryptology (3)	Revise
CS	61002	Algorithms and Programming I (4).....	Revise
CS	61003	Algorithms and Programming II (4).....	Revise
CS	61004	Operating Systems and Architecture (4)	New
CS	67302	Information Visualization (3).....	New
CS	73118	Graph and Social Network Analysis (3).....	New
CS	73302	Algorithmic Robotics (3)	New
CS	73303	Internet of Things (3).....	New
CS	77302	Information Visualization (3).....	New
CS	73334	Human-Robot Interaction (3).....	New
CULT	69510	Classics in Philosophy of Education (3-6) to: (3)	Revise
CULT	69522	Ethics in Professional Practice (3)	Revise
CULT	79510	Classics in Philosophy of Education (3-6) to: (3)	Revise
CULT	89522	Ethics in Professional Practice (3)	Revise
DAN	17080	Musical Theatre Rudiments of Jazz and Tap (2).....	New
DAN	27080	Musical Theatre Jazz and Tap I (2).....	New
DAN	37080	Musical Theatre Jazz and Tap II (2)	New
DAN	37081	Musical Theatre Jazz and Tap III (2).....	New
DAN	47080	Musical Theatre Dance Styles I (2)	New
DAN	47081	Musical Theatre Dance Styles II (2).....	New
DSCI	62210	Web Development in Digital Sciences (3)	New
ECED	60169	Understanding Emergent Bilingual and Immigrant Students and Their Families (3).....	Revise
ECED	60171	Teaching Emergent Bilingual and Immigrants in the Early Years (3)	Revise

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ECED 80169	Understanding Emergent Bilingual and Immigrant Students and Their Families (3).....	New
ECED 80171	Teaching Emergent Bilingual and Immigrants in the Early Years (3)	New
ECON 32040	Intermediate Microeconomics Theory and Applications (3)	Revise
ECON 32041	Intermediate Macroeconomics Theory and Policy (3).....	Revise
ECON 32070	Labor Problems (3).....	Revise
ECON 32082	Introduction to Managerial Economics (3)	Revise
ECON 32083	The Economics of Poverty (3)	Revise
ECON 32084	Economics of the Environment (3).....	Revise
ECON 42065	Problems of Monetary and Fiscal Policy (3).....	Revise
ECON 42068	Industrial Organization and Public Policy (3)	Revise
ECON 42075	International Economic Relations (3).....	Revise
ECON 42080	Regional Economics (3).....	Revise
ECON 42081	Urban Economics (3).....	Revise
EERT 22007	Industrial Motor Control and Application (3).....	Inactive
EHHS 50093	Variable Topic Workshop in Education, Health and Human Services (1-3)	New
ENG 01001	Introduction to College Writing-Stretch (3)	Revise
ENG 12801	ESL Academic Success (1)	New
ENG 20002	Introduction to Technical Writing (3)	Revise
ENG 24002	Introduction to Composition Theory (3).....	Revise
ENG 26095	Sophomore Special Topics (3).....	Revise
ENG 30062	Principles of Technical Writing (3)	Revise
ENG 30064	Argumentative Prose Writing (3)	Revise
ENG 30071	Creative Nonfiction (3).....	Revise
ENG 30072	Editing and Publishing: Fiction and Nonfiction (3) to: Editing and Publishing I.....	Revise
ENG 30073	Editing and Publishing II (3)	Revise
ENG 31012	Gender and Language (3)	New
ENG 32001	Children's Literature (3).....	Revise
ENG 32002	Literature for Young Adults (3).....	Revise
ENG 34090	Shakespeare in Performance (3)	New
ENG 35401	Science Fiction (3)	New
ENG 38002	Rhetoric and Writing Studies (3)	New
ENG 41096	Individual Investigation (1-3).....	Revise
ENG 41194	Tutoring of Writing (3)	New

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ENTR 17001	Start-Up Entrepreneurs (1)	Revise
ENTR 17002	Entrepreneurial Mindset (2)	Revise
ENTR 37065	Entrepreneurial Finance (3)	Revise
ENTR 37070	Social Entrepreneurship (3)	New
ENTR 47187	International Experience in Entrepreneurship (3)	New
ETEC 47400	Trends in Educational Technology (3)	New
ETEC 47403	Instructional Design (3)	New
ETEC 67445	Designing Instructional and Performance Solution (3)	New
ETEC 77402	Managing School Technology Centers and Programs	New
ETEC 77445	Designing Instructional and Performance Solution (3)	New
EXPH 55040	Advanced Strength and Conditioning (3)	New
EXSC 25058	Human Anatomy and Physiology II (2)	Revise
EXSC 35023	Professional Certificate Preparation (2)	Revise
EXSC 35054	Biomechanics (3)	Revise
EXSC 35075	Exercise Programming (3)	Revise
EXSC 45040	Advanced Strength and Conditioning (3)	New
EXSC 45065	Exercise Testing (3)	Revise
EXSC 45070	Electrocardiography for the Exercise Physiologist (3)	Revise
EXSC 45080	Physiology of Exercise (3)	Revise
FIN 36051	The Financial System (3)	Revise
FIN 36053	Business Finance (3)	Revise
FIN 36059	Intermediate Investments (3)	Revise
FIN 36280	Student-Managed Investment Fund Junior Officer (1)	New
FIN 46067	Advanced Portfolio Analysis (3)	Revise
FIN 46068	Commercial Bank Management (3)	Revise
FIN 46280	Student-Managed Investment Fund Senior Officer (3)	New
FIN 86061	Theories of Financial Decision-Making (3)	Revise
FIN 86062	Theory of Corporate Finance (3) to: Research Methods in Corporate Finance	Revise
FIN 86064	International Financial Markets, Institutions and Management (3) to: Research Methods in Derivatives	Revise
FIN 86066	Investment Theory (3) to: Research Methods in Investments	Revise
GEOG31088	Environmental Geography through Film (3)	New
GEOG41800	Global Environmental Issues (3)	New

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GEOG49070	Geographic Information Science (4)	Revise
GEOG51800	Global Environmental Issues (3)	New
GEOG69164	Cartographic Design (4)	Revise
GEOG71800	Global Environmental Issues (3)	New
HDFS 54092	Practicum in Human Development and Family Studies (3-6)	Revise
HI 60402	Legal Issues in Health Informatics (3)	Revise
HI 60403	Health Information Systems (3)	Revise
HI 60410	Health Records Management (3)	Revise
HI 60411	Clinical Analytics (3)	Revise
HI 60414	Human Factors and Usability in Health Informatics (3)	Revise
HI 60636	Standardized Terminologies in Healthcare (3)	New
HIED 66594	Internship in College Teaching (3)	Revise
HIED 66740	Theories and Methods of Organizational Development (3)	Inactive
HIED 66745	Equity, Justice and U.S. Higher Education (3)	New
HIED 66771	Planning and Implementing Study Abroad While Studying Abroad (3)	New
HIED 76594	Internship in College Teaching (3)	Revise
HIED 76740	Theories and Methods of Organizational Development (3)	Inactive
HIED 76745	Equity, Justice and U.S. Higher Education (3)	New
HIED 86521	Advanced Education Law (3)	Inactive
HIST 31033	Witches and European History, 1500-1800 (3)	New
HIST 31074	History of Espionage: From Joshua to Eric Snowden (3)	New
HIST 31077	History of Sexuality in the United States (3)	New
HIST 41097	Colloquium: Saints, Monks and the Medieval Community (3)	Inactive
HM 23012	Food Study (3) to: Introduction to Food Science	Revise
HM 23510	Quantity Food Production, Service and Safety (3)	New
HM 43030	Food Service Systems Management (3)	Revise
HM 43032	Food Production and Service Management (3)	Inactive
HM 53030	Food Service Systems Management (3)	Revise
I TEC 47411	Designing Visuals for Instruction (3)	Inactive
I TEC 47413	Digital Video in Education (3)	Inactive
I TEC 47430	Computer Applications in Education (3)	Inactive
I TEC 57413	Digital Video in Education (3)	Inactive
I TEC 57430	Computer Applications in Education (3)	Inactive

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I TEC	67436	Distance Education (3)	Inactive
I TEC	67437	Web Development for Educators (3)	Inactive
I TEC	67438	Instructional Applications of the Internet (3)	.....	Inactive
I TEC	67439	Portfolio Review (1)	.....	Inactive
I TEC	77403	Instructional Design (3)	.....	Inactive
I TEC	77413	Digital Video in Education (3)	.....	Inactive
I TEC	77436	Distance Education (3)	.....	Inactive
I TEC	77437	Web Development for Educators (3)	.....	Inactive
I TEC	77438	Instructional Applications of the Internet (3)	.....	Inactive
I TEC		Instructional Technology course subject to:		
E TEC		Educational Technology course subject	.....	Revise
I TEC	39525	Educational Technology (3) to:		
E TEC		.....		Revise
I TEC	40093	Variable Title Workshop in Educational Media (1-4) to:		
E TEC		Variable Title Workshop in Educational Technology	.....	Revise
I TEC	47427	Technology and Learning (3) to:		
E TEC		.....		Revise
I TEC	47495	Special Topics: Educational Media (1-5) to:		
E TEC		Special Topics: Educational Technology (1-4)	.....	Revise
I TEC	47496	Individual Investigation in Educational Media (1-5) to:		
E TEC		Individual Investigation in Educational Technology (1-3)	.....	Revise
I TEC	50093	Variable Title Workshop in Educational Media (1-4) to:		
E TEC		Variable Title Workshop in Educational Technology	.....	Revise
I TEC	57400	Selection and Utilization of Educational Media (3) to:		
E TEC		Trends in Educational Technology	.....	Revise
I TEC	57402	Organization and Administration of Educational Media Programs and Centers (3) to:		
E TEC	67402	Managing School Technology Centers and Programs	.....	Revise
I TEC	57411	Designing Visuals for Instruction (3) to:		
E TEC	67411	.....		Revise
I TEC	57427	Technology and Learning (3) to:		
E TEC		.....		Revise
I TEC	67410	Simulations-Games in Education (3) to:		
E TEC		Simulations and Games in Education	.....	Revise
I TEC	60199	Thesis I (2-6) to:		
E TEC		.....		Revise
I TEC	60299	Thesis II (2) to:		
E TEC			Revise
I TEC	67403	Instructional Design (3) to:		
E TEC	57403		Revise

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IITEC	67420	Researching Current Issues in Instructional Technology (3) to:	
EITEC		Research Issues in Educational Technology.....	Revise
IITEC	67425	Managing Technological Change (3) to:	
EITEC		.....	Revise
IITEC	67426	Networking Basic for Educators (3) to:	
EITEC		Managing School Technologies.....	Revise
IITEC	67432	Designing Multimedia for Instruction (3) to:	
EITEC		Designing Multimedia for Education.....	Revise
IITEC	67434	Emerging Technologies (3) to:	
EITEC		Emerging Technologies for Instruction.....	Revise
IITEC	67435	Virtual Reality (3) to:	
EITEC		Virtual and Augmented Reality.....	Revise
IITEC	67442	Designing Online Courses (3) to:	
EITEC		Designing Online and Blended Courses.....	Revise
IITEC	67444	Teaching Online Courses (3) to:	
EITEC		Teaching Online and Blended Courses.....	Revise
IITEC	67449	Research in Online Learning (3) to:	
EITEC		Research in Online and Blended Learning.....	Revise
IITEC	67491	Seminar: Educational Media (1-4) to:	
EITEC		Seminar: Educational Technology.....	Revise
IITEC	67492	Advanced Practicum and Internship (3) to:	
EITEC		Practicum and Portfolio.....	Revise
IITEC	67495	Special Topics in Educational Media (1-5) to:	
EITEC		Special Topics in Educational Technology (1-4).....	Revise
IITEC	67496	Individual Investigation in Instructional Technology (1-5) to:	
EITEC		Individual Investigation in Educational Technology (1-3).....	Revise
IITEC	67498	Independent Research in Instructional Technology (1-5) to:	
EITEC		Independent Research in Educational Technology.....	Revise
IITEC	77410	Simulations-Games in Education (3) to:	
EITEC		Simulations and Games in Education.....	Revise
IITEC	77411	Designing Visuals for Instruction (3) to:	
EITEC		.....	Revise
IITEC	77420	Researching Current Issues in Instructional Technology (3) to:	
EITEC		Research Issues in Educational Technology.....	Revise
IITEC	77425	Managing Technological Change (3) to:	
EITEC		.....	Revise
IITEC	77426	Networking Basic for Educators (3) to:	
EITEC		Managing School Technologies.....	Revise
IITEC	77432	Designing Multimedia for Instruction (3) to:	
EITEC		Designing Multimedia for Education.....	Revise

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I TEC	77434	Emerging Technologies (3) to:	
E TEC		Emerging Technologies for Instruction.....	Revise
I TEC	77435	Virtual Reality (3) to:	
E TEC		Virtual and Augmented Reality.....	Revise
I TEC	77442	Designing Online Courses (3) to:	
E TEC		Designing Online and Blended Courses (3)	Revise
I TEC	77444	Teaching Online Courses (3) to:	
E TEC		Teaching Online and Blended Courses	Revise
I TEC	77449	Research in Online Learning (3) to:	
E TEC		Research in Online and Blended Learning	Revise
I TEC	77491	Seminar: Educational Media (1-4) to:	
E TEC		Seminar: Educational Technology	Revise
I TEC	77492	Advanced Practicum and Internship in Instructional Technology (1-10) to:	
E TEC		Advanced Practicum and Internship in Educational Technology.....	Revise
I TEC	77495	Special Topics in Educational Media (1-5) to:	
E TEC		Special Topics in Educational Technology (1-4)	Revise
I TEC	77496	Individual Investigation in Instructional Technology (1-5) to:	
E TEC		Individual Investigation in Educational Technology (1-3).....	Revise
I TEC	77498	Independent Research in Instructional Technology (1-5) to:	
E TEC		Independent Research in Educational Technology.....	Revise
I TEC	87450	Learning with Instructional Technologies (3) to:	
E TEC		Learning with Educational Technologies.....	Revise
J MC	13001	Production Safety and Set Protocol (2).....	New
J MC	20009	Video Audio Production Aesthetics (3)	Revise
J MC	20011	Video Audio Fundamentals (3)	Revise
J MC	22004	Visual Storytelling (3)	Revise
J MC	26002	Data Journalism Basics (1)	New
J MC	30004	Writing for Video and Audio Media (3).....	Revise
J MC	31007	Digital Analytics in Advertising and Public Relations (2).....	Revise
J MC	32001	Photojournalism I (3).....	Revise
J MC	33032	Audio Set-Up and Mixing (3).....	Revise
J MC	33033	Audio for Digital Film (3)	Revise
J MC	33042	Studio Television (3)	Revise
J MC	33043	Digital Cinematography (3).....	Revise
J MC	40020	Audio and Still Photo Production (3).....	Revise
J MC	40036	Digital Video Editing (3)	Revise
J MC	42009	Fashion Photography (3).....	Revise

Course Revisions Effective Fall 2018 *continued*

JMC	44042	Remote Television (3)	Revise
LIS	60010	The Information Landscape (2) to: (3).....	Revise
LIS	60020	Information Organization (2) to: (3).....	Revise
LIS	60030	People in the Information Ecology (2) to: (3).....	Revise
LIS	60280	Master's Portfolio in Library and Information Science (1)	Revise
LIS	60607	School Library Management (3)	Revise
LIS	60792	Culminating Experience Practicum in K-12 Libraries (3)	Revise
LIS	60870	Culminating Experience for Dual Degree (6)	Revise
MAGC	21000	Fundamentals of Mixed Reality (3)	New
MAGC	23020	Gaming and Culture (3)	New
MAGC	33010	Competitive Gaming (3)	New
MAGC	33030	Games for Education (3)	New
MAGC	43025	Real-Time Rendering for Animation (3)	New
MAGC	43096	Individual Investigation in Modeling, Animation and Game Creation (1-3).....	New
MAGC	49999	Senior Capstone Project (3)	New
MATH	20011	Decision-Making Under Uncertainty (3).....	New
MATH	30011	Basic Probability and Statistics (3)	Revise
MATH	31011	Discrete Mathematics (3) to: Proofs in Discrete Mathematics	Revise
MATH	32044	Introduction to Ordinary Differential Equations (3) to: Ordinary Differential Equations	Revise
MATH	34001	Fundamental Concepts of Algebra (3)	Revise
MATH	34002	Fundamental Concepts of Geometry (3)	Revise
MATH	40011	Introduction to Probability Theory and Applications (3) to: Probability Theory and Applications	Revise
MATH	40012	Introduction to Statistical Concepts (3) to: Theory of Statistics	Revise
MATH	40015	Applied Statistics (3).....	New
MATH	40024	Computational Statistics (3)	New
MATH	40028	Statistical Learning (3).....	New
MATH	42045	Introduction to Partial Differential Equations to: Partial Differential Equations	Revise
MATH	42048	Introduction to Complex Variables (3) to: Complex Variables.....	Revise
MATH	42201	Introduction to Numerical Computing I (3) to: Numerical Computing I.....	Revise

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MATH42202	Introduction to Numerical Computing II (3) to: Numerical Computing II.....	Revise
MATH50011	Introduction to Probability Theory and Applications (3) to: Probability Theory and Applications.....	Revise
MATH50012	Introduction to Statistical Concepts (3) to: Theory of Statistics.....	Revise
MATH50015	Applied Statistics (3).....	New
MATH50024	Computational Statistics (3).....	New
MATH50028	Statistical Learning (3).....	New
MATH51001	Introduction to Modern Algebra I (3) to: Modern Algebra I.....	Revise
MATH51002	Introduction to Modern Algebra II (3) to: Modern Algebra II.....	Revise
MATH52001	Introduction to Analysis (3) to: Analysis I.....	Revise
MATH52002	Introduction to Analysis II (3) to: Analysis II.....	Revise
MATH52045	Introduction to Partial Differential Equations to: Partial Differential Equations.....	Revise
MATH52048	Introduction to Complex Variables (3) to: Complex Variables.....	Revise
MATH52201	Introduction to Numerical Computing I (3) to: Numerical Computing I.....	Revise
MATH52202	Introduction to Numerical Computing II (3) to: Numerical Computing II.....	Revise
MERT 22004	Mechanics and Machine Design (3) to: 32004 Machine Design.....	Revise
MERT 34002	Advanced Solid Modeling (3).....	New
MFGT 12010	Safety in the Workplace (2).....	Inactive
MFGT 13001	Computer Numerical Control Programming (3).....	Inactive
MFGT 21001	Standard Design Practice for Manufacturing Technology (3).....	Inactive
MFGT 22014	Advanced Industrial Electronics (3).....	Inactive
MFGT 23001	Computer-Aided Manufacturing (3).....	Inactive
MIS 24056	Fundamentals of Business Statistics (3) to: Business Analytics I.....	Revise
MIS 24163	Principles of Management (3).....	Revise
MIS 34156	Business Analytics II (3).....	New
MIS 34164	Organizational Mentoring (3).....	New

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MIS	34165	Dynamics of Leadership (3).....	Revise
MIS	34280	Social Responsibility in the Workplace (3) to: Organizational Change Management.....	Revise
MIS	44009	The Business Case for Sustainability (3).....	Revise
MIS	44095	Special Topics in Management and Information Systems (3) to: Special Topics in Computer Information Systems	Revise
MIS	44395	Special Topics in Management (3)	New
MIS	44495	Special Topics in Human Resource Management (3)	New
MKTG	35061	Marketing Analytics (3).....	New
MKTG	45047	Advanced Professional Selling (3).....	Revise
MMTG	45026	Marketing Communication Laboratory (1) to: 35025	Revise
MMTG	45020	Competitive Market Analysis (3)	Revise
MUS	16914	Electric Guitar Applied Studio Musicianship (2-4)	New
MUS	16915	Electric Bass Applied Studio Musicianship (2-4).....	New
MUS	26411	Applied Music – Violin (2-4)	Reactive
MUS	26412	Applied Music – Viola (2-4).....	Reactive
MUS	26413	Applied Music – Cello (2-4).....	Reactive
MUS	26511	Applied Music – Flute (2-4).....	Reactive
MUS	26512	Applied Music – Oboe (2-4).....	Reactive
MUS	26513	Applied Music – Clarinet (2-4)	Reactive
MUS	26514	Applied Music – Bassoon (2-4)	Reactive
MUS	26515	Applied Music – Saxophone (2-4).....	Reactive
MUS	26611	Applied Music – Trumpet (2-4).....	Reactive
MUS	26612	Applied Music – Horn (2-4).....	Reactive
MUS	26613	Applied Music – Trombone (2-4)	Reactive
MUS	26614	Applied Music – Euphonium (2-4).....	Reactive
MUS	26615	Applied Music – Tuba (2-4).....	Reactive
MUS	33314	Progressive and Vernacular Music Methods (2).....	New
MUS	36919	Flute Applied Studio Musicianship (2-4).....	New
MUS	36920	Clarinet Applied Studio Musicianship (2-4).....	New
MUS	36921	Saxophone Applied Studio Musicianship (2-4)	New
MUS	36922	Trumpet Applied Studio Musicianship (2-4).....	New
MUS	36923	Horn Applied Studio Musicianship (2-4)	New
MUS	36924	Trombone Applied Studio Musicianship (2-4).....	New

Course Revisions Effective Fall 2018 *continued*

MUS	42141	Folk and Traditional Music of Western Continents (3) to: Folk Music of Europe and North America	Revise
MUS	43264	Methods in Rock Band Performance and Pedagogy (3)	New
MUS	43265	Methods in Jazz Performance and Pedagogy (3)	New
MUS	45311	Chamber Music (1-2)	Revise
MUS	48231	Instrumental Pedagogy for the Choral General Music Educator (2).....	Revise
MUS	48512	Improvisation (1)	Revise
MUS	49525	Seminar for Student Teaching (3)	Revise
MUS	52141	Folk and Traditional Music of Western Continents (3) to: Folk Music of Europe and North America	Revise
MUS	53264	Methods in Rock Band Performance and Pedagogy (3)	New
MUS	53265	Methods in Jazz Performance and Pedagogy (3)	New
MUS	55311	Chamber Music (1-2)	Revise
MUS	58611	Advanced Singer's Diction I (1)	New
MUS	58612	Advanced Singer's Diction II (1).....	New
MUS	59525	Seminar for Student Teaching (3)	New
MUS	52357	Student Teaching	New
MUS	63285	Philosophy of Music Education (3)	Revise
MUS	73285	Philosophy of Music Education (3)	Revise
MUS	75311	Chamber Music (1-2)	Revise
NEUR	10100	Seminar in Neuroscience (1)	New
NEUR	30100	Neuroscience I (3)	New
NEUR	30200	Neuroscience II (3).....	New
NEUR	30300	Experimental Methods in Neuroscience (1).....	New
NEUR	40195	Special Topics in Neuroscience (1-3)	New
NEUR	40196	Individual Investigation in Neuroscience (1-3).....	New
NRST	10003	Nursing Agency I (6).....	Revise
NURS	40030	Psychiatric Nursing and Mental Health Nursing Care (4) to: Psychiatric Mental Health Nursing	Revise
NURS	60314	Internship in Health Care Management (3)	Inactive
NURS	65092	Practicum: Nursing and Health Care Management I (3-5).....	Inactive
NURS	65192	Practicum: Nursing and Health Care Management II (3-5)	Inactive
NURS	70592	Doctor of Nursing Practice Practicum (1-2)	New
NURS	70620	Doctor of Nursing Practice Seminar (1) to: (3).....	Revise
NURS	80006	Introduction to Family Assessment and Counseling in Nursing (3).....	Inactive

Course Revisions Effective Fall 2018 *continued*

NURS 80015	Advanced Health Assessment (3).....	Inactive
NURS 80030	Health Promotions Across the Lifespan for Family Practice (1)	Inactive
NURS 80045	Pathophysiology for the Advanced Practice Registered Nurse (3)	Inactive
NURS 80050	Pharmacology for Women’s Health Nurse Practitioners (3)	Inactive
NURS 80051	Neurobiology and Psychopharmacology of Major Psychiatric Disorders (4) ...	Inactive
NURS 80101	Theoretical Basis for Nursing Practice (3)	Inactive
NURS 80110	Adult Gerontology Clinical Nurse Specialist I (3)	Inactive
NURS 80130	Adult Gerontology Acute Care Nurse Practitioner Role (1).....	Inactive
NURS 80140	Women’s Health Care Nurse Practitioner I (2).....	Inactive
NURS 80151	Individual Psychotherapy (3)	Inactive
NURS 80205	Introduction to Applied Epidemiology (1).....	Inactive
NURS 80210	Adult Gerontology Clinical Nurse Specialist II (3).....	Inactive
NURS 80230	Adult Gerontology Acute Care Nurse Practitioner I (4)	Inactive
NURS 80240	Women’s Health Care Nurse Practitioner II (2).....	Inactive
NURS 80251	Family and Group Psychotherapy (3).....	Inactive
NURS 80310	Adult Gerontology Clinical Nurse Specialist III (3)	Inactive
NURS 80330	Adult Gerontology Acute Care Nurse Practitioner II (2).....	Inactive
NURS 80340	Women’s Health Care Nurse Practitioner III (1)	Inactive
NURS 80353	Individual, Organization and Community Consultation (3).....	Inactive
NURS 80355	Primary Health Care Concepts for the Psychiatric Mental Health Advanced Practice Nurse (3)	Inactive
NURS 83392	Adult Gerontology Acute Care Nurse Practitioner II Practicum (2).....	Inactive
NURS 80403	Methods of Inquiry (3).....	Inactive
NURS 80440	Women’s Health Care Nurse Practitioner IV (2).....	Inactive
NURS 80441	Pharmacology for Advanced Practice Nursing (3)	Inactive
NURS 80450	Ethical and Cultural Issues for Health Professional (2).....	Inactive
NURS 80451	Health Policy and Delivery Systems for Health Care Professionals (2)	Inactive
NURS 80452	Psychiatric Mental Health Family Nurse Practitioner Role (2).....	Inactive
NURS 80540	Women’s Health Care Nurse Practitioner V (2)	Inactive
NURS 81192	Adult Gerontology Clinical Nurse Specialist I Practicum (2)	Inactive
NURS 81392	Adult Gerontology Acute Care Nurse Practitioner Role Practicum (1).....	Inactive
NURS 81492	Women’s Health Care Nurse Practitioner I Practicum (1).....	Inactive
NURS 81592	Individual Therapy Practicum (2).....	Inactive
NURS 82192	Adult Gerontology Clinical Nurse Specialist II Practicum (2).....	Inactive

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NURS 82392	Adult Gerontology Acute Care Nurse Practitioner I Practicum (2)	Inactive
NURS 82492	Women's Health Care Nurse Practitioner II Practicum (1)	Inactive
NURS 82592	Medication Management and Individual Therapy Practicum (1)	Inactive
NURS 83192	Adult Gerontology Clinical Nurse Specialist III Practicum (1)	Inactive
NURS 83492	Women's Health Care Nurse Practitioner III Practicum (1).....	Inactive
NURS 83592	Family and Group Therapy (1).....	Inactive
NURS 84592	Psychiatric Mental Health Practicum IV: Nurse Practitioner Role (2)	Inactive
NURS 84892	Women's Health Care Nurse Practitioner IV Practicum (1).....	Inactive
NURS 86091	Variable Content Seminar in Nursing: Nursing Science I (3)	Inactive
NURS 86191	Variable Content Seminar in Nursing: Nursing Science I: Family Theories and Nursing Research (3)	Inactive
NURS 86291	Variable Content Seminar in Nursing: Nursing Science I: Nursing and Women's Health (3).....	Inactive
NURS 86391	Variable Content Seminar in Nursing: Nursing Science II (3).....	Inactive
NURS 87091	Variable Content Seminar in Nursing: Nursing Science II (3).....	Inactive
NUS 80012	Advanced Mental Health Assessment and Psychopathology (4)	Inactive
NUTR 23012	Introductory Food Science (3).....	New
NUTR 23510	Quantity Food Production, Service and Safety (3)	New
NUTR 33512	Nutrition (3) to: Intermediate Nutrition Science.....	Revise
NUTR 33522	Applied Nutrition (3) to: Introduction to Nutrition Assessment	Revise
NUTR 33532	Business and Management of Nutrition Services (3)	New
NUTR 35319	Nutrition, Health and Society (3)	New
NUTR 43016	Cultural Aspects of Food, Nutrition and Health (3) to: World Food Customs and Nutrition	Revise
NUTR 43030	Food Service Systems Management (3).....	New
NUTR 43511	Medical Nutrition Therapy I (3)	New
NUTR 43512	Advanced Nutrition I (3) to: Macronutrient Nutritional Biochemistry.....	Revise
NUTR 43513	Advanced Nutrition II (3) to: Micronutrient Nutritional Biochemistry	Revise
NUTR 43514	Clinical Dietetics (4) to: Medical Nutrition Therapy II (3)	Revise
NUTR 43515	Community Nutrition (3)	Revise
NUTR 43518	Maternal and Child Nutrition (3) to: Lifecycle Nutrition.....	Revise

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NUTR 43520	Nutrition for Fitness (3) to: Sports Nutrition.....	Revise
NUTR 43522	Integrative and Functional Nutrition (2).....	New
NUTR 53013	Experimental Methods in Nutrition (3) to: Research and Statistical Methods in Nutrition.....	Revise
NUTR 53016	Cultural Aspects of Food, Nutrition and Health (3) to: World Food Customs and Nutrition.....	Revise
NUTR 53030	Food Services Systems Management (3).....	New
NUTR 53511	Medical Nutrition Therapy I (3).....	New
NUTR 53512	Advanced Nutrition I (3) to: Macronutrient Nutritional Biochemistry.....	Revise
NUTR 53513	Advanced Nutrition II (3) to: Micronutrient Nutritional Biochemistry.....	Revise
NUTR 53514	Clinical Dietetics (4) to: Medical Nutrition Therapy II (3).....	Revise
NUTR 53515	Community Nutrition (3).....	Revise
NUTR 53518	Maternal and Child Nutrition (3) to: Lifecycle Nutrition.....	Revise
NUTR 53520	Nutrition for Fitness (3) to: Sports Nutrition.....	Revise
NUTR 53522	Integrative and Functional Nutrition (2).....	New
PH 43014	Public Health and Mass Incarceration (3).....	New
PHIL 41034	Philosophy of Psychology and Psychiatry (3).....	New
PHIL 51034	Philosophy of Psychology and Psychiatry (3).....	New
PMD 80217	Podiatry, Professionalism and Society II (1).....	New
PMD 80417	Podiatry, Professionalism and Society IV (4).....	New
POL 40091	Variable Topic Seminar (3).....	New
POL 50091	Variable Topic Seminar (3).....	New
POL 60099	Capstone Seminar (3).....	New
POL 60101	Proseminar in American Politics and Policy (3) to: Status of the Field: American Politics and Policy.....	Revise
POL 60102	American Policy Process (3).....	Revise
POL 60103	Congress, the Presidency and the Courts (3).....	Revise
POL 60105	Federalism and State Policymaking (3).....	Revise
POL 60106	Urban Policy and Politics (3).....	Revise
POL 60108	American Political Behavior (3).....	Revise
POL 60191	Seminar in American Politics and Policy (3).....	Revise

Course Revisions Effective Fall 2018 *continued*

POL	60302	Bureaucracy and the Policymaking Process (3).....	Revise
POL	60501	Proseminar in Transnational and Comparative Politics and Policy (3) to: Status of the Field: Transnational and Comparative Politics and Policy.....	Revise
POL	60502	Global Governance (3)	Revise
POL	60503	Foreign Policy Analysis (3).....	Revise
POL	60510	Politics of Development (3).....	Revise
POL	60511	International Political Economy (3).....	Revise
POL	60591	Seminar in Transnational and Comparative Politics and Policy (3).....	Revise
POL	70091	Variable Topic Seminar (3).....	New
POL	70101	Proseminar in American Politics and Policy (3) to: Status of the Field: American Politics and Policy	Revise
POL	70102	American Policy Process (3)	Revise
POL	70103	Congress, the Presidency and the Courts (3).....	Revise
POL	70105	Federalism and State Policymaking (3).....	Revise
POL	70106	Urban Policy and Politics (3)	Revise
POL	70108	American Political Behavior (3).....	Revise
POL	70191	Seminar in American Politics and Policy (3).....	Revise
POL	70302	Bureaucracy and the Policymaking Process (3).....	Revise
POL	70501	Proseminar in Transnational and Comparative Politics and Policy (3) to: Status of the Field: Transnational and Comparative Politics and Policy.....	Revise
POL	70502	Global Governance (3)	Revise
POL	70503	Foreign Policy Analysis (3).....	Revise
POL	70510	Politics of Development (3).....	Revise
POL	70511	International Political Economy (3).....	Revise
POL	60591	Seminar in Transnational and Comparative Politics and Policy (3).....	Revise
RADT	14016	Patient Care Management (3).....	Inactive
RADT	14022	Radiographic Exposure and Imaging II (3)	Inactive
RADT	14075	Clinical Education IV (3).....	Inactive
RADT	24006	Radiologic Physics (4)	Inactive
RADT	24014	Advanced Imaging (3).....	Inactive
RADT	24028	Radiologic Pathology (3).....	Inactive
RC	00003	Core Reading Strategies for College Success (3).....	Revise
RC	00006	Critical Reading Strategies for College Success (3)	Revise
RIS	34075	Ultrasound Clinical Education III (2).....	New
RIS	34082	Superficial Structures Sonography (2)	New

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RIS	44056	Radiation Therapy Clinical Education III (2).....	New
RIS	44067	Radiation Therapy Clinical Education IV (3).....	New
RIS	44076	Ultrasound Clinical Education IV (4).....	New
RSPC	40002	Research Development in Respiratory Care (3).....	Revise
SBS	73020	Advanced Methods in Prevention Science (3).....	Revise
SOC	62896	Individual Investigation (1-3).....	Revise
SOC	62898	Research (1-15) to: (1-3).....	Revise
SOC	72896	Individual Investigation (1-3).....	Revise
SOC	72898	Research (1-15) to: (1-3).....	Revise
SPA	34104	Speech and Language Acquisition (3).....	Revise
SPA	34107	Language Disorders in Children and Adolescents (3).....	Revise
SPA	44111	Neural Processes (3).....	Revise
SPAD	46080	Legal Issues in Sport and Recreation (3).....	Revise
SPED	43306	Fundamentals of Audiology for Students with Hearing Loss (3).....	New
SPED	43307	Listening, Language and Phonemic Development for Individuals with Hearing Loss (3).....	New
SPED	43995	Special Topics in Special Education (1-4).....	New
SPED	53103	Interpreting Processes II (3).....	Revise
SPED	53104	Interpreting Processes III (3).....	Revise
SPED	53106	School Setting Interpreting (3).....	Revise
SPED	53192	Advanced Practicum: ASL English Interpreting (1-9).....	Revise
SPED	53306	Fundamentals of Audiology for Student with Health Loss (3).....	New
SPED	53307	Listening, Language and Phonemic Development for Individuals with Hearing Loss (3).....	New
SPED	63204	Legal and Policy Foundations of Special Education (3).....	New
SPED	73204	Legal and Policy Foundations of Special Education (3).....	New
SPSY	67926	Introduction to Digital Citizenship for School Psychologists (1).....	New
SPSY	67975	Home, School and Community Collaboration (3).....	New
SPSY	77926	Introduction to Digital Citizenship for School Psychologists (1).....	New
SPSY	77975	Home, School and Community Collaboration (3).....	New
TECH	20004	Fundamentals of Circuit Analysis (3).....	Revise
TECH	33033	Hydraulics/Pneumatics (3).....	Revise
TECH	33111	Strength of Materials (3) to: Statics and Strength of Materials.....	Revise
TECH	33222	Digital Design for Computer Engineering (3).....	Revise

Course Revisions Effective Fall 2018 *continued*

TECH 33320	Applied Embedded Systems I (3).....	New
TECH 36337	Information Technology Security (3)	Revise
TECH 41065	Solid Modeling and Solidification (3)	New
TECH 43222	Computer Hardware Engineering and Architecture (3)	Revise
TECH 43320	Applied Embedded Systems II (3)	New
TECH 46312	Wireless Network and Telecommunication Systems (3)	Revise
TECH 46316	Server Administration and Configuration (3) to: Server Administration and Configuration I.....	Revise
TECH 46000	Computer Engineering Technology Capstone (3).....	Revise
TECH 52200	Radiation Processing of Materials (3) to: Interaction of Radiation with Materials.....	Revise
TECH 52400	Radiation Dosimetry and Safety (3)	Revise
TECH 60010	Radiation Sources for Radiation Processing (3).....	New
THEA 51562	Advanced Projection Design and Technology (3) to: Advanced Projection Design	Revise
THEA 51801	Voice and Speech I-The Actor's Instrument (3).....	Inactive
THEA 51803	Voice and Speech I (3).....	New
THEA 61702	Musical Theatre Styles (3).....	Inactive
THEA 61703	Movement, Form and Space III (3)	New
THEA 61801	Voice and Speech II-Vocal Demands and Dialects (3).....	Inactive
THEA 61802	Voice and Speech III-The Actor/Singer (3).....	Inactive
THEA 61803	Voice and Speech II (3)	New
THEA 61804	Voice and Speech III (3).....	New
THEA 62392	Practicum: Performance Pedagogy (1)	New
UC 10162	Introduction to Professional Development (1).....	New
UD 60705	Capstone Project Preparation (1-3) to: Master Project in Urban Design Preparation	Revise
UXD 20001	Introduction to User Experience Design (3).....	Revise
UXD 60102	Principles of Interaction (3)	New
UXD 60110	Information Technologies (3).....	Inactive
UXD 60116	Content Strategy II (3)	Inactive
UXD 80110	Information Technologies (3).....	Inactive
UXD 80116	Content Strategy II (3)	Inactive
VCD 18002	Photography II (3).....	Revise
VCD 28001	Advanced Photography (3)	Revise

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VCD	28003	Photo Technology (3)	Revise
VCD	28005	Color Photography (3)	Revise
VCD	28007	Advanced Digital Imaging (3)	Revise
VCD	34004	Visual Ethics (3)	Revise
VCD	38001	Photographics (3)	Revise
VCD	38007	Photo-Illustration Techniques (3) to: Photography Techniques	Revise
VCD	38009	Internship Seminar – Photo-Illustration (2) to: Internship Seminar – Photography	Revise
VCD	38011	Editorial Photography (3)	Revise
VCD	42000	Advanced Illustration: Media (3)	Revise
VCD	42002	Editorial Illustration (3)	Revise
VCD	42003	Advertising Illustration (3)	Revise
VCD	42005	Character Development and Design (3) to: Character Development and Design: The Human Figure	Revise
VCD	42006	Character Development and Design: Animals and Environments (3)	New
VCD	42007	Graphic Narrative (3)	New
VCD	43001	Interaction Design (3)	Revise
VCD	43002	Typographic/Photographic Graphic Design (3)	Revise
VCD	43003	Corporate Identity/Graphic Design (3) to: Identity Systems	Revise
VCD	43051	Type High Press (3)	Revise
VCD	48003	Professional Portfolio – Photo-Illustration (2) to: Professional Portfolio Photography (3)	Revise
VCD	48009	Fashion Photography (3)	Revise
VCD	52006	Character Development and Design: Animals and Environments (3)	New
VCD	52007	Graphic Narrative (3)	New
VCD	53003	Corporate Identity/Graphic Design (3) to: Identity Systems	Revise
VCD	60171	Critical Practices in Design Research (3)	New



Educational Policies Council
Minutes of the Meeting
Monday, 20 November 2017

Ex-Officio Members present (or represented): Executive Vice President for Academic Affairs and Provost Todd A. Diacon; Faculty Senate Chair Deborah C. Smith; Deans Sonia A. Alemagno, James L. Blank, John R. Crawford-Spinelli, James C. Hannon, Amy L. Reynolds, Alison J. Smith, Deborah F. Spake (representing Associate Dean Robert D. Hisrich), Melody J. Tankersley; Interim Deans Nathan Ritchey, Robert G. Sines, Jr.; Senior Associate Dean Vincent J. Hetherington; Associate Deans Janis H. Crowther, Stephen A. Mitchell, I. Richmond Nettey, Cynthia R. Stillings, Wendy A. Umberger, William T. Willoughby (representing Dean Mark S. Mistur); Interim Associate Deans Danielle S. Coombs, Kara L. Robinson

Ex-officio Members not present (or represented): Deans Barbara A. Broome, Eboni J. Pringle; Interim Dean Kenneth J. Burhanna

Faculty Senate-Appointed Representatives present (or represented): Professors Edward Dauterich, Christopher J. Fenk, Darci L. Kracht, Robert J. Twieg, Donald L. White; Associate Professors Albert L. Ingram, Linda L. Williams; Assistant Professor Jennifer M. Cunningham

Faculty Senate-Appointed Representatives not present (or represented): Professor Susan Roxburgh; Associate Professor Vanessa J. Earp; Assistant Professor Vinay K. Cheruvu

Council Representatives present (or represented): Professors Michael C. Chunn, Said Shiyab; Associate Professors Jillian S. Coorey, Jan C. Leach, Richard L. Mangrum, Robert D. Sturr, Jonathan F. Swoboda, Melissa D. Zullo; Assistant Professors Lindsay C. Baran, Jonathan P. Fleming, James D. (Derek) Kinglsey, Mary A. Mooney, Debra S. Shelestak

Council Representatives not present (or represented): Professor Jonathan B. VanGeest; Associate Professor Pamela K. Evans, Denise M. McEnroe-Petite, Jayaram (Jay) Muthuswamy; Assistant Professors Insook Kim, Amy B. Petrinec

Observers present: Graduate Student Senate Vice Executive Chair Kathryn Klonowski, Undergraduate Student Government Senator Samantha Scozzaro

Consultants and Guests present: Susan M. Augustine, Darwin L. Boyd, Alicia R. Crowe, Larry G. Froehlich, Julie A. Gabella, Mary Ann Haley, Jennifer S. Kellogg, Shelley K. Marshall, Daniel E. Palmer, Jackie A. Ruller, Elizabeth A. Sinclair, Kathleen J. Spicer, Linnea A. Stafford, Therese E. Tillett, Aimee J. VanDomelen, William C. Ward III, Catherine M. Zingrone

Executive Vice President for Academic Affairs and Provost Todd A. Diacon called the meeting to order at 3:21 p.m., on Monday, 20 November 2017, in the Governance Chambers of the Kent Student Center.

Provost Diacon asked Executive Director Therese E. Tillett to review changes made to the agenda. Executive Director Tillett stated three courses were being withdrawn from the agenda pending further discussion. The courses being withdrawn from the agenda are:

- PH 43013 Sex: A Wicked Public Health Problem (3) – New
- SBS 54634 Social Determinants of Health Behaviors (3) – Revise
- SBS 74634 Social Determinants of Health Behaviors (3) – New

Joint EPC Action Item 1: Approval of 16 October 2017 meeting minutes.

Senior Associate Dean Vincent J. Hetherington moved for approval of the minutes, and the motion was seconded by Professor Michael C. Chunn. No changes, corrections or clarifications were requested. The motion passed unanimously.

Joint EPC Action Item 2: Revision of the Definition of Instructional Arrangements and Guidelines for the Awarding of Academic Credit policy to provide more guidance and code consistency in course development. Effective Fall 2018.

Associate Dean Cynthia R. Stillings motion for approval of the item was seconded by Dean Sonia A. Alemagno.

Senior Associate Provost Melody J. Tankersley reviewed that the proposal is to merge and revise two course policies that appear in the curricular guidelines. Together they provide a comprehensive overview of the course types that are offered. The revision will make it easier for faculty to find and utilize the policies when creating or revising a course.

Members did not have any questions, and the item passed unanimously.

Joint EPC Action Item 3: Restructure of the Liquid Crystal Institute to be more inclusive and include materials science research. The institute will be renamed Advanced Materials and Liquid Crystal Institute. Effective Fall 2018.

Associate Professor Robert D. Sturr motion for approval of the item was seconded by Professor Robert J. Twieg.

Dean James L. Blank presented that President Warren has expressed interest in establishing an advanced materials institute that would span multiple departments and colleges. In looking at the direction and future of the Liquid Crystal Institute [LCI], that has over 40 years of history and is internationally known, the proposal is to combine it with an advanced materials institute due to the strength in material science that is at Kent.

Professor Twieg, who has worked on liquid crystals for 30 years, voiced his concerns in that he feels there will be many challenges to integrate the existing LCI with a broader materials institute. He does feel that it will be a very valuable outcome for the university if this integration can be accomplished. He stated that the majority of the materials science, as well as the liquid crystals science, is done in the chemistry and physics departments and he wants that history to be known so that it can continue in the future. He has concerns with the process not being the best to this point, especially with shared governance and for this institute to be successful, governance needs to be involved. He is concerned with the letters of support that are being presented because they are very unspecific. The chemistry and physics departments agree with the new name but there is not a lot of

input from either of them in regards to this proposal. He feels that input has been lost in the process and that is something that has to change for this new institute to be successful. There are a lot of departments named in the proposal but a foundation and framework need to be built first and then other areas can be added in later after the structure is set. He is concerned with a statement in the proposal that a lot of research by faculty has gone unnoticed and he doesn't want that to happen again. He has questions about the budget and the resources that will be available for a new institute while the existing institute is "bleeding red ink" and how can a larger organization be viable when the existing one is not. He emphasized that he would like to see a viable and successful materials institute created and that it is possible if the right path is taken. He charged Dean Blank and Provost Diacon to pay close attention so they do not get off of that path.

An EPC member asked why "Liquid Crystal Institute" is not being kept first in the renamed institute if it is internationally known and for internet search reasons. Professor Twieg replied that liquid crystals are an important subset of material science but are only a very small portion of material science and that the university needs to acknowledge and focus on the bigger picture. The member asked why he was not more supportive of the proposed institute if it will bring more focus to advanced material science. Professor Twieg stated that he wants to have a success materials science institute but he has concerns with the proposal being presented and the documents and statements within it.

Dean Blank responded to Professor Twieg's concerns and explained that he has been working with him for over a year on this proposal and values his input and support. In response to the budget comment, he stated that the LCI is not "bleeding red ink" and has a budget that comes out of central funds. The LCI comes in at budget or under budget every year. In response to the resource concerns, he shares those concerns and wants to resource the institute adequately. In regards to governance and the letters of support, he has ideas of how the governance should be set up and it will need to be thought about and discussed. The department letters submitted are in support but he understands that faculty does have questions and concerns but that there will never be 100% consensus from the faculty. Once the director for the institute has been hired, they will work have to work with the faculty, deans, chairs, etc. to discuss and work through things in order to have a successful institute.

Faculty Senate Chair Deborah C. Smith questioned the letters of support. She stated that the letters are from administrators saying that they support the proposal and she is wondering if they consulted with their curricular committees and faculty and did the faculty support it. Dean Blank responded that within the College of Arts and Sciences, the faculty were consulted and they were mostly in support. Professor Twieg commented that the majority of the letters state that they support the name change, he feels the absence of discussion says a lot.

An EPC member asked if there would be an administrative reporting structure change as well or just a name change. Dean Blank responded that there would be an administrative change. Another EPC member felt that this proposal is similar to that of the digital sciences program structure that did not fall under a college but reported to the Provost's office. Dean Blank replied that it is different than digital science as it is research focused, does not offer any course work or a degree. Another EPC member asked if it is really needed to keep liquid crystal in the name since it is just a small piece of the advanced science materials. Dean Blank responded that there are a lot of good faculty involved with many years of experience and research involved with liquid crystal that is important and it is also a brand that is recognized. Professor Twieg interjected and asked the council to approve the name change and to move forward to build a great institute that is broad in scope that reflects the

history of the LCI. Chair Smith stated that she has been approached by faculty that are part of the LCI and they are very concerned about the proposal. She would feel better if there was a letter that was signed by the faculty that are currently involved in the LCI showing support of this proposal. Dean Blank responded that there is a letter of support from LCI Interim Director John L. West who has spoken with faculty about their concerns. Chair Smith responded that the letter from Interim Director West doesn't address any of the faculty concerns and simply states "I" support the proposal and that is concerning to her. Professor Twieg responded that he can't speculate for his colleagues at LCI but he thinks they will be satisfied with the name change. He thinks their major concern would be the educational component of the operation and how it will be reconfigured. He again urged for approval of the proposal for the name change and then they can look at and work on the educational component at a later time.

Members did not have additional questions or discussion and passed the item unanimously.

Graduate EPC Action Item 1: Consolidation of Crafts [CRFT] and Fine Arts [ARTS] majors into one major—renamed Studio Art [SART]—within the Master of Arts [MA] degree. In addition, course revisions include 13 new ARTS courses. Minimum total credit hours to program completion are 32. Effective Fall 2018 pending final approval.

Associate Dean Stillings moved for approval of the item, which was seconded by Associate Dean William T. Willoughby.

Dean John R. Crawford-Spinelli presented that the proposal is a change in structure of two of the graduate programs in the School of Art, it is not a change in degree but a change in the name of it. The purpose of the change is a streamlining and simplification of the programs that will better reflect what is going on in the field as well as what is being recommended by their accrediting body.

An EPC member asked about the 13 new courses that are part of the proposal as well and that seems like a rather big change. Associate Dean Stillings responded that the curriculum committee took all of the independent study courses and the individual investigation courses and turned them into specific discipline variable credit studio courses. These changes were made in reaction to feedback from the accreditor as well as from Curriculum Services that was not comfortable with a degree program consisting of an individual investigation curriculum.

With no additional questions, the item passed unanimously.

Provost Diacon proposed that the remaining Graduate EPC action items for the Department of Biological Sciences be grouped for discussion and voting as items 2 and 3, items 4 and 5 and items 6 and 7 as each group is for the same program with one item being for the Master of Science degree and the other item being for the Doctor of Philosophy degree. With no objections, Provost Diacon proceeded with calling for a motion to discuss items 2 and 3.

Graduate EPC Action Item 2: Revision of name and course requirements for the Biological Sciences–Cell Biology [CELL] major within the Master of Science [MS] degree. Revised name is Biological Sciences–Cell Biology and Molecular Genetics [BSCM]. Revision includes requiring BSCI 60184 and adding BSCI 50142, BSCI 50143, BSCI 60103 and BSCI 60144 as required. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2018.

Graduate EPC Action Item 3: Revision of name and course requirements for the Biological Sciences–Cell Biology [CELL] major within the Doctor of Philosophy [PhD] degree. Revised name is Biological Sciences–Cell Biology and Molecular Genetics [BSCM]. Revision includes requiring BSCI 70184 as required and adding BSCI 70103, BSCI 70142, BSCI 70143, and BSCI 70144 as required. Minimum total credit hours to program completion are unchanged at 60. Effective Fall 2018.

Associate Dean I. Richmond Nettey motioned for approval of the item, and was seconded by Assistant Professor Mary A. Mooney.

Dean James L. Blank deferred to Associate Dean Mary Ann Haley to present the items. Associate Dean Haley stated that the department has gone through a systematic review of their programs and are updating to more common terminology in the field. They are also updating the discipline and in some cases, regularizing the curriculum as well, which is also part of the proposals. Courses that are routinely recommended to be taken by students are now specifically required for the program.

Executive Director Tillet asked why they are keeping the name biological sciences in front of all of the majors. Associate Dean Haley responded that to her knowledge that wasn't part of the major name and that Master of Science or Doctor of Philosophy appeared before the major name. Executive Director Tillet explained that was not the case and for the new names, the major name will start with "Biological Sciences –" and then have the rest of the program name. She also explained that since the major title is so long, that it will be truncated and only a portion of the title will appear on a student's transcripts. Associate Dean Haley replied that it may be a historic remnant from when all of the majors originated in the department of biological sciences and she does not see a problem with dropping that from the proposal.

Chair Smith questioned dropping biological sciences from the proposal as it has not gone through the process and she is uncomfortable with just removing it. Senior Associate Provost Tankersley stated that she doesn't want to hold up the proposals when it doesn't appear that they intended to have biological sciences in the major name. Chair Smith stated that it cannot be determined that it was not intended because it is written in the proposals. Senior Associate Provost Tankersley stated to go forward with the proposals (items 2 through 7) as they are written and to vote on them as written. She stated that Executive Director Tillet will consult with the appropriate people to put through a change, if wanted, so that the major name appears without biological sciences.

Members did not have any additional questions or discussions; and the item passed unanimously.

Graduate EPC Action Item 4: Revision of name and course requirements for the Biological Sciences–Ecology [ECOL] major within the Master of Science [MS] degree. Revised name is Biological Sciences–Ecology and Evolutionary Biology [BSEE]. Revision includes requiring BSCI 60184 and adding BSCI 60103 as required. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2018.

Graduate EPC Action Item 5: Revision of name and course requirements for the Biological Sciences–Ecology [ECOL] major within the Doctor of Philosophy [PhD] degree. Revised name is Biological Sciences–Ecology and Evolutionary Biology [BSEE]. Revision includes requiring BSCI 70184 as required and adding BSCI 70103 as required. Minimum total credit hours to program completion are unchanged at 60. Effective Fall 2018.

Associate Dean Nettey moved for approval of the item, which was seconded by Associate Dean Wendy A. Umberger.

Associate Dean Haley stated the department is updating to more common terminology in the field, as well as the discipline and in some cases, regularizing the curriculum, which is also part of the proposals. Courses that have been routinely recommended to be taken by students are now specifically required for the program.

Members did not have any questions, and the item passed unanimously.

Graduate EPC Action Item 6: Revision of name and course requirements for the Biological Sciences – Physiology [PSIO] major within the Master of Science [MS] degree. Revision name is Biological Sciences – Integrative Physiology and Neurobiology [BSPN]. Revision includes requiring BSCI 60184 and adding BSCI 60103 and BSCI 60491 as required. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2018.

Graduate EPC Action Item 7: Revision of name and course requirements for the Biological Sciences – Physiology [PSIO] major within the Doctor of Philosophy [PhD] degree. Revised name is Biological Sciences – Integrative Physiology and Neurobiology [BSPN]. Revision includes requiring BSCI 70184 and adding BSCI 70103 and BSCI 70491 as required. Minimum total credit hours to program completion are unchanged at 60. Effective Fall 2018.

Assistant Professor Mooney moved for approval of the item, which was seconded by Associate Dean Willoughby.

Associate Dean Haley again stated that the department is updating to more common terminology in the field as well as regularizing some of the curriculum as previously stated.

Members did not have any questions, and the item passed unanimously.

Provost Diacon reviewed, per meeting custom, that Information Items or Lesser Action Items typically are not discussed or voted on unless someone wishes to do so. He asked the committee if there were any questions or comments for the remaining items on the Graduate EPC agenda. With no questions or discussion presented, Provost Diacon excused the members of the graduate committee.

Undergraduate EPC Action Item 1: Establishment of a Mechanical Engineering Technology [MERT] major within the Bachelor of Science [BS] degree, to be offered at Kent Campus. The major replaces the Mechanical Engineering Technology concentration within the Applied Engineering major. Minimum total credit hours to program completion are 120. Effective Fall 2018 pending final approval.

Professor Simon Song motion for approval of the item was seconded by Interim Dean Robert G. Sines, Jr.

Interim Dean Sines explained that the reasoning behind making this concentration into its own major is because it presently does not meet the requirements for a concentration in a degree. The proposal is to establish a new major in a bachelor of science degree as the college is changing its focus to more engineering bachelor of science degrees.

An EPC member asked a question in regards to the three items being presented by the College of Aeronautics and Engineering. The member asked why two of the new majors have the word

technology in the title and there is one that does not. Assistant Professor Darwin L. Boyd responded that the programs are different and it has to do that they receive different portions of ABET accreditation. Provost Diacon asked if it also reflected the amount of calculus that is required in which Interim AET Program Director Jackie A. Ruller confirmed that. She stated that the technology programs require higher levels of and more math while the engineering program requires slightly less math but has more hands on experience. The EPC member asked if students will understand these distinctions. Interim Dean Sines replied yes and that these programs are similar to their Aerospace Engineering program and Aeronautical Systems Engineering Technology program and that it is very standard as far as ABET accreditation.

Members did not have any questions, and the item passed unanimously.

Undergraduate EPC Action Item 2: Establishment of a Mechatronics Engineering [MENG] major within the Bachelor of Science [BS] degree, to be offered at the Kent Campus. Minimum total credit hours to program completion are 121. Effective Fall 2018 pending final approval.

Professor Edward Dauterich's motion for approval of the item was seconded by Dean Alemagno.

Interim Dean Sines stated that if the item is approved, this will be the second pure engineering degree at Kent State and that there are very few of the programs offered in the United States. There is a great demand for this type of engineering degree.

An EPC member asked what exactly is mechatronics engineering. Assistant Professor Boyd replied that mechatronics in general originally combined mechanical and electronics and it bridged the gap. It usually now is mechanical, electrical or electronics, control and computer engineering. Interim Dean Sines explained that it covers all of those pieces. Another EPC member asked for an example as a follow up to the previous question. Interim Dean Sines replied that an ATM machine is an example or any robot incorporates mechatronics engineering. Provost Diacon asked if the program would be ABET accredited in which Interim Dean Sines said yes and that they would be seeking that.

Members did not have any additional questions, and the item passed unanimously.

Undergraduate EPC Action Item 3: Establishment of a Mechatronics Engineering Technology [MCET] major within the Bachelor of Science [BS] degree, to be offered at the Kent Campus. The major replaces the Mechatronics concentration within the Applied Engineering major. Minimum total credit hours to program completion are 120. Effective Fall 2018 pending final approval.

Professor Song motion for approval of the item was seconded by Associate Dean Willoughby (representing Dean Mark S. Mistur).

Interim Dean Sines explained that this concentration presently does not meet the requirements for a concentration in a degree either and the proposal is to establish a new major in a bachelor of science degree.

Members had no questions and the item passed unanimously.

Undergraduate EPC Action Item 4: Revision of name for the Computer Technology [COMT] major within the Associate of Applied Business [AAB] degree. The revised name will be Information Technology [IT]. In addition, the course subject for computer technology courses is revised, from COMT to IT. The program is offered fully online and on-ground at the Ashtabula, East Liverpool, Geauga, Salem, Trumbull and Tuscarawas campuses, and at the Twinsburg Regional Academic Center. Effective Fall 2018.

Dean Alemagno's motion for approval of the item was seconded by Dean Amy L. Reynolds.

Interim Dean Nathan Ritchey deferred to Associate Professor Larry G. Froehlich to present the items. As the computer technology program has evolved, there has been great success with graduates in the Associate of Applied Business degree. The proposed name change is to better reflect the skills that are being provided to students and the jobs that students are obtaining after graduation in the field of information technology.

An EPC member asked if it would be better to keep a broader term for the program such as computer technology instead of being more narrow and specific with information technology. Associate Professor William C. Ward responded that frequently when students come in to Kent State and they want to do something with computers they go in to computer science. This program is not a computer science program and the students in this program are technicians that are working out in businesses and industries fixing computers and not writing software. The types of jobs students are looking at are more information technology type specific jobs, so this name change will help to better define the program away from computer science. Lecturer Shelley K. Marshall added that IT is an industry standard term and students understand the field that they are going in to. She also added that computer technology is a much broader term than the curriculum that is being offered in this program.

Members did not have any additional questions, and the item passed unanimously.

Undergraduate EPC Action Item 5: Establishment of an Information Technology [IT] major within the Bachelor of Science in Information Technology [BSIT] degree. The proposed program replaces five computer technology concentrations within the Technical and Applied Studies major. The program will be offered fully online and hybrid online/on-ground at all seven regional campuses and the Twinsburg Regional Academic Center. The Trumbull Campus will be the admitting campus for first-time applicants to the online program. The major will comprise six concentrations: Networking [NET], Internet/Multimedia [INMM], Application Development [ADEV], Health Information Technology [HIT], Integrated Information Technology [IIT] and Applied Computer Security and Forensics [ACSF]. Minimum total credit hours to program completion are 120. Effective Fall 2018 pending final approval.

Assistant Professor Jennifer M. Cunningham moved for approval of the item, which was seconded by Professor Dauterich.

Associate Professor Froehlich stated that based on the success that students have had with the five concentrations in the Bachelor of Technical and Applied Studies [BTAS], with over 220 graduates within the computer technology concentrations, the proposal is for a Bachelor of Science in Information Technology [BSIT] with hopes to elevate that.

Members had no questions and the item passed unanimously.

Undergraduate EPC Action Item 6: Inactivation of the Legal Assisting Technology [LEGT] major within the Associate of Applied Science [AAS] degree on the East Liverpool Campus. The program has had no enrollment for several years, and there are no faculty associated with the program on the campus. The program is and will continue to be offered at the Trumbull Campus. Effective Fall 2018.

Interim Dean Sines moved for approval of the item, and the motion was seconded by Dean Reynolds.

Associate Professor Froehlich explained that the East Liverpool Campus has not been able to staff or offer courses for the major for several years. The proposal is to inactivate the major at the East Liverpool Campus only and it will continue to be offered at the Trumbull Campus.

Members had no questions and the item passed unanimously.

Undergraduate EPC Action Item 7: Establishment of a Peace Officers Training Academy [C152] technical certificate, to be offered at the Kent and Trumbull campuses. Only students accepted to the Kent State Basic Peace Officer Training Academy will be able to declare the certificate. Four courses – POTA 11001, POTA 11002, POTA 11003, POTA 11004 – will be established for the certificate. Minimum total credit hours to program completion are 22. Effective Fall 2018 pending final approval.

Dean Reynolds' motion for approval of the item was seconded by Dean Alemagno.

Associate Professor Froehlich stated that the Kent and Trumbull campuses have offered a Police Academy for a number of years and students have been very successful, however, students have never received university credit upon completion. To the advantage of the student, the proposal is to establish four courses for students to take in addition to the Police Academy for a total of 22 credit hours. At the completion of the program, students will receive a certificate to acknowledge their completion from the state of Ohio and they will also be eligible to receive a certificate of completion with 22 hours of academic credit. This proposal will also allow Police Academy students to be eligible for financial aid.

Chair Smith voiced a concern on behalf of EPC member Professor Susan Roxburgh, who was not present, concerning a letter that was submitted with this proposal on behalf of the Sociology department stating that there was no encroachment. Her concern is that neither their FAC nor curricular committee were consulted about this proposal and Chair Smith has problems with a director signing off on encroachment issues without actually consulting the faculty of the department. Associate Professor Froehlich responded they have been in conversations with Academic Department Chairperson Richard T. Serpe of Sociology as well as Associate Professor Deirdre M. Warren of Sociology who teaches criminal justice courses at the Stark campus. Chair Smith said her concern is that the Sociology department faculty nor the curricular committee were aware of this proposal. Provost Diacon asked what constitutes a technical certificate and what that means as well as wanting to confirm that it allows a student to apply for financial aid. Associate Professor Froehlich answered that students would be dual-enrolled. They would be enrolled in the Police Academy as well as a Kent State student and upon successful completion of the Police Academy, they would receive 22 credit hours and as a Kent State student in a certificate program they would be allowed to apply for financial aid. Executive Director Tillett explained that a couple of years ago, the state of Ohio reclassified certificates and created a technical category with specific

criteria attached to it. A technical certificate has to lead to an industry recognized credential that tends to not have coursework that is offered in part of another degree program and it typically has to have a specific number of clock hours required for it. This will be Kent State's first technical certificate as it leads to an industry recognized credential that will be recognized by the state of Ohio. She also stated that there are more than normal approvals that are needed in order to offer this certificate; beyond internal approvals, approval will be needed by the state of Ohio, the Higher Learning Commission and the U.S. Department of Education and Financial Aid.

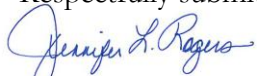
An EPC member asked who will be teaching these courses if they are not going through a department. Associate Professor Froehlich replied that Sociology faculty will be teaching the CRIM courses in the degree and Police Academy instructors will be teaching the other courses that are part of their program including the new POTA courses. Assistant Dean Daniel E. Palmer explained that currently, the Police Academy has their own instructors that are hired on a per diem basis but once the proposal is approved, the instructors would have to be vetted and approved on the academic side by the Regional College.

Chair Smith wanted to make a general comment that it will be extremely important going forward that when an administrator of any sort, writes a letter of support or a letter of no encroachment, that they explicitly say that they have consulted with the appropriate faculty body of the unit that they represent and if the faculty body has concerns, those concerns need to be included in the letter. She feels that if this is not done, when a proposal is presented to Faculty Senate, it will cause a delay when faculty in those units will object at that point. Senior Associate Provost Tankersley asked where should this information be taken in order to have it addressed. Chair Smith said that Chairs and Directors would be a good place to start.

Members did not have any additional questions or discussions; and the item passed unanimously.

With no requests for additional discussion, Provost Diacon adjourned the meeting at 4:26 p.m.

Respectfully submitted,



Jennifer L. Rogers
Administrative Secretary, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date Oct. 2017 Curriculum Bulletin _____

Effective Date Fall 2018 Approved by EPC _____

Department **Political Science**
 College **AS - Arts and Sciences**
 Degree **CER6 - Post-Baccalaureate Certificate**
 Program Name **Post-Baccalaureate Certificate in Nonprofit Management** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

We propose a fully online graduate certificate in nonprofit management which has been developed to meet growing market demand by leveraging the existing curriculum and faculty in the MPA Program in the Department of Political Science at Kent State University. The Certificate in Nonprofit Management is designed to be fully online and to meet market needs of nonprofit organizations in Northeast Ohio and nationally. It will provide students with concrete skills in nonprofit management including fundraising, executive board relations and policy advocacy.

The proposed certificate will be 12 credit hours and will include one core management courses and three nonprofit courses from the MPA program's five nonprofit electives. Students will chose one of the follow core management courses (3 credit hours): 1) Public Personnel Administration, 2) Public Budgeting and Financial Management, 3) Program Evaluation, 4) Strategic Planning. Additionally, students will chose three courses from the following list (9 credit hours): 1) Nonprofit Board Executive Relations, 2) Nonprofit Law, 3) Nonprofit Financial Resource Development, 4) Nonprofit Advocacy, 5) Leadership in the Nonprofit and Public Sector.

The target students will be college graduates (both bachelor's and master's degrees) who work or are seeking employment in professions and industries that have significant presence in the nonprofit sector. These include education services, health and human services, community and social assistance organizations, mental health professions, and policy advocacy groups. These include students who are looking to improve their skills and move into management and administrative positions within nonprofit organizations.

We anticipate that this certificate will be appealing to three types of individuals. First, individuals with a bachelor's degree who work in or hope to work in the nonprofit sector but who do not feel compelled (or confident enough) to pursue a full master's degree. For these individuals, a certificate will give them credentials that may help them secure employment or provide moderate advancement in their current place of employment. Secondly, the certificate may appeal to individuals who already hold master's degrees and do not want or need to earn another master's degree in public or nonprofit administration, but who do work in (or hope to work in) the nonprofit sector. These include individuals with master's degrees in public health, nursing, business administration or public administration. A certificate degree would give them additional credentials to move into management positions in nonprofit organizations even though their master's degree may not have explicit nonprofit training. Finally, we anticipate that many of our MPA students will be interested in completing the certificate simultaneously while they complete their MPA degree in our program. This will make them more employable as they can earn both a Master of Public Administration and a Certificate in Nonprofit Management within the same program.

Does proposed revision change program's total credit hours? Yes No

*PKL
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Current total credit hours:

Proposed total credit hours 12

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

The university does not have any other graduate programs that specialize in Nonprofit Management. The only other programs we anticipate will be impacted by this proposal are the other degree programs in the Department of Political Science since the core MPA faculty are in the Political Science Department. If the certificate program required many additional course offerings, this might impact course offerings in the Undergraduate, MA and PhD programs. That said, we expect the impact to be small since the creation and delivery of the certificate program will not require new courses or course offerings. That is, the current course offerings and scheduling would be compatible with the Certificate. The MPA program already offers the courses required by the proposed certificate frequently enough that students could complete the certificate program in one year.

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

All degree programs (Undergraduate, MA and PhD programs) in the Department of Political Science.

REQUIRED ENDORSEMENTS

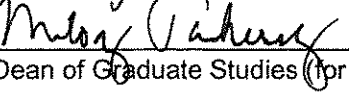


Department Chair / School Director 10 / 21 / 17

Campus Dean (for Regional Campuses proposals) 1 1



College Dean (or designee) 11 / 13 / 17



Dean of Graduate Studies (for graduate proposals) 11 / 28 / 17

Senior Vice President for Academic Affairs and Provost (or designee) 1 1

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Establish a
Post-Baccalaureate Certificate in Nonprofit Management

Proposal Summary:

Masters in Public Administration [MPA] program, housed in the Department of Political Science,
 The ~~MPA Program~~ proposes to offer a fully online graduate certificate in nonprofit management. This proposal has been developed to meet growing market demand by leveraging the existing PADM curriculum and faculty in the MPA Program in the Department of Political Science at Kent State University. The Certificate in Nonprofit Management is designed to be fully online and to meet market needs of nonprofit organizations in Northeast Ohio and nationally. It will provide students with concrete skills in nonprofit leadership and management including fundraising, executive board relations, nonprofit law, and policy advocacy.

Course Content:

and
 Choose one of the following *core* management courses (3 credit hours):

1. Public Personnel Administration
2. Public Budgeting and Financial Management
3. Program Evaluation
4. Strategic Planning

and
 Choose three courses from the following list (9 credit hours):

1. Nonprofit Board Executive Relations
2. Nonprofit Law
3. Nonprofit Financial Resource Development
4. Nonprofit Advocacy
5. Leadership in the Nonprofit and Public Sector

Program Length: 12 credit hours. The program is designed to be completed in two semesters (2 courses per semester).

Academic Level: Post-baccalaureate

Admission Requirements: Bachelor's degree from an accredited institution, 3.0 GPA

Pre-requisites: No pre-requisites.

Target Students: The target students will be college graduates (both bachelor's and master's degrees) who work or are seeking employment in professions and industries that have significant presence in the nonprofit sector. These include education services, health and human services, community and social assistance organizations, mental health professions, and policy advocacy groups. These include students who are looking to improve their skills and move into management and administrative positions within nonprofit organizations.

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We anticipate that this certificate will be appealing to three types of individuals. First, individuals with a bachelor's degree who work in or hope to work in the nonprofit sector but who do not feel compelled (or confident enough) to pursue a full master's degree. For these individuals, a certificate will give them credentials that may help them secure employment or provide moderate advancement in their current place of employment. Secondly, the certificate may appeal to individuals who already hold master's degrees and do not want or need to earn another master's degree in public or nonprofit administration, but who do work in (or hope to work in) the nonprofit sector. These include individuals with master's degrees in public health, nursing, business administration or public administration. A certificate degree would give them additional credentials to move into management positions in nonprofit organizations even though their master's degree may not have explicit nonprofit training. Finally, we anticipate that many of our MPA students will be interested in completing the certificate simultaneously while they complete their MPA degree in our program. This will make them more employable as they can earn both a Master of Public Administration and a Certificate in Nonprofit Management within the same program simultaneously.

Target Employers: Based on data from the Bureau of Labor Statistics, the Ohio Labor Market Information, NASPAA, our alumni, and our faculty's experience placing students, the target employers will be nonprofit organizations as well as private and public employers who conduct frequent business with nonprofit organizations (which is increasingly commonplace). The primary industries include educational organizations, scientific research and advocacy organizations, healthcare services and charitable organizations.

Implications for Department:

The proposal will require that the MPA Program offer at least one of the nonprofit electives (listed above) each semester (Fall, Spring, Summer). We anticipate that this will have little impact on our department since this has already been done for the last several years. If the certificate program leads to significant increases in enrollments (over 25 students per semester), we may need to offer additional courses or sections. However, market analysis from Everspring suggests that we will likely have no more than 25 students per year, which our program should be able to accommodate without any changes.

There are reporting requirements for all certificate programs, which will entail the MPA Program to keep track of completion and employment statuses for all students and alumni. NASPAA already requires us to do this for our accreditation; thus, it will not significantly change what we currently do.

Timeline

Approved in department	Fall 2017
A&S CCC Approval	November 2017
EPC/Faculty Senate Approval	January 2018
Effective	Fall 2018

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**Notice of Intent to Offer an Educational Program
[Post-Baccalaureate Certificate in Nonprofit Management]
Kent State University**

Gainful Employment Electronic Announcement #5 dated 1 June 2011 and posted on www.ifap.ed.gov explains the process for institutional notification to the U.S. Department of Education (ED) of new educational programs that prepare students for gainful employment in a recognized occupation (GE Programs). An institution's notification to ED of its intent to offer a new GE Program must include information to support the institution's determination of the need for the program, as required by the regulations at 34 CFR 600.20(d)(2). Descriptions and documentation provided by an institution can cover more than one new GE Program, if the same, or similar, process was used by the institution to determine the need for the program, and should be provided as follows:

1. Institution Name: **Kent State University**
2. OPEID: **00305100**
3. Program name(s) and program CIP code(s) supported by this documentation: *(Therese Tillett will provide CIP code once document has been submitted to Curriculum Services.)*

Post-Baccalaureate Certificate in Nonprofit Management

A program that focuses on the systematic study of nonprofit leadership and management. The program includes instruction in nonprofit fundraising, financial and resource development, executive board relations, nonprofit advocacy, and leadership.

4. Narrative description of how the institution determined the need for the program. For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s) and provide details describing the benefits of the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative. The institution must retain documents that support this description for review or submission to the ED upon request.

The need for the Certificate in Nonprofit Management was based on the following sources: 1) MPA Program placement and student employment data, 2) Data from the Network of Schools of Public Policy, Affairs and Administration (NASPAA), 3) federal and state labor statistics and 4) market research and analysis conducted by Everspring, the company that Kent State University has contracted with for marketing the MPA Program.

We propose a fully online graduate certificate in nonprofit management, which has been developed to meet growing market demand by leveraging the existing Public Administration curriculum and faculty in the MPA Program in the Department of Political Science at Kent State University. The MPA Program at Kent State University is a well-established program and has been existence for more than 30 years. In recent years, the program has strengthened its nonprofit curriculum and course offerings as well as faculty research interests. Of our core seven MPA faculty, three tenure-track faculty members conduct research on the nonprofit sector. Additionally, we have two long-term adjunct professors who have expertise in nonprofit law and management and who are both executives at two of the largest nonprofit organizations in Northeast Ohio.

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Over the years, students have shown increased interest in the nonprofit sector. Many of the undergraduates in the Political Science department have expressed interest in working in the nonprofit sector as well. Additionally, based on our own MPA students' employment patterns, a sizable number of our alumni are employed in the nonprofit sector. For our two most recent graduating cohorts, approximately 20 percent are employed in the nonprofit sector (local government is the largest sector at 38 percent).

According to NASPAA¹, approximately 27 percent of students who complete an MPA from a NASPAA accredited program are employed in the nonprofit sector. The majority of these (23 percent) are employed in a domestic-oriented (versus international) nonprofit organization. This is the single largest category of employer sector (City/County/Local Government is 17 percent and State/Provincial/Regional Government makes up 15 percent). This suggests that nationally, employment opportunities in the nonprofit sector are perhaps even larger than what we see in our own program.

Determining demand for employment in the nonprofit sector is more difficult than most professions since it is not itself a profession per se. Many graduate degrees are clearly linked to professions – engineers, nurses, attorneys, counselors, etc. However, the nonprofit sector includes a wide-range of professions, organizations and industries including healthcare, education, social services, and legal and policy advocacy. Therefore, it is more informative to examine the industries that may include nonprofit organizations than it is to identify nonprofit occupations (since these often overlap between the public, private and nonprofit sectors).

Table 1 presents Major Industry projections using Ohio Labor Market Information.² The industries that are most likely to include nonprofit organizations are Professional and Technical Services, Educational Services, Health Care and Social Assistance, and Other Services (Except Government).³ This is based on research from the US Bureau of Labor Statistics (see Table 4). These industries have the highest number of nonprofit organizations and employment compared to other private-sector industries. In 2012, in Ohio (the most recent BLS data available), there were approximately 9,200 nonprofit organizations that employed over half a million people. The average wage was about \$42,000 per year (the national average for nonprofit sector was 44,227). The vast majority of these jobs came from the following industries: Professional, Scientific, and Technical Services; Educational Services; Health Care and Social Assistance; and Other Services (Except Government). These four industries account for 86 percent of nonprofit employers and 92.8 percent of nonprofit employees in Ohio.

As can be seen, these industries are expected to grow over the next several years with the average growth at 9.75% compared to an average combined growth of 0.87% for other industries in this time period.

¹ <http://www.naspaa.org/DataCenter/NASPAADDataSnapshot.asp>

² <http://ohiolmi.com/proj/OhioJobOutlook.htm>

³ <https://www.bls.gov/bdm/nonprofits/nonprofits.htm>

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TABLE 1

Ohio Employment Projections Report by Major Industry, 2014-2024

Industry Title	2014 Annual Employment	2024 Projected Employment	Change in Employment 2014-2024	Percent Change 2014-2024
Total	5,644,600	5,944,800	300,200	5.3%
Goods-Producing Industries	974,570	960,160	-14,410	-1.5%
Agriculture, Forestry, Fishing and Hunting	90,090	80,660	-9,430	-10.5%
Mining	14,460	13,870	-590	-4.1%
Construction	195,760	219,580	23,820	12.2%
Manufacturing	674,260	646,050	-28,210	-4.2%
Service-Providing Industries	4,377,030	4,675,420	298,390	6.8%
Wholesale Trade	232,380	243,140	10,760	4.6%
Retail Trade	566,270	582,100	15,830	2.8%
Transportation and Warehousing	178,460	185,150	6,690	3.7%
Utilities	18,220	15,070	-3,150	-17.3%
Information	72,650	67,150	-5,500	-7.6%
Finance and Insurance	224,390	233,930	9,540	4.3%
Real Estate and Rental and Leasing	61,110	63,990	2,880	4.7%
Professional and Technical Services	248,420	277,040	28,620	11.5%
Management of Companies and Enterprises	138,000	143,350	5,350	3.9%
Administrative and Waste Services	322,710	349,540	26,830	8.3%
Educational Services	423,460	447,110	23,650	5.6%
Health Care and Social Assistance	791,700	939,830	148,130	18.7%
Arts, Entertainment and Recreation	75,200	79,910	4,710	6.3%
Accommodation and Food Services	451,190	476,960	25,770	5.7%
Other Services (Except Government)	223,290	230,370	7,080	3.2%
Government	349,580	340,780	-8,800	-2.5%
Self-Employed and Unpaid Family Workers	293,000	309,230	16,230	5.5%

Source: Ohio Department of Job and Family Services, Bureau of Labor Market Information, December 2016.

This is consistent with recent research that finds the nonprofit sector has significantly outpaced the for-profit sector in terms of growth. A recent national study found that over the last decade, the nonprofit sector has grown by about 20 percent while the for-profit sector has grown by about 2-3 percent over the same period.⁴ A 2013 study by the Urban Institute found that while

⁴ <http://www.prweb.com/releases/2016/01/prweb13184090.htm>

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employment and wages both decreased in the for-profit sector by about 8 percent, the nonprofit sector witnessed employment increases of about 4 percent in employment and 6.5 percent in wages.⁵

Table 2 Presents a more detailed breakdown of these industries and highlights those that are commonly represented by nonprofit organizations. These include nonprofit hospitals, healthcare providers, mental health and substance abuse facilities, social assistance organizations, family services, community relief organizations, legal services, think tanks, and educational services. As a point of comparison, Government is included as well, which, with the exception of local governments, is generally shrinking in size. This suggests that non-governmental organizations – including nonprofits – are increasingly providing services that traditionally were provided by government agencies (especially at the state and federal level).

TABLE 2
Ohio's Industry Employment Projections Report, 2014-2024

NAICS Code	Industry Title	2014* Annual Employment	2024* Projected Employment	Change in Employment 2014-2024	Percent Change 2014-2024
Total All Industries		5,644,600	5,944,800	300,200	5.3%
Professional, Scientific, and Technical Services		248,420	277,040	28,620	11.5%
5411	Legal Services	32,990	33,130	140	0.4%
5416	Management, Scientific, and Technical Consulting Services	29,060	36,280	7,220	24.8%
5417	Scientific Research and Development Services	16,780	17,620	840	5.0%
5419	Other Professional, Scientific, and Technical Services	22,030	24,600	2,570	11.7%
Educational Services		423,460	447,110	23,650	5.6%
6111	Elementary and secondary schools	271,800	282,920	11,120	4.1%
6112	Junior colleges	22,260	23,290	1,030	4.6%
6113	Colleges and universities	94,400	100,460	6,060	6.4%
6116	Other schools and instruction	10,500	11,850	1,350	12.9%
6117	Educational support services	19,460	24,240	4,780	24.6%
Health Care and Social Assistance		791,700	939,830	148,130	18.7%
6216	Home Health Care Services	61,380	97,390	36,010	58.7%
622	Hospitals	268,640	286,260	17,620	6.6%
623	Nursing and Residential Care Facilities	168,350	200,660	32,310	19.2%
6231	Nursing Care Facilities	99,360	107,270	7,910	8.0%

⁵ <https://www.urban.org/sites/default/files/publication/24231/412962-Nonprofit-Government-Contracts-and-Grants-Findings-from-the-National-Survey.PDF>

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6232	Residential Intellectual and Developmental Disability, Mental Health, & Substance Abuse Facilities	29,270	36,870	7,600	26.0%
6233	Community Care Facilities for the Elderly	35,480	52,220	16,740	47.2%
624	Social Assistance	97,120	102,800	5,680	5.8%
6241	Individual and Family Services	50,500	55,100	4,600	9.1%
6242	Community Food and Housing, and Emergency and Other Relief Services	5,380	5,650	270	5.0%
	Other Services (Except Government)	223,290	230,370	7,080	3.2%
813	Religious, Grantmaking, Civic, Professional, and Similar Organizations	109,870	110,190	320	0.3%
8131	Religious Organizations	66,340	66,450	110	0.2%
8134	Civic and Social Organizations	20,290	20,400	110	0.5%
8139	Business, Professional, Labor, Political, and Similar Organizations	14,460	13,960	-500	-3.5%
	Government	349,580	340,780	-8,800	-2.5%
	Postal Service	22,660	15,120	-7,540	-33.3%
	Federal Government, Excluding Post Office	53,180	46,140	-7,040	-13.2%
	State Government, Excluding Education and Hospitals	53,000	51,960	-1,040	-2.0%
	Local Government, Excluding Education and Hospitals	220,740	227,550	6,810	3.1%

*Occupations with 5,000 or more workers.

Source: Ohio Department of Job and Family Services, Bureau of Labor Market Information, December 2016.

Nationally, the nonprofit sector has continued to grow as well. According to the Bureau of Labor Statistics, in 2012, nonprofits accounted for 11.4 million jobs, or 10.3 percent of all private-sector employment.⁶ The Northeast and Midwest have had the highest nonprofit employment rates; however, that trend is spreading throughout the United States. In 2007, nonprofit employment in Ohio was 10.7 percent – modestly above the national average (9.2 percent in 2007). By 2012, it had grown to 12 percent – nearly 2 percent above the national average. Other states (mostly northeastern states) have even higher rates – 14.4 % in Wisconsin, 15.9 % in Pennsylvania, 18.1 % in New York, and 17.7 % in Massachusetts.

Everspring Market Research

Everspring, Kent State University's online marketing partner, conducted market analysis for our program to assess the potential demand for a post-baccalaureate certificate in Nonprofit Management. Figure 1 presents their analysis of the size of the market for this certificate. Their

⁶ https://www.bls.gov/opub/ted/2014/ted_20141021.htm

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research identified only one Nonprofit Certificate program in Ohio (University of Toledo). While this is not a huge market, Everspring estimates that we could expect 20-25 students per year. We currently enroll a total of 50-60 students in our MPA program each year (~25-30 new students each year). An increase of 25 students per year would represent a 50 percent increase in course enrollments in our program (at least in the courses connected to the non-profit certificate program). We anticipate that some of these certificate students will matriculate into the full MPA degree program as well and have anecdotal evidence that this is common among other certificate programs.⁷

Everspring also provided program cost data for some of the certificate programs. Table 3 presents these data. The average cost for the nonprofit certificate across the ten programs Everspring collected data on is \$7,351. This is similar to what our cost would be (\$7800); thus, our program would be competitively priced.

⁷ This is based on discussions with colleagues in institutions with MPA programs that offer certificate programs. One account was that approximately half of certificate students eventually transfer to the MPA program.

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TABLE 3.

Nonprofit Management Certificates

University	Program	Online?	Credits/ Courses	Cost per Credit	Total Cost
University of Illinois Chicago	Certificate in Nonprofit Management	Yes	6	\$550	\$3,300
Johns Hopkins University	Nonprofit Management Certificate	Yes	6	\$3,783	\$22,698
Harvard Extension School	Nonprofit Management Certificate	Yes	4	\$2,700	\$10,800
University of Colorado Denver	Nonprofit Organizations Certificate	Yes	15	\$607	\$9,105
Capella University	Nonprofit Management & Leadership Graduate Certificate	Yes	16	\$531	\$8,496
University of Missouri	Nonprofit Management Graduate Certificate	Yes	12	\$416	\$4,991
University of Notre Dame	Executive Certificate in Transformational Nonprofit Leadership	Yes	3	\$1,665	\$4,995
Cornell University	Financial Success for Nonprofits Certificate	Yes	4	\$600	\$2,400
University of Wisconsin Milwaukee	Professional Certificate in Nonprofit Management	No	14	\$195	\$2,730
Northwestern University	Philanthropy and Nonprofit Organizations Certificate	No	4	\$1,000	\$4,000

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5. Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs. For example, indicate if Bureau of Labor Statistics data or state labor data systems information was used, and/or if state, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers. The institution must retain copies of documents and its analysis for review and submission to the ED upon request.

The Certificate in Nonprofit Management is designed to be fully online and to meet market needs of nonprofit organizations in Northeast Ohio and nationally. It will provide students with concrete skills in nonprofit leadership and management including fundraising, executive board relations, nonprofit law, and policy advocacy. According to a recent study of over 1000 nonprofit organizations conducted by PNP Staffing Group⁸, one of the largest challenges for nonprofit employers is recruiting and retaining qualified staff and management. This is, in part, due to the recent growth in the nonprofit sector, which has led to an increasingly competitive marketplace for qualified applicants. A post-baccalaureate certificate in nonprofit management may give prospective employees an edge in securing employment, particularly as this sector becomes increasingly competitive. The Certificate in Nonprofit Management is designed to fill this need.

Course Content:

Choose ^{one} of the follow^{ing} ^{core} management courses (3 credit hours):

1. Public Personnel Administration
2. Public Budgeting and Financial Management
3. Program Evaluation
4. Strategic Planning

Choose ^{three} courses from the following list (9 credit hours):

1. Nonprofit Board Executive Relations
2. Nonprofit Law
3. Nonprofit Financial Resource Development
4. Nonprofit Advocacy
5. Leadership in the Nonprofit and Public Sector

Program Length: 12 credit hours. The program is designed to be completed in two semesters (2 courses per semester).

Academic Level: Post-baccalaureate

Admission Requirements: Bachelor's degree from an accredited institution, 3.0 GPA

Pre-requisites: No pre-requisites.

⁸ <http://www.prweb.com/releases/2016/01/prweb13184090.htm>

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Target Students: The target students will be college graduates (both bachelor's and master's degrees) who work or are seeking employment in professions and industries that have significant presence in the nonprofit sector. These include education services, health and human services, community and social assistance organizations, mental health professions, and policy advocacy groups. These include students who are looking to improve their skills and move into management and administrative positions within nonprofit organizations.

We anticipate that this certificate will be appealing to three types of individuals. First, individuals with a bachelor's degree who work in or hope to work in the nonprofit sector but who do not feel compelled (or confident enough) to pursue a full master's degree. For these individuals, a certificate will give them credentials that may help them secure employment or provide moderate advancement in their current place of employment. Secondly, the certificate may appeal to individuals who already hold master's degrees and do not want or need to earn another master's degree in public or nonprofit administration, but who do work in (or hope to work in) the nonprofit sector. These include individuals with master's degrees in public health, nursing, business administration or public administration. A certificate degree would give them additional credentials to move into management positions in nonprofit organizations even though their master's degree may not have explicit nonprofit training. Finally, we anticipate that many of our MPA students will be interested in completing the certificate simultaneously while they complete their MPA degree in our program. This will make them more employable as they can earn both a Master of Public Administration and a Certificate in Nonprofit Management within the same program simultaneously.

Target Employers: Based on data from the Bureau of Labor Statistics, the Ohio Labor Market Information, NASPAA, our alumni, and our faculty's experience placing students, the target employers will be nonprofit organizations as well as private and public employers who conduct frequent business with nonprofit organizations (which is increasingly commonplace). The primary industries include educational organizations, scientific research and advocacy organizations, healthcare services and charitable organizations.

6. Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program. The institution must retain copies of analysis documents for review and submission to the ED upon request.

Wages in the nonprofit sector appear to be robust compared to other sectors. As noted above, a 2013 study by the Urban Institute found that while employment and wages decreased in the for-profit sector by about 8 percent, the nonprofit sector witnessed employment increases of about 4 percent in employment and 6.5 percent in wages.

Data from the Bureau of Labor Statistics (2012) puts the national average annual wages for the four industries identified above at \$50,065, which is about \$3500 more than the total private sector (see Table 4) In Ohio, the average wage for the selected industries is \$43,195, which is about \$1,300 more than the total private sector average annual wage.

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TABLE 4

**National Nonprofit Private Industry by 2-digit and 3-digit NAICS Industry:
 Wages, 2012 annual averages, National and Ohio**

NAICS Sectors/Sub-Sectors		National Average			Ohio Average		
		Total annual wages (in thousands)	Annual wages per employee	Average weekly wage	Total annual wages (in thousands)	Annual wages per employee	Average weekly wage
Total Private		\$532,123,350	\$46,568	\$896	\$21,766,691	\$41,923	\$806
Selected Industries		\$497,011,043	\$50,065	\$963	\$5,076,156	\$43,195	\$830
54	Professional, Scientific and Technical Services	17,897,071	71,221	1,370	443,575	69,843	1,343
61	Educational Services	87,819,636	48,458	932	2,561,418	35,794	688
62	Health Care and Social Assistance	365,198,047	47,324	910	16,690,721	44,235	851
81	Other Services	26,096,289	33,257	640	608,911	22,906	441

7. Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following: business advisory committees; program integrity boards; business that would likely employ graduates of the program; and/or public or private oversight or regulatory agencies (not including the state licensing/authorization agency and accrediting agency).

For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the ED upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

The Certificate in Nonprofit Management was developed with the feedback of the MPA faculty, Associate Deans in the College of Arts & Sciences at Kent State University, discussions with colleagues at other institutions who have certificate programs, and the MPA Advisory Board, which consists of local public and nonprofit leaders in Northeast Ohio. At the last Advisory Board meeting, the MPA Advisory Board was consulted on the proposal of developing a graduate certificate program and they were universally enthusiastic about the proposal. They provided feedback on the proposal and will be involved in the oversight of this certificate if implemented.

8. Date of the first day of class. Include both:
 a. The first day the program was or will be offered by the institution, and

August 27, 2018

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- b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.

August 19, 2018

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Nonprofit Management – Graduate Certificate

College of Arts and Sciences

Department of Political Science

302 Bowman Hall

Kent Campus

330-672-2060

polisci@kent.edu

<https://www.kent.edu/polisci/mpa>

Description

The Nonprofit Management graduate certificate prepares graduates to work in the management and administrative positions in nonprofit organizations across a range of industries. Students acquire basic management skills as well as applied skills specific to the nonprofit sector that may include fundraising, executive board relations, policy advocacy and nonprofit law. Prospective employers are nonprofit sector organizations as well as private and public sector organizations that frequently interact with nonprofit organizations. The certificate can be taken by students seeking degrees or as a stand-alone certificate.

FULLY OFFERED AT:

- Online

Admission Requirements

- Official transcript(s)
- Undergraduate degree
- Minimum 3.000 undergraduate GPA
- GRE scores (or equivalent) – GRE waiver available
- Goal statement
- Writing sample
- Three letters of recommendation

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For more information about graduate admissions, please visit the Graduate Studies website.

Program Requirements

Certificate Requirements

<i>Core Management Courses, choose^{one} from the following:</i>		3
PADM 60375	PUBLIC PERSONNEL ADMINISTRATION	
PADM 60377	PUBLIC BUDGETING AND FINANCIAL MANAGEMENT	
PADM 60379	PROGRAM EVALUATION I	
PADM 60574	STRATEGIC PLANNING	
 <i>Certificate Elective, choose^{one} from the following:</i>		 9
PADM 60200	NONPROFIT ADVOCACY	
PADM 60310	LEADERSHIP IN THE NONPROFIT AND PUBLIC SECTOR	
PADM 60471	NONPROFIT LAW	
PADM 60472	NONPROFIT BOARD EXEC RELATIONS	
PADM 60477	NONPROFIT FINANCIAL RESOURCE DEVELOPMENT	
<hr/> Minimum Total Credit Hours		<hr/> 12

Graduation Requirements

Minimum Certificate GPA

3.000

GAINFUL EMPLOYMENT DISCLOSURE

Kent State University

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Graduate certificate in Nonprofit Management Program Length: 28 weeks

Students graduating on time

N/A* of Title IV students complete the program within 28 weeks

*Fewer than 10 students enrolled in this program. This number has been withheld to preserve the confidentiality of the students.

Program Costs*

\$8,112 for in-state tuition and fees

\$8,232 for out-of-state tuition and fees

Visit website for more program cost information

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

Students Borrowing Money

N/A* of students who attend this program borrow money to pay for it

*Fewer than 10 students enrolled in this program. This number has been withheld to preserve the confidentiality of the students.

The typical graduate leaves with

N/A* in debt

*Fewer than 10 students completed this program within normal time. This number has been withheld to preserve the confidentiality of the students.

The typical monthly loan payment

N/A* per month in student loans with N/A* interest rate.

*Fewer than 10 students completed this program within normal time. This number has been withheld to preserve the confidentiality of the students.

The typical graduate earns

not provided per year after leaving this program

Graduates who got jobs

N/A* of program graduates got jobs

*We are not currently required to calculate a job placement rate for program completers.

Program graduates are employed in the following fields:

N/A

Licensure Requirements

*Program has no licensure requirements in any state.

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KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **23-Oct-17**

Curriculum Bulletin _____

Effective Date **Fall 2018**

Approved by EPC _____

Department **Foundations, Leadership, & Administration**
 College **EH - Education, Health and Human Services**
 Degree **EDS - Educational Specialist**
 Program Name **Educational Administration-Higher Education** Program Banner Code **EDHE**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Revise program**

Description of proposal:

This action revises course requirements for the Ed.S. Educational Administration-Higher Education major by removing EVAL 65511 from major requirements and adding HIED 66749. The name of the major is also being changed to Higher Education Administration and Student Affairs.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: **30** Proposed total credit hours **30**

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

NONE

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

Evaluation and Measurement

REQUIRED ENDORSEMENTS

Kurtly S. Schulz 11 21 17
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) 1 1

S. Mitchell 12 18 17
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) 1 1

 Senior Vice President for Academic Affairs and Provost (or designee) 1 1

EDUCATIONAL ADMINISTRATION - HIGHER EDUCATION - ED.S.

College of Education, Health and Human Services
School of Foundations, Leadership and Administration
300 White Hall
Kent Campus
330-672-2012
www.kent.edu/ehhs/fla

Description

The Educational Specialist degree in ~~Educational Administration - Higher Education~~ ^{new name} provides continuing educational opportunities for practitioners who wish to hold professional leadership positions.

Fully Offered At:

- Kent Campus

Admission Requirements

- Master's degree from an accredited institution
- Official transcript(s)
- Minimum 3.250 graduate GPA is recommended
- GRE with recommended scores at 50th percentile or higher (waived if master's degree GPA is 3.25 or higher)
- Goal statement
- Two letters of recommendation
- Résumé or vita
- Interview

English Language Proficiency Requirements for International

Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 550 TOEFL score (79 on the Internet-based version), minimum 77 MELAB score, minimum 6.5 IELTS score or minimum 58 PTE Academic score. For more information on international admission, visit the Office of Global Education's admission website. **Effective spring 2018.**

Applications will be assessed holistically, considering applicants' academic credentials, related professional experience, academic or professional references, scholarly and professional activities, among others. For more information about graduate admission, please visit the Graduate Studies website.

Program Learning Outcomes

Graduates of the program will be able to:

1. Demonstrate a broad understanding of psychosocial and cognitive-structural theories of student and adult development that guide the profession and be able to the impact the college environment has on student learning and development.
2. Demonstrate a basic understanding of and conversant knowledge of the legal issues facing higher education today, including being familiar with legislation that impacts decision making within higher

education and understanding the rights and responsibilities of students, staff, faculty and institutions.

3. Demonstrate, through practical experience in two or more functional areas within higher education, the potential to succeed in professional leadership positions.
4. Demonstrate an understanding of the administrative and financial functions performed on a college or university campus.
5. Demonstrate an understanding of and commitment to the diverse nature of higher education in the United States, and articulate the challenges and opportunities associated with the provision of a diverse, multicultural educational setting.

Program Requirements

Major Requirements

[EH-EDS-EDHE]

Major Requirements

EH-EDS-EDHE	RESEARCH IN EDUCATIONAL SERVICES	3
HIED 76652	LAW AND HIGHER EDUCATION	3
HIED 76653	COLLEGE STUDENT DEVELOPMENT: THEORY AND PRACTICE	3
HIED 76657	LEADERSHIP IN EDUCATION ORGANIZATIONS	3
HIED 76671	THE ADMINISTRATION OF MULTICULTURALISM AND DIVERSITY IN HIGHER EDUCATION	3

Electives, choose from the following:

HIED 76492	INTERNSHIP IN HIGHER EDUCATION ADMINISTRATION	15
HIED 76521	EMPLOYMENT LAW	
HIED 76595	SPECIAL TOPICS IN HIGHER EDUCATION ADMINISTRATION	
HIED 76596	INDIVIDUAL INVESTIGATION IN HIGHER EDUCATION ADMINISTRATION	
HIED 76600	HISTORY OF HIGHER EDUCATION	
HIED 76601	THE PRIVATE LIBERAL ARTS COLLEGE	
HIED 76651	STUDENT AFFAIRS FUNCTIONS IN HIGHER EDUCATION	
HIED 76654	STUDENTS AND THE COLLEGE ENVIRONMENT	
HIED 76656	HIGHER EDUCATION CURRICULUM	
HIED 76658	THE COMMUNITY COLLEGE	
HIED 76660	FACULTY ROLES AND RESPONSIBILITIES	
HIED 76662	POLITICS AND POWER IN ORGANIZATIONS	
HIED 76663	STATUS OF WOMEN IN HIGHER EDUCATION	
HIED 76664	SERVICE LEARNING IN HIGHER EDUCATION	
HIED 76666	FINANCIAL MANAGEMENT IN HIGHER EDUCATION	
HIED 76667	BUSINESS ADMINISTRATION IN HIGHER EDUCATION	
HIED 76668	THE ADMINISTRATION OF DISTANCE AND CONTINUING EDUCATION PROGRAMS IN HIGHER EDUCATION	
HIED 76669	ADMINISTRATION OF STUDENT DISABILITY SERVICES IN HIGHER EDUCATION	
HIED 76670	INTERNATIONALIZATION OF HIGHER EDUCATION INSTITUTIONS	
HIED 76672	INTERNATIONAL STUDENTS AND AMERICAN COLLEGES	
HIED 76673	RESEARCH IN ADMINISTRATION OF INTERNATIONAL HIGHER EDUCATION	

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HIED 76674	COMPARATIVE HIGHER EDUCATION
HIED 76676	INTERCULTURAL COMMUNICATION FOR INTERNATIONAL EDUCATORS
HIED 76677	WORKFORCE, ECONOMIC AND COMMUNITY DEVELOPMENT IN COMMUNITY COLLEGES
HIED 76678	ISSUES AND TRENDS IN COMMUNITY COLLEGE ADMINISTRATION
HIED 76733	INTERPERSONAL AND GROUP DYNAMICS IN EDUCATIONAL ORGANIZATIONS
HIED 76740	THEORIES AND METHODS OF ORGANIZATIONAL DEVELOPMENT
HIED 76749	ASSESSMENT AND EVALUATION IN HIGHER EDUCATION

Minimum Total Credit Hours:

30

Move to Major Requirements section

Add "other approved elective"



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

**CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION**

Date of submission: October 25, 2017

Name of institution: Kent State University

Previously approved title: Educational Administration – Higher Education; Educational Specialist Degree (EDHE)

Proposed new title: Higher Education Administration and Student Affairs within the Education Specialist degree

Proposed implementation date of the request: Fall 2018

Date that the request received final approval from the appropriate institutional committee: [DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Melody J. Tankersley, PhD
Title: Senior Associate Provost and Interim Dean of Graduate Studies
Phone: 330-672-8613
E-mail: mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure: No
Leads to endorsement: No

Explain the rationale for name and curricular changes.

The term Educational Administration is associated with K-12 Leadership so this name change will clearly differentiate the Higher Education Administration programs from our K-12 programs.

Describe how the name and curricular changes will affect students in the current program.

There will be no impact on current students

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

No changes required

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **23-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Foundations, Leadership, & Administration**
 College **EH - Education, Health and Human Services**
 Degree **PHD - Doctor of Philosophy**
 Program Name **Educational Administration -Higher Education** Program Banner Code **EDHE**
 Concentration(s) Concentration(s) Banner Code(s)
 Proposal **Revise program**

Description of proposal:

This action revises course requirements for the Ph.D. Educational Administration-Higher Education major by removing a course from prerequisite requirements. It also changes the name of the major to Higher Education Administration.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **84** Proposed total credit hours **84**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
NONE

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

REQUIRED ENDORSEMENTS

K. Schulz 11 / 21 / 17
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) _ / _ / _

S. Mitchell 12 / 18 / 17
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) _ / _ / _

 Senior Vice President for Academic Affairs and Provost (or designee) _ / _ / _

EDUCATIONAL ADMINISTRATION - HIGHER EDUCATION - PH.D.

College of Education, Health and Human Services
 School of Foundations, Leadership and Administration
 300 White Hall
 Kent Campus
 330-672-2012
 www.kent.edu/ehhs/fla

Description

The Ph.D. degree in Educational Administration - Higher Education prepares highly effective higher education administrators and staff professionals who possess the skills and competencies required to meet the varied challenges facing two-year, four-year and graduate institutions and communities today, and to help shape educational institutions in the future.

Fully Offered At:

- Kent Campus

Admission Requirements

The Educational Administration - Higher Education program will assess its applicants holistically, considering academic credentials, related professional experience, academic or professional references and scholarly and professional activities, among others.

- Master's degree from an accredited institution
- Official transcript(s)
- Minimum 3.500 graduate GPA is recommended
- GRE with recommended scores at 50th percentile or higher
- Goal statement
- Two letters of recommendation
- Résumé or vita
- Interview

English Language Proficiency Requirements for International Students:

All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 550 TOEFL score (79 on the Internet-based version), minimum 77 MELAB score, minimum 6.5 IELTS score or minimum 58 PTE Academic score. For more information on international admission, visit the Office of Global Education's admission website. **Effective spring 2018.**

For more information about graduate admission, please visit the Graduate Studies website.

Program Learning Outcomes

Graduates of the program will be able to:

1. Understand the administrative and financial functions performed on a college or university campus. Graduates will also understand the complexities of college/university budgeting process and be able to construct a divisional or departmental budget.

2. Understand and commit to the diverse nature of higher education in the United States.
3. Articulate the challenges and opportunities associated with the provision of a diverse, multicultural educational setting, including the impact of demographic changes on higher education and familiarity with strategies to diversify higher education.
4. Understand the role of a faculty member and the curriculum development process in an institution of higher education.
5. Understand and have conversant knowledge of the legal issues facing higher education today, including being familiar with legislation that impacts decision making within higher education.
6. Understand the rights and responsibilities of employees and students within institutions of higher education, as well as the responsibilities of the institutions.
7. Understand research methodology to conduct individual research.
8. Understand the internationalization of higher education institutions, including explaining the different rationales for internationalization that may motivate different stakeholders in higher education and analyzing an institution's internationalization goals and activities in terms of both an institutional strategy and in terms of student learning outcomes.

Program Requirements

Major Requirements

[EH-PHD-EDHE]

Prerequisite Requirements

EVAL 65511	RESEARCH IN EDUCATIONAL SERVICES
HIED 76652	LAW AND HIGHER EDUCATION
HIED 76653	COLLEGE STUDENT DEVELOPMENT: THEORY AND PRACTICE
HIED 76671	THE ADMINISTRATION OF MULTICULTURALISM AND DIVERSITY IN HIGHER EDUCATION

Major Requirements

EVAL 75510	STATISTICS I FOR EDUCATIONAL SERVICES	3
EVAL 85515	QUANTITATIVE RESEARCH DESIGNS AND ANALYSIS	3
EVAL 85516	QUALITATIVE RESEARCH DESIGN	3
HIED 76521	EMPLOYMENT LAW	3
HIED 76598	RESEARCH IN HIGHER EDUCATION ADMINISTRATION	3
HIED 76656	HIGHER EDUCATION CURRICULUM	3
HIED 76662	POLITICS AND POWER IN ORGANIZATIONS	3
HIED 76667	BUSINESS ADMINISTRATION IN HIGHER EDUCATION	3
HIED 76670	INTERNATIONALIZATION OF HIGHER EDUCATION INSTITUTIONS	3
HIED 80080	DISSERTATION PREPARATION SEMINAR	3
HIED 80199	DISSERTATION I ¹	30
HIED 86558	ADVANCED EDUCATIONAL LEADERSHIP	3
Major Electives, choose from the following: ²		15
CES 78182	CAREER COUNSELING	
EVAL 78806	HIGHER EDUCATION DATA AND INSTITUTIONAL RESEARCH	
HIED 76492	INTERNSHIP IN HIGHER EDUCATION ADMINISTRATION	
HIED 76594	INTERNSHIP IN COLLEGE TEACHING	

HIED 76595	SPECIAL TOPICS IN HIGHER EDUCATION ADMINISTRATION
HIED 76596	INDIVIDUAL INVESTIGATION IN HIGHER EDUCATION ADMINISTRATION
HIED 76600	HISTORY OF HIGHER EDUCATION
HIED 76601	THE PRIVATE LIBERAL ARTS COLLEGE
HIED 76651	STUDENT AFFAIRS FUNCTIONS IN HIGHER EDUCATION
HIED 76654	STUDENTS AND THE COLLEGE ENVIRONMENT
HIED 76658	THE COMMUNITY COLLEGE
HIED 76660	FACULTY ROLES AND RESPONSIBILITIES
HIED 76663	STATUS OF WOMEN IN HIGHER EDUCATION
HIED 76664	SERVICE LEARNING IN HIGHER EDUCATION
HIED 76665	TECHNOLOGY, SYSTEMS AND DATA IN HIGHER EDUCATION ADMINISTRATION
HIED 76666	FINANCIAL MANAGEMENT IN HIGHER EDUCATION
HIED 76668	THE ADMINISTRATION OF DISTANCE AND CONTINUING EDUCATION PROGRAMS IN HIGHER EDUCATION
HIED 76669	ADMINISTRATION OF STUDENT DISABILITY SERVICES IN HIGHER EDUCATION
HIED 76672	INTERNATIONAL STUDENTS AND AMERICAN COLLEGES
HIED 76673	RESEARCH IN ADMINISTRATION OF INTERNATIONAL HIGHER EDUCATION
HIED 76674	COMPARATIVE HIGHER EDUCATION
HIED 76675	DESIGN AND DELIVERY OF EDUCATION ABROAD PROGRAMS
HIED 76676	INTERCULTURAL COMMUNICATION FOR INTERNATIONAL EDUCATORS
HIED 76677	WORKFORCE, ECONOMIC AND COMMUNITY DEVELOPMENT IN COMMUNITY COLLEGES
HIED 76678	ISSUES AND TRENDS IN COMMUNITY COLLEGE ADMINISTRATION
HIED 76679	CAREER ADVISING: THEORY AND PRACTICE
HIED 76680	ADMINISTRATION OF CAREER AND ADVISING SERVICES
HIED 76733	INTERPERSONAL AND GROUP DYNAMICS IN EDUCATIONAL ORGANIZATIONS
HIED 76740	THEORIES AND METHODS OF ORGANIZATIONAL DEVELOPMENT
HIED 76749	ASSESSMENT AND EVALUATION IN HIGHER EDUCATION
HIED 86521	ADVANCED EDUCATION LAW
HIED 86559	ADVANCED STUDENT AND ADULT DEVELOPMENT

EVAL 85518	ADVANCED QUALITATIVE RESEARCH IN EDUCATIONAL SERVICES
EVAL 85520	MIXED METHODS RESEARCH
EVAL 85540	GROUNDING THEORY AND PHENOMENOLOGICAL RESEARCH
EVAL 85560	CRITICAL SOCIAL RESEARCH
EVAL 88795	SPECIAL TOPICS: EVALUATION AND MEASUREMENT
HIED 80085	LEGAL RESEARCH IN EDUCATION

Minimum Total Credit Hours: 84

- 1 Upon admission to candidacy, each doctoral candidate must register for Dissertation I. It is expected that a doctoral candidate will continuously register for Dissertation I for a total of 30 credit hours, and thereafter Dissertation II, each semester (including summer) until all requirements for the degree have been met.
- 2 Higher Education courses are to be determined by the student and her/his advisor(s).

Add "Other approved elective"

Research Electives, choose from the following:

6

EVAL 78710	CLASSICAL TEST THEORY
EVAL 78711	MODERN TEST THEORY: ITEM RESPONSE THEORY
EVAL 78713	MULTIVARIATE ANALYSIS IN EDUCATIONAL RESEARCH
EVAL 78714	FACTOR ANALYSIS IN EDUCATIONAL RESEARCH
EVAL 78716	STATISTICS II: ANOVA AND NONPARAMETRIC TESTS
EVAL 78728	MULTIPLE REGRESSION
EVAL 78898	COMPARATIVE RESEARCH DESIGN
EVAL 85517	ADVANCED QUANTITATIVE RESEARCH IN EDUCATIONAL SERVICES



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

**CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION**

Date of submission: October 25, 2017

Name of institution: Kent State University

Previously approved title: Educational Administration – Higher Education PhD degree (EDHE)

Proposed new title: Higher Education Administration within the PhD degree

Proposed implementation date of the request: Fall 2018

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Melody J. Tankersley, PhD
Title: Senior Associate Provost and Interim Dean of Graduate Studies
Phone: 330-672-8613
E-mail: mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure: No
Leads to endorsement: No

Explain the rationale for name and curricular changes.

The term Educational Administration is associated with K-12 Leadership so this name change will clearly differentiate the Higher Education Administration programs from our K-12 programs.

Describe how the name and curricular changes will affect students in the current program.

There will be no impact on current students

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

No changes required

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

NA

AUGUSTINE, SUSAN

From: Niesz, Tricia
Sent: Tuesday, October 24, 2017 9:01 AM
To: KRETOVICS, MARK; THOMAS, STEPHEN
Cc: AUGUSTINE, SUSAN
Subject: RE: EVAL 65511

Hi Mark and Stephen,
Thanks for letting us know that you will no longer be requiring EVAL 65511 for your master's program in HIED.
All the best,
Tricia

From: KRETOVICS, MARK
Sent: Monday, October 23, 2017 4:59 PM
To: Niesz, Tricia <tniesz@kent.edu>
Cc: AUGUSTINE, SUSAN <saugusti@kent.edu>
Subject: EVAL 65511

Tricia,

I hope all is going well this semester for you and the program.

I am sending this email as a follow-up/confirmation to a conversation you had with Stephen Thomas regarding EVAL 65511 (Research in Educational Services). The HIED program has decided to no longer require EVAL 65511 and instead will be requiring the Assessment and Evaluation class. As you know, this documentation is required for the curricular revision process.

Let me know if you have questions or concerns.

Take care,

Mark Kretovics
330.672.0642

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **23-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Foundations, Leadership, & Administration**
 College **EH - Education, Health and Human Services**
 Degree **MED - Master of Education**
 Program Name **Higher Educational and Student Personnel** Program Banner Code **EAHE**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Revise program**

Description of proposal:

This action revises course requirements for the M.Ed. Higher Education and Student Personnel major and changes the name to Higher Education Administration and Student Affairs.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: **45** Proposed total credit hours **45**

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

NONE

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

Evaluation and Measurement

REQUIRED ENDORSEMENTS

Kenneth Seibel 11 / 21 / 17
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) / /

S. Mitchell 12 / 18 / 17
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) / /

 Senior Vice President for Academic Affairs and Provost (or designee) / /

Proposal Summary

Revisions to the Higher Education Administration Graduate Majors

Description of Action, Including Intended Effect

The purpose of this proposal is to revise the M.Ed. Higher Education and Student Personnel [EAHE] and the Ed.S./Ph.D. Educational Administration-Higher Education [EDHE] majors. These graduate majors are housed in the School of Foundations, Leadership and Administration [FLA] within the College of Education, Health and Human Services [EH].

The changes listed below are designed to clean up portions of the Higher Education Administration (HIED) curriculum and to acknowledge the shift in the profession to assessment and evidence based decision-making. Additionally, bringing the intercultural communications course into the core helps highlight our emphasis on internationalization of higher education. Finally the name changes will bring the program in line with aspirant institutions and also clearly differentiate the EdS and PhD programs from K-12 Leadership programs, which are more commonly called Educational Administration.

EH-MED-EAHE

- Change name of major from *Higher Education and Student Personnel* to ***Higher Education Administration and Student Affairs***.
- Remove HIED 66655 *Case Studies in Higher Education Administration* (3 cr) from the major requirements and move it to the list of approved electives.
- Remove EVAL 65511 *Research in Educational Services* (3 cr) from the major requirements.
- Add HIED 66676 *Intercultural Communication for International Educators* (3 cr) to major requirements and remove from list of electives.
- Add HIED 66749 *Assessment and Evaluation in Higher Education* (3 cr) to major requirements and remove from list of electives.
- Add the statement “other approved electives” at the bottom of electives section

The minimum total number of credits required for graduation will remain at 45.

EH-EDS-EDHE

- Change name of major from *Educational Administration – Higher Education* to ***Higher Education Administration and Student Affairs***.
- Remove EVAL 65511 *Research in Educational Services* (3 cr) from the major requirements.
- Add HIED 66749 *Assessment and Evaluation in Higher Education* (3 cr) to the major requirements.
- Add the statement “other approved electives” to electives section.

The minimum total number of credits required for graduation will remain at 30.

EH-PHD-EDHE

- Change name of major from *Educational Administration – Higher Education* to ***Higher Education Administration***.
- Remove EVAL 65511 *Research in Educational Services* (3 cr) from the prerequisite requirements.
- Add the statement “other approved electives” to both major and research electives.

The minimum total number of credits required for graduation will remain at 85.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Evaluation and Measurement has been notified of the removal of their course from our major requirements.

Fiscal, Enrollment, Facilities and Staffing Considerations

No impact

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2018. The following is the anticipated schedule:

HIED program approval: October 18, 2017 – unanimous vote at faculty meeting (5-0)

FLA SCC approval: November 20, 2017

presented to EHHS for approval: December 15, 2018

presented to EPC for approval: January 22, 2018

Submitted by: Dr. Mark Kretovics
mkretov1@kent.edu

Administration

HIGHER EDUCATION AND STUDENT PERSONNEL - M.ED.

College of Education, Health and Human Services
 School of Foundations, Leadership and Administration
 300 White Hall
 Kent Campus
 330-672-2012
 www.kent.edu/ehhs/fla

Description

The Master of Education degree in Higher Education and Student Personnel prepares graduates to assume a wide variety of administrative positions within colleges and universities throughout the world, ranging from entry level to director level. The curriculum, grounded in theory and focused on practice, is designed to reinforce entry-level skills, to support diverse student populations in their development, and to cultivate the skills and competencies necessary to lead and administer programs. Focusing on the "big picture," students gain an understanding of the complex environment in which they will be working. 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.

Administration

Fully Offered At:

- Kent Campus

Admission Requirements

- Official transcript(s)
- Goal statement
- GRE if undergraduate GPA is below 3.000
- Two letters of recommendation
- Résumé or vita
- Interview

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 550 TOEFL score (79 on the Internet-based version), minimum 77 MELAB score, minimum 6.5 IELTS score or minimum 58 PTE Academic score. For more information on international admission, visit the Office of Global Education's admission website. **Effective spring 2018.**

For more information about graduate admission, please visit the Graduate Studies website.

Program Learning Outcomes

Graduates of this program will be able to:

1. Demonstrate a broad understanding of psychosocial and cognitive-structural theories of student and adult development that guide the profession and be able to the impact the college environment has on student learning and development.
2. Demonstrate a basic understanding of and conversant knowledge of the legal issues facing higher education today, including being

familiar with legislation that impacts decision making within higher education and understanding the rights and responsibilities of students, staff, faculty and institutions.

3. Demonstrate practical experience in two or more functional areas within higher education.
4. Demonstrate an understanding of the administrative and financial functions performed on a college or university campus.
5. Demonstrate an understanding of and commitment to the diverse nature of higher education in the United States, and will be able to articulate the challenges and opportunities associated with the provision of a diverse, multicultural educational setting.

Program Requirements

Major Requirements

[EH-MED-EAHE]

Major Requirements

EVAL 65511	RESEARCH IN EDUCATIONAL SERVICES	3
HIED 66492	INTERNSHIP IN HIGHER EDUCATION ADMINISTRATION	6
HIED 66652	LAW AND HIGHER EDUCATION	3
HIED 66653	COLLEGE STUDENT DEVELOPMENT: THEORY AND PRACTICE	3
HIED 66655	CASE STUDIES IN HIGHER EDUCATION ADMINISTRATION	3
HIED 66657	LEADERSHIP IN EDUCATION ORGANIZATIONS	3
HIED 66657	BUSINESS ADMINISTRATION IN HIGHER EDUCATION	3
HIED 66671	THE ADMINISTRATION OF MULTICULTURALISM AND DIVERSITY IN HIGHER EDUCATION	3

Choose from the following:

CES 68182	CAREER COUNSELING	18
HIED 66492	INTERNSHIP IN HIGHER EDUCATION ADMINISTRATION	
HIED 66521	EMPLOYMENT LAW	
HIED 66595	SPECIAL TOPICS IN HIGHER EDUCATION ADMINISTRATION	
HIED 66596	INDIVIDUAL INVESTIGATION IN HIGHER EDUCATION ADMINISTRATION	
HIED 66600	HISTORY OF HIGHER EDUCATION	
HIED 66601	THE PRIVATE LIBERAL ARTS COLLEGE	
HIED 66651	STUDENT AFFAIRS FUNCTIONS IN HIGHER EDUCATION	
HIED 66654	STUDENTS AND THE COLLEGE ENVIRONMENT	
HIED 66656	HIGHER EDUCATION CURRICULUM	
HIED 66658	THE COMMUNITY COLLEGE	
HIED 66660	FACULTY ROLES AND RESPONSIBILITIES	
HIED 66662	POLITICS AND POWER IN ORGANIZATIONS	
HIED 66666	FINANCIAL MANAGEMENT IN HIGHER EDUCATION	
HIED 66668	THE ADMINISTRATION OF DISTANCE AND CONTINUING EDUCATION PROGRAMS IN HIGHER EDUCATION	
HIED 66669	ADMINISTRATION OF STUDENT DISABILITY SERVICES IN HIGHER EDUCATION	
HIED 66670	INTERNATIONALIZATION OF HIGHER EDUCATION INSTITUTIONS	
HIED 66672	INTERNATIONAL STUDENTS AND AMERICAN COLLEGES	

✓

Please to electives

see other side

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HIED 66673	RESEARCH IN ADMINISTRATION OF INTERNATIONAL HIGHER EDUCATION
HIED 66674	COMPARATIVE HIGHER EDUCATION
HIED 66675	DESIGN AND DELIVERY OF EDUCATION ABROAD PROGRAMS
HIED 66676	INTERCULTURAL COMMUNICATION FOR INTERNATIONAL EDUCATORS
HIED 66677	WORKFORCE, ECONOMIC AND COMMUNITY DEVELOPMENT IN COMMUNITY COLLEGES
HIED 66678	ISSUES AND TRENDS IN COMMUNITY COLLEGE ADMINISTRATION
HIED 66733	INTERPERSONAL AND GROUP DYNAMICS IN EDUCATIONAL ORGANIZATIONS
HIED 66740	THEORIES AND METHODS OF ORGANIZATIONAL DEVELOPMENT
HIED 66749	ASSESSMENT AND EVALUATION IN HIGHER EDUCATION

Move to required section
replaces HIED 66655

Move to required section
replaces EVAL 65511

Minimum Total Credit Hours: 45

Add - "Other approved elective"



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

**CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION**

Date of submission: October 25, 2017

Name of institution: Kent State University

Previously approved title: Higher Education and Student Personnel – Master of Education degree (EAHE)

Proposed new title: Higher Education Administration and Student Affairs within the Master of Education degree

Proposed implementation date of the request: Fall 2018

Date that the request received final approval from the appropriate institutional committee: [DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Melody J. Tankersley, PhD
Title: Senior Associate Provost and Interim Dean of Graduate Studies
Phone: 330-672-8613
E-mail: mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure: No
Leads to endorsement: No

Explain the rationale for name and curricular changes.

The term Educational Administration is associated with K-12 Leadership so this name change will clearly differentiate the Higher Education Administration programs from our K-12 programs.

Describe how the name and curricular changes will affect students in the current program.

There will be no impact on current students

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

No changes required

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

NA

Describe how the effectiveness of the new curriculum will be monitored over time.

NA

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon, PhD
Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Lifespan Development and Educational Sciences**
 College **EH - Education, Health and Human Services**
 Degree **CER6 - Post-Baccalaureate Certificate**
 Program Name **Addictions Counseling Certificate** Program Banner Code **TBD**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

The purpose of this proposal is to establish an addictions counseling graduate certificate (ACCP).

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **0** Proposed total credit hours **15**

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

The proposed addictions counseling certificate program (ACCP) expands the number of courses currently offered at KSU that have as their focus addiction, substance abuse, and/or drugs and alcohol that will supplement, complement, and enhance existing courses and related (i.e., health and behavioral health) programs, such as Psychology, Health Education, and Human Development and Family Studies. The proposed ACCP will be housed in and sponsored by the Counselor Education and Supervision (CES) program. CES faculty (full-time, part-time) will provide instruction for the expanded undergraduate and graduate courses in addictions counseling that are proposed.

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

Department of Psychological Sciences (College of Arts and Sciences), College of Nursing, Human Development and Family Studies (School of LDES, College of EHHS), Rehabilitation Counseling (School of LDES, College of EHHS), Department of Residence Services, School of Health Sciences (College of EHHS), and Human Services (Salem campus).

REQUIRED ENDORSEMENTS

<i>M. Dellmann-Jenkins</i>	11 / 2 / 2017
Department Chair / School Director	
	_ / _ / _
Campus Dean (for Regional Campuses proposals)	
<i>S. Mitchell</i>	11 / 20 / 17
College Dean (or designee)	
<i>Melody Tankersley</i>	11 / 25 / 17
Dean of Graduate Studies (for graduate proposals)	
	_ / _ / _
Senior Vice President for Academic Affairs or Provost (or designee)	

Proposal Summary

Establish Addictions Counseling Certificate at Post-Secondary and Graduate Levels

The purpose of this proposal is to establish an addictions counseling certificate program (ACCP) at the undergraduate and graduate levels at KSU. The ACCP will be housed in and sponsored by the Counselor Education and Supervision (CES) program within the School of Lifespan Development and Educational Sciences [LDES] in the College of Education, Health and Human Services [EH].

The ACCP will be a minimum of 15-credits comprising five 3-credit courses. The fifth and final course will be a practicum course that, at the undergraduate level, can be taken for 3-9 credits and, at the graduate level, can be taken for 3 or 6 credits. Completion of the ACCP will provide undergraduate and graduate students with all the requisite training hours for licensure eligibility as a chemical dependency counselor in Ohio (issued by the Ohio Chemical Dependency Professionals Board, or OCDPB; see <http://ocdp.ohio.gov/>). The completion of the first 3-credit course in the five-course ACCP series will provide undergraduate and graduate students with the requisite training hours necessary for the credential of chemical dependency counselor assistant (CDCA Phase I) in Ohio (also issued by the OCDPB). The CDCA is an employable credential (see specifically 9/19/2017 support letter from Robert Young at Townhall II in Kent) that, in addition to the chemical dependency-specific training hours fulfilled in the first course in the ACCP series, requires only a high school diploma or GED.

The ACCP will target undergraduate/post-secondary and graduate (post-baccalaureate or post-master) students at KSU enrolled in a behavioral sciences program (e.g., psychology, counseling, public health), as well as in-career professionals (non-KSU students) who wish to pursue a career or specialization in addictions counseling. Completion of the ACCP is projected to take students one academic year and one summer to complete (i.e., 12 months).

Description of Action, Including Intended Effect

The proposed 15-credit addictions counseling certificate program (ACCP) expands the number of undergraduate and graduate courses currently offered at KSU (across colleges, units, and programs) that have as their focus addiction, substance abuse, and/or drugs and alcohol. Courses offered in the ACCP will supplement, complement, and enhance existing courses and related (i.e., health and behavioral health) programs, such as Psychology, Health Education (HED), and Human Development and Family Studies (HDFS). Letters of support for the ACCP have been provided by faculty and administrators from these and other KSU academic programs and administrative/support offices (e.g., University Psychological Services). The ACCP will provide a career pathway (including state credentialing eligibility) for persons interested in practicing as an addictions counselor in Ohio.

In addition to currently enrolled KSU degree-seeking students, the ACCP is intended to attract non-degree-seeking students to KSU who are in-career professionals wishing to add an addictions counseling specialization to their current work (e.g., mental health therapists, clergy, rehabilitation counselors, nurses). The ACCP also may attract persons without a college degree who are currently practicing as a certified Ohio peer recovery supporter or a peer-support specialist or a recovery coach (see <http://workforce.mha.ohio.gov/Workforce-Development/Job-Seekers/Peer->

Supporter Certification) and who wish to pursue credentialing as an addictions counselor (e.g., chemical dependency counselor assistant) and potentially earn an associate's degree or bachelor's degree at KSU to fulfill degree requirements for licensure as a chemical dependency counselor in Ohio.

See attached catalog copy for certificate description, admission and graduation requirements, and course requirements.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

Since Fall 2016, 22 persons from 12 different academic programs or administrative/support units within the university (representing Kent, Salem, and Stark campuses) were consulted about the ACCP proposal. Most of these consultations took place in-person. Among the programs and units consulted were the College of Nursing (Drs. Drew and Williams), the College of Public Health (Drs. Kenne and Stephens), the Department of Psychological Sciences (Drs. Hughes and Joynes) in the College of Arts and Sciences, the Criminology and Justice Studies program (Dr. Vander Horst) in the Department of Sociology in the College of Arts and Sciences, the Human Development and Family Studies (HDFS) program (Dr. Cichy) in the School of Lifespan Development and Educational Sciences (LDES) in the College of EHHS, and the Health Education program (Drs. Ding, Backus, and Kerr) in the School of Health Sciences in the College of EHHS. All faculty and administrators/support staff consulted from these and other academic programs voiced their support for the proposed ACCP.

Letters of support from eight academic programs or administrative/support units at KSU are included in ACCP proposal documents. One of these is from Dr. Lynne Rowan, Director of the School of Health Sciences (College of EHHS), the School that houses the Health Education (HED) program. In her letter (dated 9/21/2017), Dr. Rowan states: "The ACCP is not in conflict nor encroaches upon established curricular programs or specific courses within the School of Health Sciences; rather, the ACCP would lead to interprofessional training." One of the programs housed in and sponsored by the HED program is the Alcohol, Tobacco and Other Drug Prevention certificate. The proposed ACCP does not conflict with nor does it encroach upon this HED prevention certificate because the latter does not prepare students for licensure as a chemical dependency (CD) counselor in Ohio. The HED prevention certificate only prepares persons for a prevention certificate (not a license) issued by the Ohio CD Professionals Board.

Fiscal, Enrollment, Facilities and Staffing Considerations

The proposed ACCP will be housed in and sponsored by the Counselor Education and Supervision (CES) program. CES faculty (full-time, part-time) will provide instruction for the expanded undergraduate and graduate courses in addictions counseling that are proposed.

Evidence of Need and Sustainability if Establishing

(See *Notice of Intent to Offer* form for more details.)

Information gathered from 22 internal and 17 external constituents provided guidance in the development of the curricular content and the format (e.g., number of courses, length of time for earning the certificate) of the ACCP. All have supported a certificate program that targets three audiences (1) KSU undergraduate/post-secondary students, (2) KSU graduate students, and (3) in-

career professionals (e.g., licensed professional counselors, clergy, health care professionals) and others not affiliated with the university who wish to pursue a specialization in or a career in addictions counseling (including recovery coaches and other peer-support specialists whose work does not require a college degree). The ACCP curriculum – whether at the undergraduate or graduate level – fulfills training content areas and hours required of the ODCPB for licensure eligibility as a chemical dependency counselor in Ohio.

A brief Qualtrics survey was developed to assess current KSU undergraduate/post-secondary and graduate students' interest in the ACCP. The survey was administered over a 3-week period Fall 2017 (September 29 – October 17, 2017). Four faculty representing three undergraduate academic programs at the Kent campus of KSU (i.e., Psychology, Sociology, HDFS) were asked to disseminate the survey to their students. CES program faculty also were asked to disseminate the survey to graduate students enrolled in their courses. A total of 176 undergraduate students responded, with 73% (N=128) reporting interest in enrolling in the ACCP; another 22% reported “maybe” they would enroll. Ninety-one undergraduate students provided their names and contact information to receive further information about the ACCP.

A majority (60%) of the graduate students who responded (N=55) to the Qualtrics survey also expressed interest in enrolling in the ACCP, with another 22% reporting “maybe” they would enroll. Sixteen graduate students provided their names and contact information to receive further information about the ACCP. In a letter of support for the ACCP, Dr. Philip Rumrill, Professor of Rehabilitation Counseling in the College of EHHS (who was not asked to disseminate the Qualtrics survey to his students), states that “approximately 5-7 master’s-level students in Rehabilitation Counseling will enroll in your certificate program each year.” He further states that “The millions of Americans who struggle with addictions need and deserve greater access to highly qualified counselors who can address their complex therapeutic needs.”

There is a national shortage of professionals prepared to care for persons with substance-related conditions, a shortage that now has become “a severe workforce crisis” (see Vestal, 2015). Estimates are that by 2025, there will be a shortage of approximately 16,540 substance abuse counselors in the United States, representing a 16% supply shortage (Health Resources and Services Administration, HRSA, 2015).

National data compiled in 2015 by the research firm Advocates for Human Potential (and reported by Vestal, 2015, at The Pew Charitable Trusts) revealed that the number of behavioral health professionals (including addictions counselors) qualified to treat persons with substance-related problems ranged from a low of 11 professionals per 1,000 adults in Nevada to a high of 70 professionals per 1,000 adults in Vermont. The national average was 32. Ohio was below this average at approximately 29 professionals per 1,000 adults.

Hwang (2015) reported that nation-wide there will be approximately 300,000 job openings for substance abuse treatment providers. This expansion of mental health benefits is applicable to approximately 60 million American citizens.

Research cited by Andrews (2014) reveals that in 2004, less than 50% of staff in addictions treatment facilities in the United States held a professional or other graduate degree. In Ohio, projections indicate a 19% increase in substance abuse counselor positions from 2014 to 2024 (see www.onetonline.org), necessitating current investment in workforce development and addictions

counselor preparedness. This workforce includes licensed chemical dependency counselors, the workforce that the proposed ACCP intends to prepare.

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2018. The following is the anticipated schedule:

- CES program approval: October 2017
- LDES SCC approval: November 1, 2017
- presented to EHHS for approval: November 17, 2017
- presented to EPC for approval: January 22, 2018
- notification of HLC

Addictions Counseling Graduate Certificate

College of Education, Health and Human Services
 School of Lifespan Development and Educational Sciences
 405 White Hall
 Kent Campus
 330-672-2294
www.kent.edu/ehhs/ides

Description

The Addictions Counseling Certificate Program (ACCP) is a five-course certificate (minimum of 15 credits) housed in and sponsored by the Counselor Education and Supervision (CES) program. The ACCP prepares graduate students to provide a wide range of theory- and research-informed services in addictions counseling in a variety of settings with a range of clientele. It also provides all necessary training hours in the requisite content areas for licensure eligibility as a chemical dependency counselor in Ohio. The first course in the ACCP course series provides all necessary training hours for certification as a chemical dependency counselor assistant (CDCA) in Ohio, an employable credential. The ACCP course content includes theories and models of addiction and addictive behaviors, pharmacology (i.e., review of substances typically misused, as well as medications used to treat symptoms of substance use disorders), screening and diagnostic assessment of substance use and co-occurring disorders, case conceptualization and treatment planning using the American Society of Addiction Medicine (ASAM) Criteria, evidence-based practices in addictions (e.g., motivational interviewing, contingency management), and legal and ethical considerations in addictions counseling. Experiential training is infused throughout the curriculum (e.g., use of simulated clients in the classroom) and culminates in a practicum in addictions counseling, undertaken in the field at an approved counseling facility under the supervision of an approved licensed behavioral health provider. The ACCP is most useful for graduate students who wish to pursue a specialization in or a career in addictions counseling.

Fully offered at:

Kent campus

Admission Requirements

- Official transcript(s)
- Bachelor's degree from an accredited institution
- Minimum 3.000 GPA
- Two letters of recommendation
- Goal statement

Graduate Certificates for the College of Education, Health and Human Services

- Students seeking a graduate certificate must maintain a minimum 3.000 grade point average. A graduate certificate student who receives a combination of more than 8 credit hours of B or lower grades, or more than 4 credit hours of grades lower than C is subject to dismissal. Students who are unable to maintain academic standards of the College are subject to dismissal for academic reasons. Grades of C- or below are not counted toward completion of the certificate.
- Certificates must be completed within six years after the first graduate enrollment.
- No more than 2 credit hours of workshop may be used toward a certificate.
- Before being eligible to be awarded a Certificate, students must be admitted to the Certificate program.
- Students currently in a graduate degree program may also apply to a certificate program. Their degree seeking coursework may be applied to the certificate coursework with advisor approval. The courses must be completed within six years and satisfy certificate course requirements.
- Students who have a previous graduate degree and are not currently seeking another graduate degree may transfer a maximum 6 credit hours with advisor approval. These credits may include hours from another KSU program, or from another accredited institution, if the following conditions are met: (1) courses were at the graduate level; (2) a grade of "A" or "B" was earned; (3) credit will be less than six years old at the time the certificate is conferred at Kent; and (4) student was admitted as a graduate student at the time the course was taken.
- Some program areas may be more restrictive. Students are advised to consult their program.

Program Requirements

Graduate Certificate Requirements

Requirements for the Addictions Counseling Certificate Program (ACCP)

Course Number	Course Name	Credit Hours
CES 6/77662	Foundations of Addictions Counseling	3
CES 6/77664	Theories and Practices in Addictions Counseling	3
CES 6/77665	Treatment Planning in Addictions Counseling	3
CES 6/77666	Evidence-based Practices in Addictions Counseling	3
or CES 6/77668	Motivational Interviewing	
CES 6/77692	Practicum in Addictions Counseling	3-6
Minimum Total Credit Hours:		15

Graduation Requirements

Minimum certificate GPA

3.000

- Students declared in a doctoral degree should enroll in the doctoral level version of these courses.

Notice of Intent to Offer an Educational Program Addictions Counseling Certificate Program Kent State University

Gainful Employment Electronic Announcement #5 dated 1 June 2011 and posted on www.ifap.ed.gov explains the process for institutional notification to the U.S. Department of Education (ED) of new educational programs that prepare students for gainful employment in a recognized occupation (GE Programs). An institution's notification to ED of its intent to offer a new GE Program must include information to support the institution's determination of the need for the program, as required by the regulations at 34 CFR 600.20(d)(2). Descriptions and documentation provided by an institution can cover more than one new GE Program, if the same, or similar, process was used by the institution to determine the need for the program, and should be provided as follows:

1. Institution Name: **Kent State University**
2. OPEID: **00305100**
3. Program name(s) and program CIP code(s) supported by this documentation: *(Therese Tillett will provide CIP code once document has been submitted to Curriculum Services.)*

Addictions Counseling Certificate (Post-Secondary and Post-Baccalaureate)

4. Narrative description of how the institution determined the need for the program. For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s) and provide details describing the benefits of the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative. The institution must retain documents that support this description for review or submission to the ED upon request.

In Spring 2016, Dr. Mary Dellmann-Jenkins, Director of the School of Lifespan Development and Educational Sciences (LDES) in the College of Education, Health and Human Services (EHHS), recommended to Dr. Cynthia Osborn, Professor of Counselor Education and Supervision (CES)/LDES, the development of a certificate program in addictions counseling at KSU. This recommendation was based on the observed need in the community and the Northeast Ohio region for an expanded addictions workforce, a workforce well prepared and equipped to address ongoing societal challenges related to substance misuse, including the rising rates of opioid misuse and overdose. Dr. Osborn's clinical background is in substance abuse counseling, specifically working with adults with both substance use disorders and mental illnesses. She also teaches the two elective CES graduate courses in addictions counseling.

Dr. Osborn's initial work in developing the proposed 15-credit hour addictions counseling certificate program (ACCP) at the undergraduate/post-secondary and graduate levels revealed only seven undergraduate and/or graduate courses offered at KSU that have as the focus (in the title of the course) substance abuse, addiction, and/or drugs and alcohol. For a higher education institution the size of KSU (i.e., student enrollment, number of academic programs offered), this is a paltry number of courses in the cross-disciplinary field of addictions. Two therapists at Psychological Services at KSU noted this as well. In their joint letter of support for the ACCP, Dr. John Schell, Senior Psychologist, and Ms. Ashley Holt,

Chemical Dependency Specialist, referred to “a curricular gap at the university” specific to addictions and addictions counseling.

Two of the seven existing courses at KSU that have as their focus (in the title of the course) substance abuse, addiction, and/or drugs and alcohol are the two CES courses Dr. Osborn already teaches (CES 6/77664 and CES 6/77665). They are graduate-only courses. Another graduate-only course (RHAB 6/77744) is offered in Rehabilitation Counseling (School of LDES, College of EHHS). Health Education (School of Health Sciences, College of EHHS) offers two courses, one an undergraduate only course (HED 32530), the other an undergraduate and graduate course (HED 4/54550). Another undergraduate and graduate course is offered in Sociology (College of Arts and Sciences), specifically Criminology (CRIM 46701). The remaining course offered at KSU that has as its focus substance abuse, addiction, and/or drugs and alcohol is an undergraduate only course in the Department of Psychological Sciences (PSYC 41364; College of Arts and Sciences). No course that addresses substance abuse, addiction, and/or drugs and alcohol is offered in the College of Nursing or the College of Public Health. Of the seven existing courses that have as their focus substance abuse, addiction, and/or drugs and alcohol, four have as their explicit focus pharmacology, or a survey of substances typically misused and their pharmacologic properties and medical and subjective effects.

Existing coursework at KSU at the undergraduate and graduate level is lacking in theories or models of addiction, methods of prevention and intervention (e.g., evidence-based practices), ethical and legal considerations in the care of persons struggling with substance use, and methods for engaging persons struggling with substance use to consider behavior change. These represent content or training areas required for licensure eligibility as an addictions professional in many states including Ohio (e.g., Licensed Chemical Dependency Counselor in Ohio). Furthermore, no academic unit at KSU houses a degree or certificate program in addictions counseling. The proposed ACCP fills the need for additional and comprehensive coursework in the broad area of addictions, and provides qualifying students with a university/academic credential (i.e., certificate) that satisfies training requirements of the Ohio Chemical Dependency Professionals Board (OCDPB) for licensure eligibility as a chemical dependency counselor in Ohio.

5. Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs. For example, indicate if Bureau of Labor Statistics data or state labor data systems information was used, and/or if state, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers. The institution must retain copies of documents and its analysis for review and submission to the ED upon request.

Since Fall 2017, Dr. Osborn and/or the CES doctoral student and graduate assistant helping her develop the ACCP, Annaleise Lessick, have consulted with persons within and outside the university about the proposed ACCP. These consultation meetings took place in person or over the telephone. To date, we have consulted 22 persons from 12 different academic programs or administrative units within the university (representing Kent, Salem, and Stark campuses). Seven letters of support for the ACCP from internal constituents are included in

the ACCP proposal. Seventeen persons from 11 different agencies (e.g., community-based addictions treatment facilities) or organizations external to the university also were consulted. Seven persons external to the university have provided letters of support and these are included in the ACCP proposal. External consultants represent agencies located in six different Northeast Ohio counties (i.e., Portage, Stark, Summit, Cuyahoga, Mahoning, and Wayne). Two of the external consultants were the former Executive Director of the OCDPB (located in Columbus, Ohio) and then her predecessor.

Information gathered from the 22 internal and 17 external constituents we consulted provided guidance in the development of the curricular content and the format (e.g., number of courses, length of time for earning the certificate) of the ACCP. All have supported a certificate program that targets three audiences (1) KSU undergraduate/post-secondary students, (2) KSU graduate students, and (3) in-career professionals (e.g., licensed professional counselors, clergy, health care professionals) and others not affiliated with the university who wish to pursue a specialization in or a career in addictions counseling (including recovery coaches and other peer-support specialists whose work does not require a college degree). The ACCP curriculum – whether at the undergraduate or graduate level – fulfills training content areas and hours required of the OCDPB for licensure eligibility as a chemical dependency counselor in Ohio.

One aspect of the proposed ACCP that has received support from internal and external constituents consulted is the inclusion of a practicum course. External consultants have indicated the need for students and potential employees (e.g., addictions counselors) to have practical, structured, and supervised experience in addictions counseling. Although experiential training opportunities will be infused in two earlier courses in the ACCP sequence, the final course of a practicum provides intensive and closely supervised work experience for students. Clock hours accrued in the field during practicum also will count toward the total 2,000 practice hours required for licensure eligibility as a chemical dependency counselor in Ohio. The inclusion of a practicum course specific to addictions counseling is unique among the other certificate programs offered by other academic institutions in Ohio. Other two- and four-year universities in Ohio (e.g., Cleveland State University) offer a certificate program in substance abuse counseling. None of these universities appears to offer comprehensive and structured experiential training in addictions counseling that targets undergraduate, graduate, and post-graduate health care workers. Only one of these universities (Cincinnati State Technical and Community College) offers comprehensive training (i.e., 33 credit hours) that includes a formal practicum course. This institution, however, is a two-year college unable to cater to upper division undergraduates or graduate students.

Additional information for the development of the ACCP was obtained by attending several professional and public gatherings. Among these were the Portage County Opioid Awareness Symposium held at NEOMED in Rootstown, Ohio, in October 2016; and the Ohio Workforce for the Future Forum held in Columbus, Ohio, in April 2017, a gathering sponsored in part by the Substance Abuse and Mental Health Services Administration (SAMHSA) and the Association for Addiction Professionals (NAADAC). Dr. Osborn attended the Ohio Addictions Studies Institute (www.addictionstudiesinstitute.com) in Columbus in late July 2017. She also attended the one-hour webinar, Research to Strengthen Behavioral Health Workforce Capacity, sponsored by NAADAC (www.naadac.org) in September 2017 and conducted by researchers at the Behavioral Health Workforce Research

Center at the University of Michigan (see www.behavioralhealthworkforce.org). These professional and public gatherings reinforced the need for a well-trained workforce to address ongoing regional and national challenges of substance use in general, and the opioid epidemic in particular.

There is a national shortage of professionals prepared to care for persons with substance-related conditions, a shortage that now has become “a severe workforce crisis” (see Vestal, 2015). Estimates are that by 2025, there will be a shortage of approximately 16,540 substance abuse counselors in the United States, representing a 16% supply shortage (Health Resources and Services Administration, HRSA, 2015).

National data compiled in 2015 by the research firm Advocates for Human Potential (and reported by Vestal, 2015, at The Pew Charitable Trusts) revealed that the number of behavioral health professionals (including addictions counselors) qualified to treat persons with substance-related problems ranged from a low of 11 professionals per 1,000 adults in Nevada to a high of 70 professionals per 1,000 adults in Vermont. The national average was 32. Ohio was below this average at approximately 29 professionals per 1,000 adults.

Hwang (2015) reported that nation-wide there will be approximately 300,000 job openings for substance abuse treatment providers. This expansion of mental health benefits is applicable to approximately 60 million American citizens.

Research cited by Andrews (2014) reveals that in 2004, less than 50% of staff in addictions treatment facilities in the United States held a professional or other graduate degree. In Ohio, projections indicate a 19% increase in substance abuse counselor positions from 2014 to 2024 (see www.onetonline.org), necessitating current investment in workforce development and addictions counselor preparedness. This workforce includes licensed chemical dependency counselors, the workforce that the proposed ACCP intends to prepare.

6. Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program. The institution must retain copies of analysis documents for review and submission to the ED upon request.

The Ohio Chemical Dependency Professionals Board (OCDPB; <http://ocdp.ohio.gov/>) issues four professional chemical dependency credentials: (1) the chemical dependency counselor assistant (CDCA), (2) the licensed chemical dependency counselor II (LCDC II), (3) the LCDC III, and (4) the licensed independent chemical dependency counselor (LICDC). The CDCA is an entry-level credential (not a license) that requires only a high school diploma or GED and 40 clock hours of content-specific chemical dependency (CD) training. This training will be satisfied in the first of five courses in the proposed ACCP. The scope of practice for a CDCA includes assessment, facilitating treatment groups, and case management. Robert Young, Clinical Services Director at Townhall II in Kent, an addictions treatment facility, states in his ACCP support letter of September 19, 2017, that persons with the CDCA credential can be employed at Townhall II with a starting salary “usually in the \$30K range.”

Persons who hold a CD license (LCDC II, LCDC III, or LICDC) have varying levels of academic degrees but all require the same 180 clock hours of content-specific CD training. This training will be completed in the five-course series of the proposed ACCP. The LCDC II requires an associate's degree, the LCDC III requires a baccalaureate/four-year degree, and the LICDC requires a graduate degree. In his ACCP support letter of September 28, 2017, Jason Joyce, Senior Director of Clinical Services at Recovery Resources in Cleveland, states that his agency employs CD counselors at a starting salary of "around \$40,000" which he indicates "is a significant increase for most people who are working in case management [a professional role that may require only a minimum of a high school diploma or GED] and care coordination." At Meridian Healthcare in Youngstown, Meghan Fawcett, Vice President Clinical Treatment, states in her October 4, 2017 ACCP letter of support, that "Compensation (starting pay) for positions with Chemical Dependency Licensure ranges from \$12.00 per hour to 40,000 a year; depending on licensure and experience."

These reported pay and salary ranges for CD counselors reported by senior clinicians at addictions treatment facilities in NE Ohio are consistent with the 2016 mean wage (\$21.23/hour), median wage (\$19.75/hour), and median annual wage (\$41,070) reported by the U.S. Bureau of Labor Statistics for "substance abuse and behavior disorder counselors" (see <https://data.bls.gov/cgi-bin/>). From another source (www.onetonline.org), the average salary for substance abuse and behavioral disorder counselors is approximately \$19.50 per hour and \$39,980 per year across educational levels.

7. Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following: business advisory committees; program integrity boards; business that would likely employ graduates of the program; and/or public or private oversight or regulatory agencies (not including the state licensing/authorization agency and accrediting agency).

For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the ED upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

As stated, since Fall 2017, Dr. Osborn and/or the CES doctoral student and graduate assistant, Annaleise Lessick, have consulted with persons within and outside the university about the proposed ACCP. These consultation meetings took place in person or over the telephone. To date, we have consulted 22 persons from 12 different academic programs or administrative units within the university (representing Kent, Salem, and Stark campuses). Seven letters of support for the ACCP from internal constituents are included in the ACCP proposal. Seventeen persons from 11 different agencies (e.g., community-based addictions treatment facilities) or organizations external to the university also were consulted. Seven persons external to the university have provided letters of support and these are included in the ACCP proposal. External consultants represent agencies located in six different Northeast Ohio counties (i.e., Portage, Stark, Summit, Cuyahoga, Mahoning, and Wayne). Clinicians from behavioral health (including addictions) facilities in NE Ohio who have submitted letters of support for the ACCP have all offered their facilities as practicum sites for students

in the ACCP. These sites also represent potential employers of ACCP graduates.

8. Date of the first day of class. Include both:

- a. The first day the program was or will be offered by the institution, and

August 27, 2018

- b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.

August 20, 2018

New Program Needs Analysis and Faculty Credentials

Establishment of Addictions Counseling Certificates (Post-Secondary and Post-Baccalaureate)

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the “need” for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

The elements of a needs analysis include:

1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

The Need and Rationale:

Substance use disorders are among the three most prevalent categories of mental disorders in the United States (the other two are anxiety and mood disorders; Rosenthal, 2013). The Centers for Disease Control and Prevention (CDC; www.cdc.gov) reports that each day in the United States: 1,300 deaths are attributable to cigarette smoking; 91 persons die of an opioid overdose; and 6 persons die of alcohol poisoning. The CDC also reports that in an average year, 480,000 deaths are attributable to cigarette smoking and 88,000 deaths are related to excessive alcohol use. In 2015, more than 33,000 persons died of an opioid overdose. Ohio Department of Health data reveal that 3,050 persons died of a drug overdose in 2015, the highest number on record at that time and the highest compared to all other states (see www.healthy.ohio.gov). Unfortunately, this number increased (by 25%) to 4,050 in 2016. Fentanyl, a synthetic opioid (and, more often than not, illegally produced), was involved in the majority (58.2%) of drug overdose deaths in 2016.

Given the expansion of Medicaid under the 2010 Affordable Care Act (ACA) that remains federal law, all states (including Ohio) will be required to provide basic coverage for substance use services (e.g., counseling) to Medicaid enrollees (Andrews, 2014). The ACA considers substance use services as one of 10 essential health benefits (see www.hhs.gov/healthcare/about-the-aca). Manderscheid (2014) projected that Medicaid expansion will “favor persons with primary substance use conditions” (pp. 88-89). (**References** to all scholarly and other sources cited in this Needs Analysis are found in **Appendix A**. Exceptions are sources that have electronic link citations in-text.)

There is a shortage of professionals prepared to care for persons with substance-related conditions, a shortage that now has become “a severe workforce crisis” (see Vestal, 2015). Estimates are that by 2025, there will be a shortage of approximately 16,540 substance abuse counselors in the United States, representing a 16% supply shortage (Health Resources and Services Administration, HRSA, 2015). National data compiled in 2015 by the research firm Advocates for Human Potential (and reported by Vestal, 2015, at The Pew Charitable Trusts) revealed that the number of behavioral health professionals (including addictions counselors) qualified to treat persons with substance-related problems ranged from a low of 11 professionals

per 1,000 adults in Nevada to a high of 70 professionals per 1,000 adults in Vermont. The national average was 32. Ohio was below this average at approximately 29 professionals per 1,000 adults.

Hwang (2015) reported that nation-wide there will be approximately 300,000 job openings for substance abuse treatment providers. This expansion of mental health benefits is applicable to approximately 60 million American citizens. Research cited by Andrews (2014) revealed that in 2004, less than 50% of staff in addictions treatment facilities in the United States held a professional or other graduate degree. In Ohio, projections indicate a 19% increase in substance abuse counselor positions from 2014 to 2024 (see www.onetonline.org), necessitating current investment in workforce development and addictions counselor preparedness. This workforce includes licensed chemical dependency counselors.

Occupational Titles:

An August 2016 report of the Behavioral Health Workforce Research Center at the University of Michigan (see www.behavioralhealthworkforce.org) highlights a major challenge in the training, preparation, and supply of behavioral health care providers (including addictions counselors): the lack of “comprehensive data describing the size and composition of the numerous disciplines comprising the behavioral health workforce.” Names and titles abound for those who are employed and practice in the addictions field or provide addictions services. The array of designations illustrates the cross-disciplinary nature of addictions work. Persons who struggle with substance use and other addictive behaviors (e.g., gambling) are seen by a variety of health care providers (whether or not the providers are initially aware of their patients’ or clients’ substance use and addictive behaviors). Substance use disorders and addictive behaviors in general do not discriminate.

Nationally, behavioral health occupations that have a licensure procedure include psychiatry, psychology, marriage and family therapy, social work, professional counseling, and addictions counseling. Those whose specialization is addictions include those with the title of substance abuse counselor, addiction(s) counselor, chemical dependency counselor, alcohol and other drug (AOD) counselor, and addiction psychiatrist or addictionologist. The U.S. Bureau of Labor Statistics uses the occupational category of Substance Abuse and Behavioral Disorder Counselors (see <https://data.bls.gov>) to assess employment and wages for this vast occupational group. The designation used in Ohio for professionals who have earned the state credential is chemical dependency counselor. The broad and all-encompassing occupational title used in this proposal and for the proposed certificate program is addictions counselor.

Employment Opportunities:

The Ohio Chemical Dependency Professionals Board (OCDPB; <http://ocdp.ohio.gov/>) issues four professional chemical dependency credentials: (1) the chemical dependency counselor assistant (CDCA), (2) the licensed chemical dependency counselor II (LCDC II), (3) the LCDC III, and (4) the licensed independent chemical dependency counselor (LICDC). The CDCA is an entry-level credential (not a license) that requires only a high school diploma or GED and 40 clock hours of content-specific chemical dependency (CD) training. This training will be

satisfied in the first of five courses in the proposed addictions counseling certificate program (ACCP). The scope of practice for a CDCA includes conducting assessment and treatment planning, facilitating individual and group counseling sessions, providing education on substance use and addiction, and engaging in case management – all services conducted under supervision. Robert Young, Clinical Services Director at Townhall II in Kent, an addictions treatment facility, states in his ACCP support letter of September 19, 2017 that persons with the CDCA credential can be employed at Townhall II with a starting salary “usually in the \$30K range.”

Persons who hold a CD license in Ohio (LCDC II, LCDC III, or LICDC) have varying levels of academic degrees but all require the same 180 clock hours of content-specific CD training. This training will be completed in the five-course series of the proposed ACCP. The LCDC II requires an associate’s degree, the LCDC III requires a baccalaureate/four-year degree, and the LICDC requires a graduate degree. According to the OCDPB, academic degrees that qualify for CD counselor licensure must be at least 27 credit hours and in a behavioral science, broadly defined to include such degree programs in human services, addictions, chemical dependency, social work, criminal justice, corrections, psychology, child development, counseling, personnel and industrial relations, vocational rehabilitation counseling, and sociology.

In his ACCP support letter of September 28, 2017, Jason Joyce, Senior Director of Clinical Services at Recovery Resources in Cleveland, describes the significant need for CD counselors in Cuyahoga County. He states: “We have had continuous openings for counselors over the past year and are in need of additional support. On many days, we have more people walk in for an assessment than we are able to see, prompting us to reschedule. We are striving towards same day access, much like physical health and the hospital system, but we need highly trained staff to do so.” This need is evident in Mahoning and Trumbull counties as well, the counties served by Meridian Healthcare. In her October 4, 2017 ACCP letter of support, Meghan Fawcett, Vice President Clinical Treatment at Meridian Healthcare, states that “we have been unable to fill positions as fast as the demand has occurred. Programs such as [the ACCP at KSU] will assist us in hiring individuals with knowledge and experience in the treatment of addictions.”

A similar need is apparent in Summit County, where Child Guidance and Family Solutions (CG&FS), a community-based treatment facility in Akron, is located. Steve Case, Senior Clinical Consultant for Co-Occurring Disorders at CG&FS describes in his September 21, 2017 ACCP support letter the “significant chemical dependency workforce shortage” in Ohio and the need to “provide future mental health professionals the opportunity to gain the much needed and highly valued specialization in chemical dependency treatment.” Because of Medicaid expansion and its call for health care integration, Mr. Case explains that more health care professionals will need training in addictions counseling. He states that “fewer than 5” of the over 100 mental health clinicians employed at CG&FS “possess a dual chemical dependency credential.”

The need for well-trained addictions professionals is further echoed by Dr. Sarah Friebert, Director of the Haslinger Pediatric Palliative Care Division and Director of the Office of Addiction Services at Akron Children’s Hospital. In her October 16, 2017 ACCP letter of support, Dr. Friebert states: “More helping professionals (including physicians) are needed with formal training in addictions counseling.” This includes professionals in the hospital setting, she adds, “to enhance the coordination of care that takes place on a treatment team.”

Earnings for CD counselors in NE Ohio are not extremely high; however, they are not extremely low either. In his ACCP support letter, Jason Joyce from Recovery Resources in Cleveland, states that his agency employs CD counselors at a starting salary of “around \$40,000” which he indicates “is a significant increase for most people who are working in case management [a professional role that may require only a minimum of a high school diploma or GED] and care coordination.” At Meridian Healthcare in Youngstown, Meghan Fawcett, states that “Compensation (starting pay) for positions with Chemical Dependency Licensure ranges from \$12.00 per hour to 40,000 a year; depending on licensure and experience.” For someone who has just graduated with a 2- or 4-year degree in a behavioral science (e.g., Psychology, Sociology, HDFS) and has been able to obtain a CD counselor license in Ohio as a result of completing the ACCP at KSU, these starting pay ranges will be appealing.

These pay and salary ranges for CD counselors reported by senior clinicians at addictions treatment facilities in NE Ohio are consistent with the 2016 mean wage (\$21.23/hour), median wage (\$19.75/hour), and median annual wage (\$41,070) reported by the U.S. Bureau of Labor Statistics for “substance abuse and behavior disorder counselors” (see <https://data.bls.gov/cgi-bin/>). From another source (www.onetonline.org), the average salary for substance abuse and behavioral disorder counselors is approximately \$19.50 per hour and \$39,980 per year across educational levels.

Other Evidence:

On April 12, 2017, the CES program faculty voted unanimously to “proceed with completing work [on] the development of the Addictions Counseling Certificate Program and submit the documents needed for curriculum review/approval fall 2017” (CES program faculty meeting minutes). CES program faculty maintained their support for the ACCP on September 14, 2017 after reviewing a 2-page draft overview and description of the proposed ACCP prepared by Dr. Osborn. This unanimous vote was documented in CES program faculty meeting minutes as follows: “Faculty voted to support the Addictions Counseling Certificate Program (ACCP) as presented by Osborn (see handout).”

Appendix B of this Needs Analysis is the 2-page overview of the proposed ACCP provided to internal and external constituents. This overview was prepared by Cynthia Osborn and circulated among her CES faculty colleagues.

Appendix C of this Needs Analysis includes all letters of support (N=15) obtained for the ACCP. **Internal letters of support** (N=8) are from:

1. Mary Dellmann-Jenkins, Director, School of Lifespan Development and Educational Sciences (LDES), College of EHHS;
2. Lynne Rowan, Director, School of Health Sciences, College of EHHS;
3. Maria Zaragoza, Chair, Department of Psychological Sciences, College of Arts and Sciences;

4. Kelly Cichy, Program Coordinator, Human Development and Family Studies (HDFS), College of EHHS;
5. Kimberly Steele, Academic Program Director of Human Services at Columbiana County Campuses of KSU;
6. John Schell, Senior Psychologist, and Ashley Holt, Chemical Dependency Specialist, both of Psychological Services, University Health Services;
7. Kevin Mowers, Director, Residence Life, Residence Services; and
8. Philip Rumrill, Professor of Rehabilitation Counseling, School of LDES, College of EHHS.

External letters of support (from constituents external to the university; N=7) are from:

1. Robert Young, M.Ed., Clinical Services Director at Townhall II in Kent;
2. Steve Case, M.Ed., Senior Clinical Consultant for Co-Occurring Disorders, Child Guidance and Family Solutions, Inc., in Akron;
3. Greg Emanuelson, Ph.D., Massillon Site Coordinator of CommQuest in Massillon;
4. Jason Joyce, M.Ed., Senior Director of Clinical Services at Recovery Resources in Cleveland;
5. Bill Russell, M.Ed., Chief Officer, Portage Behavioral Health, Coleman Behavioral Health in Kent and Ravenna;
6. Meghan Fawcett, Vice President of Clinical Treatment at Meridian Healthcare, Youngstown; and
7. Sarah Friebert, M.D., Director of the Haslinger Pediatric Palliative Care Division and Director of the Office of Addiction Services at Akron Children's Hospital.

2. PROJECTED STUDENT AND GRADUATE DATA

Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time.

The proposed addictions counseling certificate program (ACCP) has three target audiences: (1) KSU undergraduate/post-secondary students, (2) KSU graduate students, and (3) in-career professionals (e.g., licensed professional counselors, clergy, health care professionals) and others not affiliated with the university (non-degree seeking KSU students) who wish to pursue a specialization in or a career in addictions counseling (including recovery coaches and other peer-support specialists whose work does not require a college degree). The ACCP curriculum – whether at the undergraduate/post-secondary or graduate level – fulfills training content areas and training hours required by the Ohio Chemical Dependency Professionals Board (OCDPB; <http://ocdp.ohio.gov/>) for licensure eligibility as a chemical dependency counselor in Ohio.

A brief, 3-item Qualtrics survey was developed to assess current KSU undergraduate and graduate students' interest in the ACCP. The survey was administered over a 3-week period Fall

2017 (September 29 – October 17, 2017). Four faculty representing three undergraduate academic programs at the Kent campus of KSU (i.e., Psychology, Sociology, HDFS) were asked to disseminate the survey to their students. CES program faculty also were asked to disseminate the survey to graduate students enrolled in their courses. A total of 176 undergraduate students responded, with 73% (N=128) reporting interest in enrolling in the ACCP; another 22% reported “maybe” they would enroll. Ninety-one undergraduate students provided their names and contact information to receive detailed information about the ACCP.

This level of undergraduate student interest in the ACCP is underscored by Dr. Kelly Cichy, HDFS Program Coordinator (School of LDES, College of EHHS), in her letter of support. She states: “I anticipate that the ACCP certificate will be very attractive to our students across all of our concentrations...[and] is likely to be particularly sought after by students in our Case Management (2016 RPIE, *n* = 73) and Child and Youth Development (2016 RPIE, *n* = 168) concentrations.” Dr. Cichy adds: “I would anticipate that more than half of our Case Management concentration students will pursue the ACCP as a means toward employment in addictions by obtaining the chemical Dependency Counselor Assistant (CDCA) during their undergraduate studies.” Dr. Maria Zaragoza, Chair of the Department of Psychological Sciences, also envisions high undergraduate student interest in the proposed ACCP. She explains in her letter of support that “the proposed ACCP provides a viable employment pathway for the large number of undergraduate Psychology majors who are interested in counseling work.” In clarifying that the proposed ACCP does not conflict with nor encroach upon curricular programs in Psychology, she adds that “To the contrary, we believe that the ACCP would augment the academic training our students receive in a way that is both targeted and practical.”

A majority (60%) of the graduate students who responded (N=55) to the brief Qualtrics survey also expressed interest in enrolling in the ACCP, with another 22% reporting “maybe” they would enroll. Sixteen graduate students provided their names and contact information to receive detailed information about the ACCP. This graduate student level of interest in the ACCP also is reinforced by Dr. Kelly Cichy in her letter of support. She explains: “In addition to their core coursework, HDFS MA students have the opportunity to develop a concentration area, where they select the courses that best fit their interests and career goals. This concentration area often includes the pursuit of additional certificates, and I anticipate that prospective HDFS MA students will be strongly interested in the ACCP certificate as a means of rounding out their training and increasing their competitiveness.” In another letter of support for the ACCP, Dr. Philip Rumrill, Professor of Rehabilitation Counseling (School of LDES) in the College of EHHS (who was not asked to disseminate the Qualtrics survey to his students), predicted that “approximately 5-7 master’s-level students in Rehabilitation Counseling will enroll in your certificate program each year.”

As proposed, the 15-credit ACCP can be completed in 12 months (Fall, Spring, and Summer). Students will enroll in 6 credits (two 3-credit courses) in the Fall, 6 credits (two 3-credit courses) in the Spring, and 3 credits (practicum) in the Summer. Undergraduate students who wish to enroll in 6 or 9 credits of practicum in the Summer (to accrue additional practice hours toward the 2,000 hours required for CD counselor licensure eligibility in Ohio) can do so. This also is true for graduate students who wish to enroll in 6 credits of practicum in the Summer.

Given student responses to the Qualtrics survey conducted Fall 2017 about the proposed ACCP, consultations with internal and external constituents since early Fall 2016, and given the support letters received from specifically internal constituents (e.g., academic program coordinators), it is anticipated that student enrollment in the ACCP will increase significantly (i.e., up to 110%) over the first 5 years of its implementation. Table 1 presents projected student enrollment in the ACCP over the first 5 years. Each year represents a new group of ACCP students as the ACCP is intended to be completed within 12 months (Fall, Spring, and Summer). These are conservative estimates.

Table 1.

Projected student enrollment over the first 5 years of the ACCP.

	2018-19	2019-20	2020-21	2021-22	2022-23	5-Year % Increase
KSU Undergraduate Students	20	25	28	32	35	75%
KSU Graduate Students	8	10	12	15	18	80%
In-career Professionals (non-degree seeking KSU students)	3	4	6	8	12	33%
Total projected student enrollment	31	39	46	55	65	110%

One explanation for projected student enrollment increases over the first 5 years of the ACCP is the continued development of the KSU Collegiate Recovery Community (CRC) mentioned in the joint letter of support from Dr. John Schell and Ms. Ashley Holt of Psychological Services. They state that the CRC “has been underway for the past three years, but has really gathered more broad-based support this year [i.e., 2017-18] and is one of the strategic initiatives of University Health Services as well as a priority within the Division of Student Affairs.” They proceed to explain that “The ACCP will provide students in recovery a chance to learn more about addictions and various treatment options, and will be an important way for students in the CRC to connect intellectually and academically.” They end their letter of support by referring to the development of a Living and Learning Community (LLC) through Residence Services at KSU and that the proposed ACCP may serve as the academic program to which this newly proposed LLC may be tied.

It is anticipated that initial enrollment in the ACCP will be greater for KSU undergraduate students than for KSU graduate students. Compared to undergraduate students, graduate students already may be enrolled in a professional degree program that leads toward licensure in a

behavioral science (e.g., professional counseling, psychology). Increases in enrollment across student levels each year are anticipated in response to ACCP promotion and marketing efforts. These efforts will include CES program faculty and CES doctoral students (e.g., graduate assistants) disseminating information about the ACCP to undergraduate and graduate students via in-classroom guest appearances, meeting with professional advisors in various academic programs and colleges, and attending job and career fairs at various KSU campuses. A brief promotional video about KSU's ACCP will be developed. This promotional video will be accessible on the CES program website and will be disseminated across KSU campuses and to constituents outside the university (e.g., clinical directors of behavioral health treatment/care facilities in Northeast Ohio, county boards of mental health and addictions services, CES program alumni).

ACCP enrollment increases over the first 5 years also are projected when certain ACCP courses are offered online or at least as hybrid courses. Online course delivery of at least two ACCP courses is planned to begin the second year of ACCP implementation (i.e., 2019-2000). Further enrollment increases are projected in response to the CES program applying for and securing external teaching/training funds (e.g., from the U.S. Health Resources and Services Administration, www.hrsa.gov) to provide financial support to ACCP students during practicum, as well as to onsite practicum supervisors. Dr. Sarah Friebert of Akron Children's Hospital specifically states in her letter of support that she is willing to collaborate with ACCP personnel to "secure extramural funding for joint interdisciplinary initiatives, including financial support for ACCP students and their onsite supervisors during practicum."

3. COMMUNICATION WITH BUSINESS AND INDUSTRY

Since early Fall 2017, Cynthia Osborn, Professor of CES in the School of LDES, College of EHHS, and/or Annaleise Lessick, the CES doctoral student and graduate assistant who has assisted Dr. Osborn with the ACCP proposal development, have consulted with persons within and outside the university about the proposed ACCP. These consultation meetings took place in person or over the telephone. To date, we have consulted 22 persons from 12 different academic programs or administrative units within the university (representing Kent, Salem, and Stark campuses). Eight letters of support for the ACCP from internal constituents are included in the ACCP proposal. Seventeen persons from 11 different agencies (e.g., community-based addictions treatment facilities) or organizations external to the university also were consulted. Seven persons external to the university have provided letters of support and these are included in the ACCP proposal. External consultants represent agencies located in six different Northeast Ohio counties (i.e., Portage, Stark, Summit, Cuyahoga, Mahoning, and Wayne). Clinicians from behavioral health (including addictions) facilities in Northeast Ohio who have submitted letters of support for the ACCP have all offered their facilities as practicum sites for students in the ACCP. These sites also represent potential employers of ACCP graduates. Refer to **Appendix B** of this Needs Analysis for all seven letters of support from constituents external to the university who represent potential practicum and employment sites for ACCP students and graduates.

4. FACULTY CREDENTIALS AND CAPACITY

Faculty Credentials

The proposed ACCP will be housed in and sponsored by the Counselor Education and Supervision (CES) program (School of LDES, College of EHHS). All undergraduate and graduate ACCP courses will be CES courses. The following faculty will provide oversight of and instruction for the ACCP. Unless otherwise specified, all resumes/CVs of faculty listed in this section are included in **Appendix D** of this Needs Analysis.

Full-time ACCP Faculty:

Cynthia Osborn, Ph.D., Professor of CES at KSU Kent, will serve as the initial ACCP coordinator and is prepared and qualified to teach all five ACCP courses at the undergraduate and graduate levels. She routinely teaches the two existing CES courses in addictions counseling that will be part of the graduate ACCP (and modified as part of the undergraduate/post-secondary ACCP). Dr. Osborn has been on the CES faculty for 20 years, has an earned Ph.D. degree in Counselor Education and Supervision (from Ohio University), is a Licensed Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S), is a Licensed Independent Chemical Dependency Counselor in Ohio (LICDC), and practiced addictions counseling for 2 years prior to her tenure-track appointment to the CES faculty in 1997. Her CV is accessible at www.kent.edu/node/dr-cynthia-osborn.

Cassandra Storlie, Ph.D., Assistant Professor of CES at KSU Kent, is prepared to teach at least one of the graduate courses in the ACCP series. Dr. Storlie routinely teaches master's and doctoral courses in the CES program (e.g., doctoral internship, orientation to clinical mental health counseling). Prior to her 2013 tenure-track appointment to the CES faculty, Dr. Storlie practiced counseling for approx. 5 years in a variety of care facilities, including almost 2 years as the Director of an inpatient mental health and substance abuse treatment facility. She has an earned Ph.D. degree in Counselor Education and Supervision (University of Iowa) and is a licensed Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S). Her CV is accessible at www.kent.edu/node/dr-cassandra-storlie.

Part-time ACCP Faculty:

Kimberly Steele, M.S.Ed., Academic Program Director at KSU Salem, is prepared to serve as the undergraduate ACCP coordinator, depending on student enrollment. She also is prepared and qualified to teach one or more of the ACCP courses at the undergraduate and graduate levels. Since 2007, Ms. Steele has directed all operational, administrative, instructional, and student service activities for the Associate of Applied Science in Human Services Technology at KSU Salem. Prior to her current appointment (from 2007-15), she provided similar services for the Bachelor of Science degree in the HDFS program at the Salem and East Liverpool campuses of KSU. Ms. Steele has a master's degree in Clinical Counseling and Higher Education Student Services Administration (from YSU), is currently enrolled in the Ph.D. degree program in

Cultural Foundations at KSU, is a licensed Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S), is a licensed independent Chemical Dependency Counselor (with supervisory endorsement) in Ohio (LICDC-CS), and has practiced in the addictions treatment field for almost 30 years. She continues to provide counseling services to the Mahoning County Juvenile Court in Youngstown. Her CV is included in Appendix D.

Greg Emanuelson, Ph.D., is currently Site Coordinator for CommQuest, a community-based and residential addictions treatment facility in Canton, Ohio. He is prepared and qualified to teach one or more ACCP courses at the graduate level. Dr. Emanuelson has practiced counseling and clinical supervision in a variety of settings for over 27 years. He has an earned Ph.D. degree in Counselor Education and Supervision (University of Akron) and is a licensed Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S). Dr. Emanuelson is currently a part-time instructor for the CES program, teaching one section of Theories of Counseling. His resume/CV is included in Appendix D.

Jennifer Waugh, M.Ed., is the Assistant Director of The Counseling Center at KSU Kent. She also is a doctoral candidate in the CES Ph.D. degree program. Her master's degree is in Community Counseling from KSU. Ms. Waugh has taught (as instructor of record) seven different graduate CES courses over the past 4 years (14 different sections), and also has taught two different undergraduate courses in the HDFS program in that same time (4 different sections). She is prepared and qualified to teach one or more of the ACCP courses at the graduate and undergraduate levels. Ms. Waugh has practiced in the mental health and addictions fields for over 12 years and holds dual licenses of Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S) and independent Chemical Dependency Counselor in Ohio (LICDC). Her CV is included in Appendix D.

Steve Case, M.Ed., is Senior Clinical Consultant for Co-Occurring Disorders at Child Guidance and Family Solutions, Inc., a large community-based mental health facility in Akron, Ohio. He has practiced in the mental health and addictions fields for over 12 years. His master's degree is in Community Counseling from KSU and he holds the dual licenses of Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S) and independent Chemical Dependency Counselor (with supervisory endorsement) in Ohio (LICDC-CS). Mr. Case has guest lectured in CES addictions counseling courses and is currently a part-time instructor for the CES program, teaching the Diagnosis in Counseling course. He is prepared and qualified to teach one or more of the ACCP courses at the graduate level. His resume is included in Appendix D.

Cheryl Stahl, M.Ed., is Program Manager of the Portage Area Recovery Center, a part of Family and Community Services, Inc., of Portage County. Ms. Stahl has over 12 years of experience providing counseling services in the addictions and mental health fields, including serving as Clinical Coordinator of a women's half-way house sponsored and run by Townhall II in Kent. Her master's degree is in Community Counseling from KSU and she holds the license of Professional Clinical Counselor (LPCC) in Ohio. For over 13 years, Ms. Stahl has served as an adjunct instructor in the Criminology and Justice Studies program (Department of Sociology, College of Arts and Sciences), teaching seven different courses at the undergraduate level. She is prepared and qualified to teach one or more of the ACCP courses at the undergraduate level, and perhaps at the graduate level as well. Her resume is included in Appendix D.

Ashley Holt, M.Ed., is Chemical Dependency Specialist for Psychological Services at KSU Kent. She has practiced as a professional counselor for over 12 years in settings that include a university counseling center (at Ohio University, OU) and a women's residential addictions treatment facility (as Clinical Coordinator). Her master's degree is in Community and Rehabilitation Counseling from OU. Ms. Holt holds dual licenses of Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S) and as independent Chemical Dependency Counselor in Ohio (LICDC). She is prepared and qualified to teach one or more of the ACCP courses at the undergraduate level. Her resume is included in Appendix D.

CES Doctoral Students may be called upon to teach ACCP courses at the undergraduate or graduate level, depending on their availability and qualifications. This teaching assignment may be part of their graduate assistantship. CES doctoral students currently teach one CES undergraduate course and a variety of CES graduate courses. Ms. Waugh, whose qualifications are described above, is one such example.

Faculty Capacity

The ACCP will be overseen (as Program Coordinator) by Dr. Cynthia Osborn, CES Professor. She also will serve as initial advisor to ACCP students. Ms. Kimberly Steele is prepared to serve as coordinator of the undergraduate ACCP, depending on enrollment (see her letter of support in Appendix B). Ms. Steele also will serve as advisor to ACCP undergraduate students.

To address the need for more CES full-time faculty involvement in and responsibility for the ACCP, a request has been submitted (Fall 2017) to the Office of the Provost for the hire of a new full-time non-tenure-track (NTT) faculty position in the CES program. If approved, and with a successful hire, this new full-time CES faculty will teach primarily in the ACCP. In addition to holding minimum requisite academic and professional credentials, priority will be given to hiring a new full-time CES faculty member who reflects the racial, ethnic, and gender diversity of the local/regional and campus communities. The CES program faculty uphold their commitment to enhancing, in their composition, their representation of the racial, ethnic, and gender diversity of the community and the student body. Of the current 11 CES full-time program faculty, eight identify as female, three as male; and three identify as persons of color (African American, Latino/a), eight as Caucasian.

In the first year of ACCP implementation (2018-19), all courses will be delivered face-to-face and classes will be held at the Kent campus of KSU. To address projected increases in student enrollment and to have the capacity to recruit additional students to the ACCP (e.g., from KSU campuses other than the Kent campus), online course delivery of at least two of the ACCP courses is planned in the second year of the ACCP implementation (2019-20).

APPENDIX A:

References

References

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APPENDIX B

Two-page Draft Overview of the Proposed ACCP

(distributed to internal and external consultants and those who provided letters of support)

Kent State University
Counselor Education and Supervision (CES) Program
Overview of Proposed Addictions Counseling Certificate Program (ACCP)

Structure and Components of ACCP

- Housed in/sponsored by the Counselor Education and Supervision (CES) program
- Cynthia Osborn will serve as initial program coordinator
- Offered to: (a) KSU graduate and undergraduate students enrolled in a behavioral science program, and (b) non-KSU students/in-career professionals (e.g., LPCs/LPCCs, social workers, recovery coaches, clergy) desiring to expand their credentials/expertise in addictions counseling
- Total training hours (225 hours of education) exceed minimum training hours of 180 required by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a licensed chemical dependency counselor (LCDC II, LCDC III or LICDC)
- Five 3-credit CES courses taught/offered in 12 months; separate course offerings and sections for undergraduate and graduate students, although content similar
- All 15 ACCP credits for currently enrolled KSU CES graduate students can be earned while pursuing their KSU degree
- Former KSU students or students currently enrolled in another university can only transfer in 6 credits toward the 15-credit ACCP

Five-Course Sequence of ACCP (intended to be taken in the following 1-5 sequence):

1. **Introduction to Addictions Counseling:** offered in first 7 weeks of Fall 2018
 - CES 37662 for undergraduates; CES 6/77662 for graduates/doctoral students
 - Content in this course will satisfy the 40 hours of education covering six defined content areas required for eligibility as a chemical dependency counselor assistant (CDCA Phase I) in Ohio
 - Additional content area included in this course that is not required by the OCDPB is pharmacology (3 clock/training hours)
2. **Theories and Practices in Addictions Counseling:** offered in second 7 weeks of Fall 2018
 - CES 37664 for undergraduates; CES 6/77664 for graduates/doctoral students (this a revised course of existing CES 6/77664)
 - Theories and models of addiction (including public health and harm reduction, social learning, biological/medical, disease)
 - Further training in pharmacology/substance classification
 - Introduction to counseling procedures in addictions counseling (e.g., screening, assessment, diagnostic assessment) and recommended approaches (e.g., client-centered care)

3. **Treatment Planning in Addictions Counseling:** offered in first 7 weeks of Spring 2019
 - CES 37665 for undergraduates; CES 6/77665 for graduates/doctoral students (this a revised course of existing CES 6/77665)
 - Screening and assessment measures
 - Further training in pharmacology, including medication assisted treatment (MAT)
 - The ASAM Criteria
 - Case conceptualization practices as basis for treatment planning
 - Defining relapse and methods for promoting maintenance
 - Legal and ethical considerations in treatment planning
 - Use of simulated clients in class to teach/learn specific practices

4. **Evidence-based Practices in Addictions Counseling:** offered in second 7 weeks of Spring 2019
 - CES 37666 for undergraduates; CES 6/77666 for graduates and doctoral students)
 - Approximately 6 evidence-based practices (EBPs) will be introduced, including community reinforcement approach, contingency management, motivational interviewing, mindfulness-based approaches, and skills training as part of cognitive-behavior therapy
 - Use of simulated clients in class to teach/learn specific practices
 - 3-credit CES course in motivational interviewing (MI) can be substituted for this course (an undergraduate CES MI course will be established)

5. **Practicum in Addictions Counseling:** offered over 10 weeks of Summer 2019, and possibly in Fall and Spring also
 - CES 37692 for undergraduates; CES 6/77692 for graduates and doctoral students
 - Course content covered during class sessions include professional development practices (e.g., self-care, making use of supervision)
 - Intended to be completed in a treatment facility that provides services to persons struggling with substance use
 - ACCP coordinator will develop appropriate practicum sites in the NE Ohio area by working with current providers at treatment facilities
 - 300 clock hours total (will count toward 2,000 practice experience clock hours required for LCDC II, LCDC III, and LICDC eligibility)
 - 20% of practice hours need to be in addiction-related services
 - the ODCPB has no requirements for direct client contact minimum for the 2,000 practice experience hours
 - On-site supervisor will need to be licensed as a LICDC/LICDC-CS, LPCC-S, psychologist, or LISW
 - KSU CES School Counseling (SCON) and Clinical MH Counseling (CMHC) students (and graduates of a CACREP-accredited master's or doctoral degree program who completed a practicum or internship in past 5 years) can substitute either their SCON or CMHC practicum or internship under certain conditions
 - KSU students enrolled in another behavioral science program that offers a practicum and/or internship can substitute their degree program practicum or internship under certain conditions

APPENDIX C

Letters of Support:

Internal and External



Haslinger Family Pediatric Palliative Care Center

One Perkins Square, Akron, OH 44308 | 330-543-3343 or 800-262-0333, ext. 33343 | www.akronchildrens.org/palliativecare

October 16, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

I was pleased to learn recently from you about the development of an Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

As you know, I am the founder and Director of the Akron Children's Hospital's Haslinger Family Pediatric Palliative Care Center. My role and responsibilities recently have expanded to include directorship of the Office of Addiction Services at Akron Children's. We have created this initiative to respond to children and their families who are affected by substance misuse (namely opioids recently). The office is housed within the Division of Palliative Medicine precisely because palliative care is focused on children with life-threatening conditions and their families, and there is nothing more life-threatening facing our children today than the epidemic of addiction. I am committed to serving the Northeast Ohio community to identify and implement evidence-based prevention and treatment services to halt the slow-moving hurricane of opioid overdoses, as well as to address substance use disorder as a whole, especially as it affects our youth. The time is now to do so. And the ACCP you have described is one means to prepare a dedicated workforce to provide needed services.

I have reviewed the 2-page overview of the proposed ACCP you provided that includes information about the proposed 15-credit hour academic program to be completed in 12 months. I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already

employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts because there is a great need for well-prepared professionals in the hospital setting and in the community to provide caring, patient-centered, empathic, and effective services to children and their families. The stigma of addictive behaviors (let alone mental illnesses and other medical conditions) and the longstanding perspective in the United States that addictive behaviors are immoral and should be somehow punished has unfortunately kept many persons from considering a career in the field of addictions. More helping professionals (including physicians) are needed with formal training in addictions counseling. This will clearly benefit children and their families who interact with a wide range of professionals in the hospital setting. Training in addictive behaviors for professionals will enhance the coordination of care that takes place on a treatment team, and will allow us to focus on prevention and education efforts to begin to quell this devastating epidemic.

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment includes providing consultation services to you as you prepare for ACCP approval (e.g., curricular content), as well as its implementation once it is approved. Once approved, I am willing to be interviewed or shadowed by an ACCP student, and I would be interested in serving as a guest lecturer in some of the ACCP courses (e.g., medical interventions used in the treatment of addiction). I will pursue opportunities here at Akron Children's Hospital so that ACCP students can undertake their practicum experience under the supervision of qualified staff. I am also interested in learning of opportunities to collaborate with you and others in the ACCP program to develop, submit, and secure extramural funding for joint interdisciplinary initiatives, including financial support for ACCP students and their on-site supervisors during practicum. Of course funding for joint research initiatives (e.g., investigating the effects of recommended practices in addictions care/treatment provision) is something I would gladly welcome the opportunity to pursue with you.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,



Sarah Friebert, MD
Director, Haslinger Pediatric Palliative Care Division
Director, Office of Addiction Services
sfriebert@chmca.org



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Akron, OH 44304-1317
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September 21, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn:

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We spoke about this in person approximately nine months ago and I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

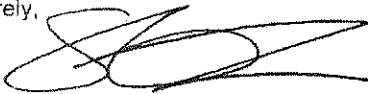
I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts. As you are aware, Ohio is experiencing a significant chemical dependency workforce shortage and this need continues to grow as a result of the opioid epidemic and increased access to care through Medicaid Expansion. Additionally, given the prevalence of co-occurring mental health and substance use disorders and the importance of integrating these into one treatment plan, this program will provide future mental health professionals the opportunity to gain the much needed and highly valued specialization in chemical dependency treatment. This is a real need across all the community mental health organizations in Summit County, including Child Guidance & Family Solutions, which employs over 100 mental health clinicians but fewer than 5 possess a dual chemical dependency credential.

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. At this time, my commitment would include serving as a guest lecturer or as a supervisor of practicum students. If Child Guidance & Family Solutions is ever able to provide a practicum experience for your students, then we would be happy to explore that as well.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,



LPCCS LICDCS

Steve Case LPCC-S, LICDC-CS
Manager, Home Based Therapy
Sr. Clinical Consultant for Co-Occurring Disorders
Cases@cgfs.org

An affiliated agency of the County of Summit
Alcohol, Drug Addiction and Mental Health
Services Board. Accredited by the
Joint Commission on Accreditation of
Healthcare Organizations.



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330-928-2042

NORTH SUMMIT
2305 E. Aurora Road A-12
Twinsburg, OH 44087-1940
330-425-7111 Akron: 330-798-8010

SOUTHEAST SUMMIT
87 N. Canton Road
Akron, OH 44305-3838
330-733-7993

SOUTHWEST SUMMIT
524 W. Park Avenue
Barberton, OH 44203-2516
330-753-1096

FISCAL
87 N. Canton Road
Akron, OH 44305-3838
330-794-4254

DEVELOPMENT
18 N. Forge Street
Akron, OH 44304-1317
330-384-2882

10/13/17

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
 Professor, Counselor Education and Supervision
 310 White Hall, 150 Terrace Dr.
 Kent State University
 Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We conferred about this via email approximately 1 month ago and I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts because we continue to struggle, detrimentally, as an industry to keep up with the need for addiction disorder treatment, and qualified professionals to provide such treatment. Best practices continue to support full capability in treating both mental health and addiction disorders, yet finding eager new professionals who come into the field with necessary competencies continues to be more and more challenging, as demand is ever exceeding supply. Having a local academic institution cultivating such a knowledge base will immensely help our local healthcare providers train and recruit the next generation of substance use treatment experts, as they have in other areas previously.

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment could include providing guest speakers on addiction treatment topics, interviewees for students, and other consultative and experiential learning opportunities. We have a long history of partnering with Kent State University for internships and clinical placements in a variety of programs, including but not limited to the Clinical Mental Health Counseling program. We would be very interested to accommodate clinical placements

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 Mental Health, Ohio
 Department of Health,
 and Ohio Department of
 Drug and Alcohol
 Addiction Services.*

that will enhance learning opportunities for new addiction disorder providers, especially for those pursuing a counseling-track licensure. Our population at Coleman is such that the majority of our clients have both mental health and substance use disorders, and upon accepting a student's placement we would ensure a student's direct care-related requirements were satisfied for this program, compliant with state standards in care, and provide a meaningful experience in treating addictions. We have multiple providers who hold LPCC-S, Psychologist, LISW-S, licensures and may be available to offer such supervisory experiences.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,

A handwritten signature in black ink, appearing to read "BR LPCC-S". The signature is stylized and cursive.

Bill Russell, M. Ed., LPCC-S
Chief Officer, Portage Behavioral Health



September 25, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cjoshorn@kent.edu

Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We spoke about this in person approximately three months ago, I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts because my employer, CommQuest, regularly hires employees with their chemical dependency licensure to work in their recovery based programming. These employees routinely conduct assessments, treatment planning, and provide individual and group counseling to those individuals struggling with addictions of various kinds. Having an additional addictions training program in Northeast Ohio will help provide well trained chemical dependency counselors with the resources to become employed and be viewed as an employee of choice with the skills and knowledge necessary to be successful on the job. With the ever present heroin epidemic rampaging through Ohio, the need for highly qualified chemical dependency counselors is higher than ever!

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment includes a willingness to serve as a practicum site supervisor, guest lecturer, or be interviewed by ACCP students. CommQuest routinely looks for interns and would welcome any qualified student.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,

A handwritten signature in cursive script that reads "Greg Emanuelson PhD, LPCC-S".

Greg Emanuelson, PhD, LPCC-S
Massillon Site Coordinator
CommQuest
46 Federal Ave NW
Massillon, OH 44646
gemanuelson@csstark.org
330-833-0234

From: Phil Rumrill
To: OSBORN, CYNTHIA
Cc: "Phil Rumrill"; Dellmann-Jenkins, Mary
Subject: Support for Addictions Counseling Certificate Program
Date: Friday, October 20, 2017 11:13:14 AM

Dear Dr. Osborn,

Thank you for the opportunity to review your proposal for the Addictions Counseling Certificate that will be housed within our Counselor Education and Supervision program. I enthusiastically support this timely and much-needed initiative, which will increase the supply of qualified addiction counselors at a time in our society when rates of substance use disorders have reached epidemic proportions.

I expect that your certificate program will be of extremely high interest to students in our master's degree program in Rehabilitation Counseling, as well as to a number of our program's alumni who are practicing as rehabilitation counselors. Addiction as a disabling condition in and of itself is an important element of our graduate training, and so is the role that substance abuse plays as a causative factor in the onset of many disabilities (e.g., spinal cord injury, traumatic brain injury). Moreover, the role that addiction plays as part of the adjustment process following the onset of disability is a major clinical practice and training issue in the field of rehabilitation counseling.

Not only does your proposed curriculum not encroach upon or duplicate any aspect of our master's-level curriculum in Rehabilitation Counseling, it stands to provide tremendous value-added benefit for our students and alumni who are wise enough to enroll in your training. You have established yourself as a major national leader in the field of addictions counseling, and your textbook on that subject is one of the finest books on the market. I am delighted that our past, present, and future students will have the opportunity to learn state-of-the-art best practices in addictions counseling from you and your colleagues, and they will significantly expand their clinical practice prospects in the process.

I anticipate that approximately 5-7 master's-level students in Rehabilitation Counseling will enroll in your certificate program each year. I will also be very pleased to promote your program through our alumni and advisory board listservs, the former of which includes 1,200 Certified Rehabilitation Counselors who have graduated from our program since its inception in 1965.

Thank you for your visionary leadership in developing this critically important certificate program. The millions of Americans who struggle with addictions need and deserve greater access to highly qualified counselors who can address their complex therapeutic needs. You have my full and unqualified support in your efforts to address this problem through the comprehensive curriculum you have proposed. Congratulations and best wishes!

Respectfully

Phillip Rumrill, Ph.D., CRC

Professor & Coordinator
Rehabilitation Counseling Program
Director, Center for Disability Studies



October 9, 2017

Dear Committee:

I am writing this letter of support for the proposed Addictions Counseling Certificate Program (ACCP). A distinct advantage to this certificate program is that it will be available to **both** graduate and undergraduate students. In particular, the ACCP certificate is particularly relevant for undergraduate students in the Human Development and Family Studies (HDFS) program, who often go on to work in settings where they may encounter individuals and families coping with addiction.

Given the opioid epidemic in Northeast Ohio and around the country, this additional certification and advanced training in addictions counseling is highly likely to significantly strengthen our HDFS students' competitiveness on the job market. For example, an increasing number of human service organizations are being called on to provide support and services for individuals living with addictions, and research further underscores how addiction has reverberating consequences across the entire family system. I anticipate that the ACCP certificate will be very attractive to our students across all of our concentrations (2016 RPIE, $N = 303$), however, this certificate is likely to be particularly sought after by students in our Case Management (2016 RPIE, $n = 73$) and Child and Youth Development (2016 RPIE, $n = 168$) concentrations. I would anticipate that more than half of our Case Management concentration students will pursue the ACCP as a means toward employment in addictions by obtaining the chemical Dependency Counselor Assistant (CDCA) during their undergraduate studies.

Although the existing HDFS curriculum does provide students with awareness and understanding of individual and family risk factors for substance use and abuse, the ACCP does not encroach upon existing coursework, but instead enhances the training our students receive. Specifically, the proposed certificate augments our students' training by providing training and coursework in areas that are typically not addressed in our undergraduate program, including treatment planning and evidence-based practices in addictions counseling.

An additional benefit of the proposed ACCP certificate is that there are external funding opportunities related to research and practice in addictions, and this external funding could include financial support for HDFS students completing their Practicum field placements. Funded Practicums are highly sought after by our students, and this support would further strengthen our students' interest in and commitment to pursuing the ACCP certificate.

Finally, I believe the proposed ACCP certificate will also be of interest to our HDFS Master's students, including those who are already working in the human services field seeking to further their training. In addition to their core coursework, HDFS MA students have the opportunity to develop a concentration area, where they select the courses that best fit their interests and career goals. This concentration area often includes the pursuit of additional certificates, and I anticipate that prospective HDFS MA students will be strongly interested in the ACCP certificate as a means of rounding out their training and increasing their competitiveness.

Lifespan Development and Educational Sciences

P.O. Box 5190 • Kent, Ohio 44242-0001

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In closing, as the Program Coordinator for the HDFS program at Kent State, I fully endorse the proposed Addictions Counseling Certificate Program (ACCP), and I anticipate that HDFS students at both the undergraduate and graduate level will be attracted to this credential. Please do not hesitate to contact me if you have any other further questions, or if there is additional information that I can provide (phone: 330-672-2449; email: kcichy@kent.edu).

Sincerely,

Kelly E. Cichy

Kelly E. Cichy, PhD
Program Coordinator and Associate Professor of Human Development and Family Studies
School of Lifespan Development and Educational Sciences
Kent State University



October 6, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
 Professor, Counselor Education and Supervision
 310 White Hall, 150 Terrace Dr.
 Kent State University
 Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

Thank you for updating us on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University. We enjoyed meeting with you on July 24th to discuss this program, and were pleased then to learn about its development. We understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program, in the School of LDES at KSU.

We have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, we understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). We further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers) and paraprofessional helpers (e.g., peer-support specialists, recovery coaches). It also may provide a career path for those who currently are not pursuing a college degree, thus serving as a means of student recruitment to Kent State University.

We both think this is a great program, and fully support your efforts for a number of reasons. First and foremost, there is an increasing need in the State of Ohio for well-trained Chemical Dependency counselors because of increased drug and alcohol abuse. We are all too well aware of the heroin epidemic and its impact on Ohio, but we are seeing other drugs being abused more regularly on campus as well, indicative of the fact that substance abuse and dependence is an increasing problem, both on campus and in the larger community. The ACCP will help meet the demand for more treatment providers. It will also provide educational and employment opportunities for current Kent State students, while also attracting others to enroll because of this unique training opportunity. Furthermore, providing more focused educational training in addictions counseling will enhance the education of current undergraduate and graduate students in counseling and related fields, thereby filling a curricular gap at the university as well. Finally, we are both especially excited about the opportunities the ACCP will provide for collaboration, especially as we work to develop the Kent State University Collegiate Recovery Community (CRC). This effort has been underway for the past three years, but has really gathered more

University Health Services

P.O. Box 5190 • Kent, Ohio 44242-0001

Medical Services: 330-672-2322 • Office of Health Promotion: 330-672-2320 • Psychological Services: 330-672-2487
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broad-based support this year, and is one of the strategic initiatives of University Health Services as well as a priority within the Division of Student Affairs. The ACCP will provide students in recovery a chance to learn more about addictions and various treatment options, and will be an important way for students in the CRC to connect intellectually and academically.

We are fully committed to assisting you and others involved in the approval and implementation of the ACCP at Kent State University. This commitment includes allowing you to promote the ACCP to the Collegiate Recovery Community, and as we discussed, we would also be open to consideration of a "curricular collaboration." We would welcome having the CES and ACCP sponsor our development of a Living Learning Community through Residence Services, and possibly having one of us teach or guest lecture for the ACCP. In this way, the CRC and the ACCP could mutually support one another.

We look forward to learning more from you about the status of the ACCP here at Kent State University. Please be assured of our support for your efforts for the reasons we have stated here.

Sincerely,

John S. Schell, Ph.D.
Senior Psychologist
Psychological Services/UHS
Kent State University
Kent, OH 44242-0001
jschell@kent.edu
(330) 672-2487

Ashley Holt, M.Ed. LICDC/PCCS
Chemical Dependency Specialist
Psychological Services/UHS
Kent State University
Kent, OH 44242-0001
aholt10@kent.edu
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University Health Services

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October 10, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Hall
Kent State University
Kent, OH 44242

Dear Dr. Osborn,

Thank you for taking a leadership role in the creation of the Addictions Counseling Certificate program (ACCP) – a comprehensive training program in addictions counseling that targets three groups at Kent State University, NE Ohio and beyond:

- Undergraduate and graduate students in behavioral sciences programs (i.e., Human Development and Family Studies; Psychological Sciences, Sociology, Public Health)
- Community professionals who wish to pursue specialization in addictions counseling
- Students at the KSU regional campuses with the creation of on-line courses.

As you and I have discussed, for 5+ years, KSU students have expressed high levels of interest in coursework and training in addiction treatment services. It so is very exciting that in the near future (hopefully, fall 2018) a certificate program of the highest quality will be available under your expert direction. The ACCT program matches and supports KSU students' professional goals as they enter careers in the fields of human services, public and mental health, health education and advocacy, nursing, and gerontology (to name just a few).

The rigor and comprehensiveness of the curriculum and training experiences you conceptualized and developed is noteworthy and positions the certificate program to be highly attractive to students and community professionals. As indicated in the proposal, the ACCP "exceeds the minimum training hours for eligibility as a Licensed Chemical Dependency Counselor (LCDCII, LCDCIII, or LICDI), as set by the Ohio Chemical Dependency Professional Boards".

The regional and community collaborations and conversations you have established while creating the curriculum also position the ACCT program to have a regional impact. Our KSU regional campus partners are eagerly anticipating access to the ACCP through on-line course work. Thank you for your diligence in meeting with campus deans and academic advisors across the KSU campus system!

School of Lifespan Development and Educational Sciences

Counselor Education and Supervision • Educational Psychology • Gerontology
Human Development and Family Studies • Instructional Technology
Rehabilitation Counseling • School Psychology • Special Education

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An additional thank you for the preparation and time you spent setting up meetings with NE Ohio and state level stakeholders with the purpose of further documenting the need for this credential. These conversations provided evidence that the "ACCP will be the only program in Ohio to offer comprehensive experiential training in addictions counseling targeting three groups: undergraduates, and graduate students, and community professionals".

In closing, it is an honor to have you as a colleague and thank you for identifying the School of Lifespan Development and Educational Sciences (LDES) as the academic home of the ACCP. LDES faculty and administration are eager to align with your professional mission in addressing the (1) addiction crises in NE Ohio and (2) shortage of qualified behavioral health care workers to treat those with addictions in our community. Please do not hesitate to call upon me to help in anyway with the successful implementation of the ACCP.



Sincerely,

Mary M. Dellmann-Jenkins, Ph.D.
Professor, Human Development and Family Studies
Director, Lifespan Development and Educational Sciences



October 4, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We spoke about this over the phone approximately nine months ago and I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts because there is a tremendous need for Chemical Dependency Counselors throughout the state of Ohio. Our agency has addiction treatment programming in Mahoning and Trumbull County. Both of these counties have been strongly impacted by the Opiate Epidemic. As a result, we are in need of knowledgeable, licensed, professionals to treat clients with Opiate and other addictive disorders. In our search to hire professionals with licensure through the OCDPB and/or the Ohio Counselor Social Worker Marriage and Family Therapist Board (OCSWMFTB), we have been unable to fill positions as fast as the demand has occurred. Programs such as this, will assist us in hiring individuals with knowledge and experience in the treatment of addictions. Positions filled by individuals with a CDCA and/or LCDC II, III, or LICDC are hired for case management, group facilitation and individual counseling. Compensation (starting pay) for positions with Chemical Dependency Licensure ranges from 12.00 per hour to 40,000 a year; depending on licensure and experience.

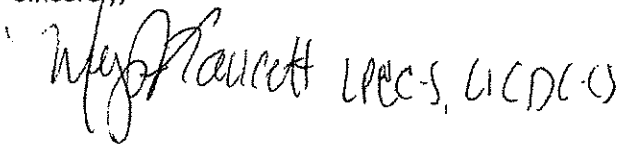
Meridian HealthCare is fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment includes providing opportunities for students to



shadow counselors, observe services provided by counseling staff, practicum opportunities and supervision for practicum students. In addition, we are happy to provide our experienced staff as guest lecturers in ACCP courses.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,



Meghan Fawcett LPCC-S, LICDC-CS

Meghan Fawcett, LPCC-S, LICDC-CS
Vice President Clinical Treatment
Meridian HealthCare
8255 South Avenue, Youngstown, OH 44512
mfawcett@meridianhealthcare.net
330-270-5323



October 20, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We spoke about this in person on October 17, 2017 and I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program, in the School of LDES at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. I am most excited for the opportunity to prepare individuals for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers) and paraprofessional helpers (e.g., peer-support specialists, recovery coaches). I find great appreciation that this may provide a career path for those who currently are not pursuing a college degree, thus serving as a means of student recruitment to KSU. The need for this type of program on our campus will lead us towards state certification eligibility that will allow us to hire enrolled students to better support the efforts. Additionally, there are opportunities for interdisciplinary collaboration between faculty and staff in order to truly meet the needs of our students on campus. These factors are commendable!

As the Director of Residence Life at Kent State University, I witness individuals on a daily basis that could benefit greatly from chemical dependency counseling. I fully support your efforts because there is a real need around the chemical dependency support for both our campus and the NE Ohio community.

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. I look forward to learning more from you about the status of the ACCP here at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,

A handwritten signature in black ink, appearing to read "KM", with a long, sweeping underline that extends to the right.

Kevin D. Mowers
Director, Residence Life
Residence Services

Residence Services

P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-7000 • 1-800-706-8941 • Fax: 330-672-2579 • <http://www.kent.edu/housing>



October 13, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program, in the School of LDES at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided, and discussed it with the department's Undergraduate Curriculum Coordinator and Faculty Advisory Committee. The proposal includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers) and paraprofessional helpers (e.g., peer-support specialists, recovery coaches). It also may provide a career path for those who currently are not pursuing a college degree, thus serving as a means of student recruitment to KSU. I applaud these efforts.

The Department of Psychological Sciences supports the proposed ACCP for a number of reasons. There is an urgent need for well-trained CD counselors in Ohio, and the proposed ACCP provides a viable employment pathway for the large number of undergraduate Psychology majors who are interested in counseling work. The proposed Addictions Counseling Program does not in any way encroach on our current curricular programs. To the contrary, we believe that the ACCP would augment the academic training our students receive in a way that is both targeted and practical.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of the department's support of your efforts to implement the ACCP.

Sincerely,

A handwritten signature in black ink that reads "Maria S. Zaragoz".

Professor and Chair
College of Arts and Sciences
Department of Psychological Sciences
mzaragoz@kent.edu
330-672-2167

Department of Psychological Sciences
P.O. Box 5190 • Kent, Ohio 44242-0001
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September 21, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn:

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). When we spoke about this approximately five months ago, I was pleased to learn about the certificate program and continue to be supportive of its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program, in the School of Lifespan Development and Educational Sciences here at Kent State University (KSU).

I have reviewed the two-page overview of the proposed ACCP that you provided which includes the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). This certificate also may provide a career path for those who currently are not pursuing a college degree, thus serving as a means of student recruitment for KSU.

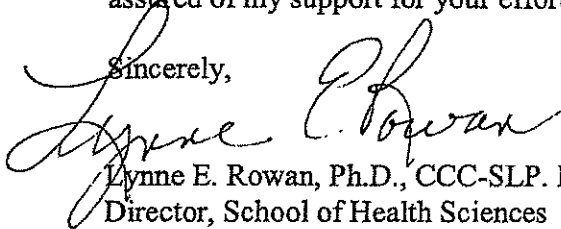
I fully support your efforts because of the need for preparing well-trained CD counselors in Ohio. There is a need within KSU to establish a certificate program that leads toward state certification eligibility (i.e., the CDCA) and licensure eligibility (licensed CD counselor in Ohio) which would lead to employment opportunities for currently enrolled students. The ACCP would provide opportunities for interdisciplinary collaboration, including faculty in the School of Health Sciences who might be interested in teaching one or more of the ACCP courses, and/or pursuing interdisciplinary research funding opportunities. The ACCP is not in conflict nor encroaches upon established curricular programs or specific courses within the School of Health Sciences; rather, the ACCP would lead to interprofessional training.

School of Health Sciences

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment includes: permitting you and others affiliated with the ACCP to promote the ACCP to the students and faculty in the School of Health Sciences as well as discuss it with our Professional Advisors in the College. We also can support curricular collaborations by suggesting our students take as an elective the initial course in the ACCP sequence, Introduction to Addictions Counseling. Given that some of our students are earning degrees in school health education and community health education taking such a course will increase their knowledge and skills as well as possibly lead them to enroll in the AACCP.

I look forward to learning more from you about the status of the ACCP here at KSU. Please be assured of my support for your efforts.

Sincerely,



Lynne E. Rowan, Ph.D., CCC-SLP, BCS-CL
Director, School of Health Sciences
College of Education, Health and Human Services
100 Nixon
1225 Theatre Drive
lrowan@kent.edu
330-672-2197



SALEM

October 5, 2017

To Whom It May Concern:

As both a Licensed Independent Chemical Dependency Clinical Supervising Counselor and as the Academic Program Director for the Associate of Applied Science in Human Services at KSU Salem, I am writing this letter of support for the proposed certificate in Chemical Dependency Counseling.

The proposed certificate has direct relevance to the field of Human Services as well as that of Human Development and Family Studies bachelor students in Columbiana County, as well as the rest of the State of Ohio and nation.

As a clinician in the field of chemical dependency counseling, I can attest to the ever growing need for a well-trained/prepared chemical dependency workforce. In my region, there is an increase in new chemical dependency treatment facilities as well as those well established for decades; both of which are continuously and actively seeking qualified Chemical Dependency Counseling Assistants and Licensed Chemical Dependency Counselors. The tiered process of Chemical Dependency Counselor Assistant certification through licensure has a broad base of opportunities for the undergraduate student. The ACCP will serve as a means to open the door for students to begin working in the field; and tiered licensure process encourages continuation of education through the associate, bachelor and graduate levels in alignment with student career goals.

Over the past several years I have worked in partnership with Dr. Osborn in exploring the expansion and or development of courses at Kent State University in the field of Chemical Dependency culminating in the development of the proposed ACCP certificate program. I am willing to continue to support the ACCP by working with Dr. Osborn and other CES program faculty to develop learning opportunities for ACCP students, such as serving as a guest speaker in and/or instructor of ACCP courses; welcoming ACCP students to interview me, or job shadow me or my colleagues engaged in clinical services; helping to identify sites that may serve as settings for a 300-hour practicum experience for ACCP students; and/or serving as a counseling supervisor for ACCP students during their practicum experience. Dr. Osborn has discussed the potential of me serving as the initial ACCP undergraduate coordinator, for which I am willing, if so desired.

It should be noted that the proposed certificate does not encroach on nor compete with any established curricular programs or areas at the Columbiana County campuses of Kent State University.

I whole heartedly support this endeavor that will be a great asset to our students and community at large.

Sincerely,

A handwritten signature in black ink that reads "Kimberly Steele".

Kimberly Steele, PCC/S, LICDC-CS, LSW
 Academic Program Director, Human Services
 Kent State University, Columbiana County Campuses
ksteele6@kent.edu
 330-337-4283



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9/28/17

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
 Professor, Counselor Education and Supervision
 310 White Hall, 150 Terrace Dr.
 Kent State University
 Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We spoke about this on the phone approximately seven months ago and I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts because of the strong need for more CD counselors. There is a shortage of well-trained staff that actually want to work in Community Behavioral Health Centers. The opiate epidemic has ravaged Northeast Ohio, and more work is needed. We have had continuous openings for counselors over the past year and are in need of additional support. On many days, we have more people walk in for an assessment than we are able to see, prompting us to reschedule. We are striving towards same day access, much like physical health and the hospital system, but we need highly trained staff to do so. Medicaid expansion in Ohio allowed for greater access to healthcare, however Behavioral Health Organizations are struggling to keep up with the demand. For CD counselors at our agency, the starting salary is around \$40,000, which is a significant increase for most people who are working in case management and care coordination.

Helping people triumph over mental illness, alcoholism, drug and other addictions



A United Way Funded Agency

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment includes being interviewed or shadowed by an ACCP student, serving as a guest lecturer in some of the ACCP courses, offering Recovery Resources as a practicum site, and offering our clinical team members as potential supervisors of practicum students.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,

Jason Joyce LPCC-S, LICDC-CS
Senior Director of Clinical Services
Recovery Resources
4269 Pearl Rd. Cleveland, OH 44109
jjoyce@recres.org
216-431-4131 x3010



Phone: 330-678-3006 155 N. Water St.
 Fax: 330-678-7558 Kent, OH 44240
www.townhall2.com

September 19, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
 Professor, Counselor Education and Supervision
 310 White Hall, 150 Terrace Dr.
 Kent State University
 Kent, OH 44242
cosborn@kent.edu

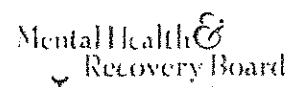
Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We spoke about this in person during our meeting approximately 10 months ago and I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts because in my opinion, many counselor training programs simply do not provide students with an adequate amount of addiction-specific content; students may only get a general overview of addiction or the training program may only have 1-2 courses on addiction. This may explain why we have found it very challenging to find and hire counselors, especially individuals who are newly licensed, who have an appropriate level of knowledge on the key concepts related to the identification, diagnosis, and treatment of Substance Use Disorders. In addition, it has been my experience that many licensed counselor often do not fully understand withdrawal management, Level of Care placements, the dynamics of relapse, or how to utilize appropriate medications in the recovery process. Counselors who lack addiction-specific training also usually struggle with effectively implementing specific evidence-based interventions when working with individuals with addiction, including the proper use of motivational strategies. At Townhall II we are consistently looking for qualified individuals to provide addiction treatment services, with a starting salary in the \$38,000 to \$42,000 range. We are also looking to hire up to six Certified Peer Supporters (Recovery Coaches) who often have a CDCA. Those starting salaries are usually in the \$30K range.

- 24/7 Helpline
- Outpatient Addiction Treatment/Counseling
- Alcohol/Drug/Violence/Gambling Prevention and Education
- Halfway House for Women - Horizon House
- Driver Intervention Program - Project Detour
- Victim Advocacy/Outreach/Counseling
- Portage County Rape Crisis Center





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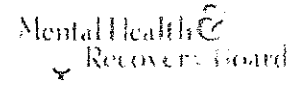
I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment includes being more than willing to be interviewed or shadowed by an ACCP student, offering Townhall II as a practicum site and/or offering myself as a potential supervisor of practicum students, and serving as a guest lecturer in some of the ACCP courses- for many years I have given presentations throughout Portage County on how addiction develops and what constitutes effective treatment. I am also a part of the training group that provides Project DAWN kits to the community.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my strongest support for your efforts for the reasons I have stated above.

Sincerely,

Robert Young, MEd., LICDC-CS
Clinical Services Director
Townhall II
155 N Water St
Kent, OH 44240
330-678-3006
roberty@townhall2.com

- 24/7 Helpline
- Outpatient Addiction Treatment/Counseling
- Alcohol/Drug/Violence/Gambling Prevention and Education
- Halfway House for Women - Horizon House
- Driver Intervention Program - Project Detour
- Victim Advocacy/Outreach/Counseling
- Portage County Rape Crisis Center



APPENDIX D

Vitae (CVs) and Resumes of full-time CES faculty [Drs. Osborn and Storlie] and ACCP Part-Time Faculty

CYNTHIA JANE OSBORN

Professor
 Counselor Education and Supervision (CES) Program
 310 White Hall, 150 Terrace Drive
 School of Lifespan Development and Educational Sciences (LDES)
 College of Education, Health and Human Services (EHHS)
 Kent State University
 P.O. Box 5190, Kent, OH 44242
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 Office: (330) 672-0695
 Fax: (330) 672-2472

EDUCATION

Doctor of Philosophy – Ohio University, Athens, OH. June 1996. Program of Study: Counselor Education (CACREP-accredited).

Dissertation: *Solution-Focused Brief Therapy in Alcoholism Treatment: The Impact of Clinicians' Views of Alcoholism*. Director: Thomas E. Davis, Ph.D.

Master of Divinity – United Theological Seminary, Dayton, OH. May 1988. Program of Study: Theology/Pastoral Ministry.

Bachelor of Arts – Otterbein College, Westerville, OH. June 1984. Majors: Psychology and Religion. Graduated Magna Cum Laude with Departmental Honors.

HIGHER EDUCATION EXPERIENCE**Faculty Appointments:**

Professor – Counselor Education and Supervision (CES) Program [formerly Counseling and Human Development Services (CHDS) Program], School of Lifespan Development and Educational Sciences (LDES), College of Education, Health and Human Services, Kent State University, Kent, OH. August 2009 – present.

- Engaged in teaching, advising, service, and research responsibilities in both the Master's degree Clinical Mental Health Counseling and School Counseling programs, and in the Counselor Education and Supervision Ph.D. degree program (all CACREP-accredited).
- Full Graduate Faculty Member, Summer 2000 – present.

Associate Professor – Counseling and Human Development Services (CHDS) Program, Department of Adult, Counseling, Health, and Vocational Education (ACHVE), College of Education, Health and Human Services, Kent State University, Kent, OH. August 2003 – July 2009.

- Tenure granted August 2003.

Assistant Professor – Counseling and Human Development Services (CHDS) Program, Department of Adult, Counseling, Health, and Vocational Education (ACHVE), College of Education, Kent State University, Kent, OH. August 1997 – July 2003.

Administrative Appointment:

Dean's Designee for Undergraduate Student Services. Appointed by the Dean of the College of Education, Health and Human Services (EHHS) as one of three faculty members to assume responsibilities of the Associate Dean for Undergraduate Studies during her sabbatical, Fall 2010. Specific assignment was to Student Services in the Vacca Office of Student Services, including academic advising, clearance for graduation, and advanced study. August 2010 – January 2011.

PUBLICATIONS

Articles in Refereed Journals

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9. Osborn, C. J. (2001). A visual encapsulation of Adlerian theory: A tool for teaching and learning. *Journal of Humanistic Counseling, Education and Development, 40*, 243- 249.
8. Osborn, C. J., & Johanson, G. A. (2001). Development and score validation of the Theoretical Orientation Scale for Clinicians: Reflecting solution-focused principles. *Assessment, 8*, 301-313.
7. Osborn, C. J. (2001). Brief interventions in the treatment of alcohol use disorders: Definition and overview. *Journal of Addictions and Offender Counseling, 21*, 76-84.
6. Osborn, C. J., & Scanlon, C. R. (2000). Brief counseling for problematic drinking: A university counseling center's model. *Journal of College Counseling, 3*, 78-81.
5. Osborn, C. J. (1999). Solution-focused strategies with 'involuntary' clients: Practical applications for the school and clinical setting. *Journal of Humanistic Education and Development, 37*, 169-181.
4. Davis, T. E., & Osborn, C. J. (1999). The solution-focused school: An exceptional model. *National Association of Secondary School Principals Bulletin, 83*(603), 40-46.
3. Osborn, C. J. (1997). Does disease matter?: Incorporating Solution-Focused Brief Therapy in alcoholism treatment. *Journal of Alcohol and Drug Education, 43*, 18-30.
2. Osborn, C. J., & Davis, T. E. (1996). The supervision contract: Making it perfectly clear. *The Clinical Supervisor, 14*(2), 121-134.
1. Osborn, C. J. (1996). The feasibility of the Thematic Apperception Test for adolescent clients. *Measurement and Evaluation in Counseling and Development, 29*, 48-55.

Editorial

- West, J. D., & Osborn, C. J. (2006). Enhancing the profession through published scholarship: The purpose of *Counselor Education and Supervision*. *Counselor Education and Supervision, 46*, 82-87.

Non-Refereed Articles

- Osborn, C. J., & Thombs, D. L. (2000, Winter). Characteristics of chemical dependency counselors in Ohio: Results of a state-wide survey. *Ohio Credentialing Board (OCB) for Chemical Dependency Professionals Newsletter, 6*, 12-13.
- Osborn, C. J. (1995, March). Prescription for health and well being. *Counseling Today, 37*(9), p. 52.

Books

6. Cormier, S., Nurius, P. S., & Osborn, C. J. (2017). *Interviewing and change strategies for helpers* (8th ed.). Boston, MA: Cengage Learning. [released March 2016; ISBN# 978-1-3052-7145-6]
5. Thombs, D. L., & Osborn, C. J. (2013). *Introduction to addictive behaviors* (4th ed.). New York: Guilford Press. [ISBN# 978-1-4625-1068-9]
4. Cormier, S., Nurius, P. S., & Osborn, C. J. (2013). *Interviewing and change strategies for helpers* (7th ed.). Pacific Grove, CA: Brooks/Cole-Cengage. [ISBN# 978-0-8400-2857-0]
3. Cormier, S., Nurius, P. S., & Osborn, C. J. (2009). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions* (6th ed.). Pacific Grove, CA: Brooks/Cole-Cengage. [ISBN# 978-0-4954-1053-9]
2. West, J. D., Osborn, C. J., & Bubenzer, D. L. (Eds.). (2003). *Leaders and legacies: Contributions to the profession of counseling*. New York: Taylor & Francis/Brunner-Routledge. [Endorsed by Chi Sigma Iota Counseling Academic and Professional Honor Society International; ISBN# 1-58391-089-1]
1. Davis, T. E., & Osborn, C. J. (2000). *The solution-focused school counselor: Shaping professional practice*. Philadelphia, PA: Accelerated Development/Taylor & Francis. [ISBN# 1-56032-862-2; Translated and published (2002, December) in Japanese]

Book Chapters

15. Osborn, C. J., & Iarussi, M. M. (2017). Addictions counseling. In D. Capuzzi & D. R. Gross (Eds.), *Introduction to the counseling profession* (7th ed.; pp. 293-319). New York: Routledge.
14. Osborn, C. J., & Davis, T. E. (2017). Ethical and legal issues in counseling supervision. In N. J. Pelling & P. Armstrong (Eds.), *The practice of counselling and clinical supervision* (2nd ed.). Australian Academic Press.
13. Osborn, C. J. (2016). Psychotherapeutic approaches. In D. Capuzzi & M. D. Stauffer (Eds.), *Foundations of addictions counseling* (3rd ed.; pp. 165-191). Boston: Pearson.
12. Osborn, C. J. (2015). Evidence-based practices in the treatment of substance use. In C. S. Bhat, Y. Pillay, & P. Selvaraj (Eds.), *Group work experts share their favorite activities for the prevention and treatment of substance use disorders* (pp. 58-71). Alexandria, VA: Association for Specialists in Group Work. [ISBN# 9781-55620-356-590000]
11. Osborn, C. J., & Iarussi, M. M. (2013). Addictions counseling. In D. Capuzzi & D. R. Gross (Eds.), *Introduction to the counseling profession* (6th ed.; pp. 339-368). New York: Routledge.
10. Osborn, C. J. (2012). Psychotherapeutic approaches. In D. Capuzzi & M. D. Stauffer (Eds.), *Foundations of addictions counseling* (2nd ed.; pp. 142-164). Boston: Pearson/Allyn and Bacon.

9. Osborn, C. J., Guillot Miller, L., West, J. D., & Bubenzer, D. L. (2010). Preparation of clinical supervisors in one counselor education program. In J. E. Myers & A. K. Mobley (Eds.), *Developing and maintaining counselor education laboratories* (2nd ed.; Section/Chapter 16). Alexandria, VA: Association for Counselor Education and Supervision. Accessible at http://aces.lfchosting.com/wp-content/uploads/2010/10/mobley_myers.pdf
8. Osborn, C. J., & Kelly, B. L. (2010). No surprises: Practices for conducting supervisee evaluations. In J. R. Culbreth & L. L. Brown (Eds.), *State of the art in clinical supervision* (pp. 19-44). New York: Routledge/Taylor & Francis.
7. Osborn, C. J., & Davis, T. E. (2009). Ethical and legal issues in counseling supervision. In N. Pelling, J. Barletta, & P. Armstrong (Eds.), *The practice of clinical supervision* (pp. 56-80). Australian Academic Press.
6. Osborn, C. J. (2008). Other psychotherapeutic approaches. In D. Capuzzi & M. D. Stauffer (Eds.), *Foundations of addictions counseling* (pp. 148-172). Boston: Pearson/Allyn and Bacon.
5. Osborn, C. J. (2005). Research on college student wellness. In J. E. Myers & T. J. Sweeney (Eds.), *Wellness in counseling: Theory, research, and practice* (pp. 77-88). Alexandria, VA: American Counseling Association.
4. Brooks, F., & Osborn, C. J. (2005). Counseling impaired professionals. In V. A. Kelly & G. A. Juhnke (Eds.), *Critical incidents in addictions counseling* (pp. 1-8). Alexandria, VA: American Counseling Association.
3. West, J. D., Osborn, C. J., & Bubenzer, D. L. (2003). Dimensions of leadership in the counseling profession. In J. D. West, C. J. Osborn, & D. L. Bubenzer (Eds.), *Leaders and legacies: Contributions to the profession of counseling* (pp. 3-21). New York: Taylor & Francis/Brunner-Routledge.
2. Osborn, C. J., West, J. D., Bubenzer, D. L., Duba, J. D., & Olson, S. (2003). Dimensions and areas for leadership. In J. D. West, C. J. Osborn, & D. L. Bubenzer (Eds.), *Leaders and legacies: Contributions to the profession of counseling* (pp. 293-308). New York: Taylor & Francis/Brunner-Routledge.
1. Osborn, C. J., West, J. D., & Petruzzi, M. L. (2001). Solution-focused family counseling. In E. Welfel & E. Ingersoll (Eds.), *The mental health desk reference: A sourcebook for counselors and therapists* (pp. 365-371). New York: Wiley.

Module for Custom Book

Osborn, C. J. (2014). *A practical guide to mental health counseling*. Standalone enrichment module/chapter for custom textbook in the Helping Professions Collection, Cengage Learning. San Francisco, CA: Cengage Learning. [ISBN # 9781305401037; accessible at <http://services.cengage.com/custom>]

Video Recordings

5. Cormier, S., & Osborn, C. J. (Developers and Co-Producers). (2017). *Cengage Training Video Series*. A series of 36 video segments (18 1- to 3-min. "Helper Studio" segments, and 18 5- to 7-min. counseling session segments) designed for use in counselor training in ethics, helping skills, and substance use. Developed for Cengage Learning (www.cengage.com) and filmed and edited at TeleProductions, Kent State University.
4. Cormier, S., & Osborn, C. J. (Developers and Co-Producers). (2016). *Cengage's Group Video Series*, a 5-session (30 mins. each) training video series on stages of group development, developed for Cengage Learning (www.cengage.com) and filmed and edited at TeleProductions, Kent State University.
3. Cormier, S., & Osborn, C. J. (Co-Producers). (2014). *Helper studio: Counseling skills*. A series of interactive training videos developed for Cengage Learning (www.cengage.com) and filmed and edited at TeleProductions, Kent State University.
2. Osborn, C. J. (Producer). (2005). *The written supervision contract: Documenting ethics in action*. VHS and DVD recording filmed by TeleProductions, Kent State University. (Available from the American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304, www.counseling.org, or by calling 1-800-422-2648 x222)
1. Osborn, C. J. (Producer). (2005). *Role induction in counseling supervision: Clarifying duties and responsibilities*. VHS and DVD recording filmed by TeleProductions, Kent State University. (Available from the American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304, www.counseling.org, or by calling 1-800-422-2648 x222)

GRANT ACTIVITY

Funded Applications

- Osborn, C. J. (2017, August). *Learning and practicing motivational interviewing: A 2-day intensive training with simulated clients in one counselor education program*. Funding of \$1,400 from the Association for Counselor Education and Supervision.
- Osborn, C. J. (2017, March). *Meeting an unmet need: A university-based comprehensive addictions counseling certificate program to prepare skillful addictions counselors*. Summer Teaching Development Grant (for 10 weeks in Summer 2017) in the amount of \$9,000 funded by the University Teaching Council, Kent State University.
- Osborn, C. J. (2016, April). *Project Motivational Interviewing (MI)*. One-day MI learning workshop funding of \$1,978 provided by University Teaching Council, Kent State University.
- Osborn, C. J. (2014, April). *Counselors' experiences portraying clients in counselor education*. Funding of \$275 from University Research Council, Kent State University.

Thombs, D. L. (PI), Olds, R. S. (Co-PI), & Osborn, C. J. (Co-PI). (2003, July). *Web-based delivery of normative feedback to deter high-risk drinking in residence halls*. Funding of \$299,273 from the U.S. Department of Education for a 2-year period.

Osborn, C. J. (2000, May). *The effects of a written supervision contract*. Funding of \$1,950 from University Research Council, Kent State University.

Osborn, C. J. (1998, March). *Ohio chemical dependency counselors' attitudes towards alcoholism and treatment methods*. Funding of \$2,058 from University Research Council, Kent State University.

Consultation

Consultant on two National Institutes of Health (NIH) funded projects:

- Thombs, D. L. (Co-PI, University of North Texas Health Science Center) & Olson, D. (Co-PI, Phase V/Propaganda Labs, Denver, CO), August 2010. *Recognition and referral skills for resident assistants (RAs) – Alcohol/drug problems*. 3-year STTR Phase II award (total award=\$898,054) funded by NIAAA. Consultant tasks included contributing to design of online training program, and participating on expert panel. October 2010 – 2013.
- Thombs, D. L. (PI, Univ. of Florida; 2008, June/July; total award=\$309,126). *Recognition and referral skills for resident assistants (RAs): Alcohol/drug problems and mental health problems* (two STTR Phase I awards from NIAAA and NIMH). Consultant tasks included conducting individual interviews and focus groups with RAs at Kent State University, contributing to design of online training programs, and participating on expert panel. July 2008 – December 2009.

REFEREED PRESENTATIONS

International:

Thombs, D. L. & Osborn, C. J. (1999, April). *An empirical model of the maturation process of chemical dependency counselors*. International Coalition for Addictions Studies Educators (INCASE) Conference, Las Vegas, NV.

National:

Giegerich, V., & Osborn, C. J. (2017, October). *Training in evidence-based practices via counselor education learning communities*. Proposal accepted and scheduled for the Association for Counselor Education and Supervision (ACES) conference, Chicago, IL.

Osborn, C. J., West, E. M., & Nance, W. Z. (2015, October). *Counselors' experiences portraying clients in counselor education*. Poster presentation conducted at the Association for Counselor Education and Supervision (ACES) conference, Philadelphia, PA.

Iarussi, M. M., & Osborn, C. J. (2014, March). *Integrating two evidence-based practices: Motivational interviewing and cognitive behavior therapy*. 3-hour pre-conference Learning Institute session at the American Counseling Association (ACA) conference, Honolulu, HI.

- Osborn, C. J., & Waugh, J. (2013, October). *Teaching evidence-based practices in counseling*. 50-minute content session presented at the Association for Counselor Education and Supervision (ACES) conference, Denver, CO.
- Thombs, D. L., & Osborn, C. J. (2013, April). *Associations between Resident Assistant (RA) attitudes and their referrals of residents for alcohol or marijuana problems*. 20-minute content session presented at the Building Healthy Academic Communities National (inaugural) Summit (a collaborative of 11 universities/colleges nationwide, sponsored by Ohio State University), Columbus, OH.
- Osborn, C. J., Iarussi, M. M., & Lewis, T. F. (2013, March). *Incorporating motivational interviewing into counselor supervision*. 60-minute content session presented at the American Counseling Association (ACA) Conference, Cincinnati, OH.
- Iarussi, M. M., & Osborn, C. J. (2013, March). *Counselors' experiences using motivational interviewing and cognitive behavior therapy*. Poster session conducted at the American Counseling Association (ACA) Conference, Cincinnati, OH.
- Osborn, C. J., Scherer, M. M., & Fuller, K. (2009, March). *Dancing with clients to the music of motivational interviewing*. 90-minute content session presented at the American Counseling Association (ACA) Annual Convention, Charlotte, NC.
- Freadling, A. H., & Osborn, C. J. (2007, October). *Preparing counselor trainees for effective and efficient advocacy within managed behavioral healthcare systems*. Poster session at the Association for Counselor Education and Supervision (ACES) Conference, Columbus, OH.
- Lassiter, P. S., Osborn, C. J., Lewis, T. F., Miller, G. & Hollowell, J. (2007, March). *Creative strategies for teaching in the addictions*. American Counseling Association (ACA) Annual Convention, Detroit, MI.
- Osborn, C. J., West, J. D., & Musson, J. L. (2005, October). *Collaborative instruction: Faculty and doctoral students as co-teachers*. Association for Counselor Education and Supervision (ACES) Conference, Pittsburgh, PA.
- Lewis, T. F., & Osborn, C. J. (2005, April). *Solution-focused counseling and motivational interviewing: A consideration of confluence*. American Counseling Association's (ACA) Annual Convention, Atlanta, GA.
- Thombs, D. L., Olds, R. S., & Osborn, C. J. (2004, October). *Web-based delivery of normative feedback to deter high-risk drinking in residence halls*. Poster session presented at the U.S. Department of Education's 18th Annual National Meeting on Alcohol and Other Drug Abuse and Violence Prevention in Higher Education, Washington, DC.
- Osborn, C. J., Paez, S. B., & Kindsvatter, A. (2004, April). *Collaborating for change: Intentional interactions to involve clients in the planning process*. American Counseling Association's (ACA) Annual Convention, Kansas City, MO.

- Kelly, V., Juhnke, G., Brooks, C., Hagedorn, B., Coll, K., Redmond, L., Veach, L., Burch-Ragan, K., Glaser, B., & Osborn, C. (2004, April). *Critical issues in addictions counseling*. American Counseling Association's (ACA) Annual Convention, Kansas City, MO.
- Osborn, C. J. (2003, March). *Comprehensive case conceptualization: Avoiding shortcuts that shortchange*. Poster session presented at the American Counseling Association's (ACA) Annual Convention, Anaheim, CA.
- Osborn, C. J., Davis, T. E., Sears, S. J., & Lewis, T. F. (2002, October). *Mentoring across four generations: Bequeathing and inheriting a counselor legacy*. Association for Counselor Education and Supervision (ACES) Conference, Park City, UT.
- Kindsvatter, A., Osborn, C. J., & Sayles, J. (2002, October). *The reflective conversation: A dialogue for counselor supervision*. Association for Counselor Education and Supervision (ACES) Conference, Park City, UT.
- Osborn, C. J., Lewis, T. F., Olson, S. D., Dean, E. P., & Chrobak, M. C. (2001, March). *The counselor's role as multidisciplinary treatment team member*. American Counseling Association's (ACA) World Conference, San Antonio, TX.
- Osborn, C. J., Lewis, T. F., Wagner, M. W., & Kindsvatter, A. (2001, March). *Motivation reconsidered: Engaging difficult client cases*. Three-hour workshop presented at the American Counseling Association's (ACA) World Conference, San Antonio, TX.
- Johanson, G. A., & Osborn, C. J. (2000, April). *Acquiescence as differential person functioning*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Osborn, C. J. (2000, March). *An empirical typology of chemical dependency counselors: Implications for practice and training*. American Counseling Association's (ACA) World Conference, Washington, DC.
- West, J. D., Watts, R. E., Trepal, H., Wester, K., Redmond, D., Lewis, T., Townsend, F., Meadows, F. B., & Osborn, C. J. (2000, March). *Reflective thinking during family counseling*. American Counseling Association's (ACA) World Conference, Washington, DC.
- Osborn, C. J., Marlowe, E., & Davis, T. E. (1999, October). *Making it perfectly clear: The development and implementation of a supervision contract*. Association for Counselor Education and Supervision (ACES) National Convention, New Orleans, LA.
- West, J. D., Bubenzer, D. L., Osborn, C. J., Slencak, R., Borders, L. D., Davis, T. E., Gladding, S., Hosie, T., Sears, S., & Wilcoxon, A. (1999, October). *Concrete practices used by counselor education programs to strengthen their image in the university*. Association for Counselor Education and Supervision (ACES) National Convention, New Orleans, LA.

Regional:

West, J. D., Osborn, C. J., & Hoffman, R. M. (2006, October). *Enhancing the profession through published scholarship: The purpose of Counselor Education and Supervision*. North Central Association for Counselor Education and Supervision (NCACES) Conference, Kansas City, MO.

Osborn, C. J., & Kelly, B. L. (2006, October). *Summarize, not surprise: Conducting supervisee evaluations*. North Central Association for Counselor Education and Supervision (NCACES) Conference, Kansas City, MO.

West, J. D., Bubenzer, D. L., Osborn, C. J., Paez, S. B., & Desmond, K. J. (2004, October). *Leadership dimensions for counselor consideration*. North Central Association for Counselor Education and Supervision (NCACES) Conference, St. Louis, MO.

McGlothlin, J. M., West, J. D., Osborn, C. J., & Musson, J. L. (2004, October). *Marketing a counselor education program on the Internet: Building bridges between prospective students, students, alumni, and the community*. North Central Association for Counselor Education and Supervision (NCACES) Conference, St. Louis, MO.

West, J. D., Bubenzer, D. L., Osborn, C. J., & Paez, S. B. (2003, October). *Findings from a Q-methodology study of counseling leaders*. North Central Association for Counselor Education and Supervision (NCACES) Conference, Cincinnati, OH.

Paez, S. B., Osborn, C. J., & Carrabine, C. (2003, October). *Passing it on: Lessons learned in a supervisory lineage*. North Central Association for Counselor Education and Supervision (NCACES) Conference, Cincinnati, OH.

Osborn, C. J., West, J. D., Petruzzi, M. L., & Rehfuss, M. C. (2001, October). *Reflective processing in counselor supervision*. North Central Association for Counselor Education and Supervision, Oakbrook, IL.

Osborn, C. J., West, J. D., & Petruzzi, M. L. (2001, October). *Cultivating and promoting alumni relations: One counseling program's efforts*. North Central Association for Counselor Education and Supervision, Oakbrook, IL.

State:

Osborn, C. J., & Giegerich, V. (2016, November). *Motivational interviewing in counseling supervision*. All Ohio Counselors' Conference, Columbus, OH.

Osborn, C. J. (2016, July). *Enhancing client motivation and autonomy in addictions treatment*. Content session (2.25 hours) presented at the 2016 Addiction Studies Institute, sponsored by Ohio State University, Talbot Hall, Columbus, OH.

Osborn, C. J., & Giegerich, V. (2015, November). *Promoting proficiency in motivational interviewing*. All Ohio Counselors' Conference, Columbus, OH.

- Osborn, C. J., & Davis, T. E. (2014, November). *Supervision and evidence-based practice*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., & Shick, A. M. (2011, November). *Then and now: Views of addiction and implications for clinical practice in the Buckeye state*. All Ohio Counselors' Conference, Columbus, OH.
- Davis, T. E., & Osborn, C. J. (2011, November). *The counselor's job market in 2020: Where will we be working, and how will we be trained as counselors in the future?* All Ohio Counselors' Conference, Columbus, OH.
- Imhoff, B., Davis, T., Osborn, C., Protivnak, J., & Mann, D. (2011, April). *Professional counselor preparation: Theory into practice*. Ohio Association for Counselor Education and Supervision Spring Meeting, Dublin, OH.
- Osborn, C. J., Shundry, B., Maggiore, D., & Smith, E. (2010, November). *Learning the dance of motivational interviewing: Student counselor testimonials*. 90-minute content session conducted at the All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., Scherer, M. M., & Fuller, K. (2008, November). *Dancing with clients to the music of motivational interviewing*. 90-minute content session conducted at the All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., Hill, C., Kelly, B. L., & Musson, J. L. (2005, November). *No surprises: Conducting supervisee evaluations*. All Ohio Counselors' Conference, Columbus, OH.
- Paez, S. B., Osborn, C. J., & Carrabine, C. (2003, November). *Passing it on: Lessons learned in a supervisory lineage*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., West, J. D., & Musson, J. L. (2003, November). *Straight from the source: Prioritizing client preferences in solution-focused counseling*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., Petruzzi, M. L., & Paez, S. B. (2002, November). *Seven salutary ingredients for counselor stamina*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., & Davis, T. E. (2001, November). *Stalking the elusive solution: Challenges in solution-focused counseling*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., West, J. D., Petruzzi, M. L., Rehfuss, M. C., & Wright, T. L. (2001, November). *Reflective processing in counselor supervision*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., West, J. D., & Petruzzi, M. L. (2001, May). *Cultivating and promoting alumni relations: One counseling program's efforts*. Spring meeting of the Ohio Association for Counselor Education and Supervision (OACES), Columbus, OH.

- Osborn, C. J., Lewis, T. F., Wagner, M. W., & Kindsvatter, A. (2000, November). *Reframing resistance: Motivational interviewing strategies for the school and clinical setting*. Two-hour post-conference workshop at the All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., & Lewis, T. F. (2000, September). *Working with resistance: Motivational interviewing strategies with challenging client cases*. Day-long workshop conducted at the Ohio Association of Alcoholism and Drug Abuse Counselors' (OAADAC) Annual Conference, Sandusky, OH.
- Lewis, T. F., & Osborn, C. J. (2000, May). *Motivational interviewing: Helping clients to initiate behavior change*. Three-hour workshop presented at the Ohio Drug and Alcohol Studies Institute, Ashland University, Ashland, OH.
- Thombs, D. L., & Osborn, C. J. (2000, May). *Characteristics of chemical dependency counselors in Ohio: Implications for training and supervision*. Ohio Drug and Alcohol Studies Institute, Ashland University, Ashland, OH.
- Osborn, C. J., & Davis, T. E. (1999, November). *The solution-focused school counselor: Shaping professional practice*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., & Richardson, J. (1999, September). *Attitudes of chemical dependency counselors in Ohio: Implications for practice and training*. Ohio Association of Alcoholism and Drug Abuse Counselors' (OAADAC) Annual Conference, Sandusky, OH.
- Osborn, C. J., & Wolfe, B. A. (1998, November). *Solution-Focused subscriptions: National surveys of practitioner and educator attitudes toward Solution-Focused counseling*. All Ohio Counselors' Conference, Columbus, OH.
- Marlowe, E., & Osborn, C. J. (1998, November). *The supervision contract: A tool for enhancing the supervisory process*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J. (1997, October). *Solution-Focused strategies with "involuntary" clients: Applications for the school and clinical setting*. All Ohio Counselors' Conference, Columbus, OH.
- Davis, T. E., Osborn, C. J., & Cook, D. (1996, November). *Brief and Solution-Focused methods in school counseling*. All Ohio Counselors' Conference, Columbus, OH.
- Davis, T. E., Osborn, C. J., & Cook, D. (1995, November). *Brief counseling strategies and the school counselor*. All Ohio Counselors' Conference, Columbus, OH.

INVITED AND SERVICE PRESENTATIONS

Guest Speaker for Chi Sigma Iota Counseling Honor Society Chapter Induction Ceremonies:

- Osborn, C. J. (2007, April). *Honoring our inheritance: Pride and excellence in the counseling profession*. Alpha Upsilon Chapter of Chi Sigma Iota, University of Akron, Akron, OH.

Osborn, C. J. (2006, April). *Honoring our inheritance: Pride and excellence in the counseling profession*. Iota Upsilon Pi Chapter of Chi Sigma Iota, Indiana University of Pennsylvania, Indiana, PA.

Osborn, C. J. (2005, May). *Honoring our inheritance: Pride and excellence in the counseling profession*. Alpha Chapter of Chi Sigma Iota, Ohio University, Athens, OH.

Osborn, C. J. (2005, April). *Passing it on: Pride and excellence in the counseling profession*. Alpha Omega Chapter of Chi Sigma Iota, University of Toledo, Toledo, OH.

Osborn, C. J. (2005, March). *Passing it on: Pride and excellence in the counseling profession*. Upsilon Nu Chi Chapter of Chi Sigma Iota, University of North Carolina at Greensboro, Greensboro, NC.

Osborn, C. J. (2004, April). *Passing it on: Pride and excellence in the counseling profession*. Gamma Upsilon Chi Chapter (inaugural Induction Banquet) of Chi Sigma Iota, Gannon University, Erie, PA.

Training and Consultation Services Provided in Motivational Interviewing

Osborn, C. J. (2015, September 15). *A taste of motivational interviewing*. One hour webinar conducted for Chi Sigma Iota, Counseling Academic and Professional Honor Society International.

Osborn, C. J. (2015, June). *Talk of change: Learning the style of motivational interviewing*. 2.5-hour training as part of the all-day "Everything Girls" Seminar sponsored by the Mahoning County Juvenile Court, Youngstown, OH.

Osborn, C. J. (2015, March). *Learning the style and language of motivational interviewing*. Three-hour training for care ministry team members of Riverwood Community Chapel, Kent, OH.

Osborn, C. J. (2014, November). *Learning the style and language of motivational interviewing*. One-day training for students, faculty, and alumni of the graduate counseling program at South Dakota State University, Brookings, SD.

Osborn, C. J. (2014, June). *Learning the style and language of motivational interviewing*. Two-day training for clinical staff in the Palliative Care unit, Akron Children's Hospital, Akron, OH.

Osborn, C. J. (2014, May). *Refinement of motivational interviewing style and skills*. Five-day training conducted for Parent Partners (peer support specialists) employed at Akron Children's Hospital, Akron, OH.

Osborn, C. J. (2013, September and October). *Continuing to learn the style and language of motivational interviewing*. Four-day training conducted for clinical staff of Child Guidance and Family Solutions, Inc., Akron, OH.

- Osborn, C. J. (2013, May and June). *Learning the style and language of motivational interviewing*. Four-day training conducted for Parent Partners (peer support specialists) employed at Akron Children's Hospital, Akron, OH.
- Osborn, C. J. (2013, August; 2012, October). *Learning the style and language of motivational interviewing*. Two separate four-hour live webinar sessions conducted for multidisciplinary clinical staff and sponsored by the Louis Stokes Department of Veterans Affairs Medical Center, Cleveland, OH.
- Osborn, C. J. (2011, January). *Motivational interviewing: Engaging clients toward positive change*. Two all-day workshops for chemical dependency counselors employed at Northeast Ohio Community Alternative Program, Warren, OH.
- Osborn, C. J. (2010, April). *Motivational interviewing to engage patients in lifestyle changes*. Two-hour presentation as part of morning "Matters of the Heart" program, sponsored by Chi Eta Phi Sorority (Nu Chi Chapter) Professional Nursing Association and the Cleveland Council of Black Nurses, Beachwood, OH.
- Osborn, C. J. (2010, March). *Motivational interviewing with college students: Guiding conversations toward positive behavior change*. Two 3.5-hour training sessions for various student services staff across campus (e.g., academic advising, athletics), sponsored by the Behavioral Review Initiatives Committee, Kent State University, Kent, OH.
- Osborn, C. J. (2009, October). *Motivational interviewing in the mental health setting*. Invited 4.5-hour presentation as part of all-day conference, "People Moving Forward: Foundations and Techniques of Motivational Interviewing," sponsored by Akron Children's Hospital's Adolescent Health Center, Akron, OH.
- Osborn, C. J. (2008, September). *Motivational interviewing: Techniques to help patients identify ambivalence to life style changes*. 45-minute presentation as part of all-day Stroke Care 2008 Conference for nurses and health care professionals who care for stroke patients throughout Ohio. Sponsored by Ohio Coverdell Stroke Registry, American Heart Association, American Stroke Association, and MetroHealth Medical Center, Independence, OH.
- Osborn, C. J. (2008, August). *Learning new dance steps: Motivational interviewing for challenging clinical circumstances*. All-day workshop for clinical staff of Child Guidance and Family Solutions, Akron, OH.
- Osborn, C. J. (2007, November). *Motivational interviewing for juvenile justice*. Two-day workshop for the staff of the Mahoning County Juvenile Court, Youngstown, OH.
- Osborn, C. J. (2007, March). *Motivational interviewing in the treatment of clients with co-occurring disorders*. Two-hour workshop presented to clinical staff at Community Health Center, Akron, OH.
- Osborn, C. J. (2007, January/February). *Motivational interviewing with co-occurring disorders*. Two 3-hour workshops presented to clinical staff of Child Guidance and Family Solutions, Inc., Akron, OH.

- Osborn, C. J. (2006, October). *Motivational interviewing with college students*. All-day workshop presented to clinical staff of two counseling centers (Hill Center and Counseling and Psychological Services) at Ohio University, Athens, OH.
- Osborn, C. J. (2006, January-June). *Applying motivational interviewing to ongoing chemical dependency counseling*. Monthly training (2.5 hours/month) provided to clinical staff of Quest Recovery and Prevention Services, Inc., Canton, OH.
- Osborn, C. J. (2004, August). *Motivational interviewing: Engaging clients toward positive change*. All-day workshop presented to staff of Quest Recovery and Prevention Services, Inc., Canton, OH.
- Osborn, C. J. (2004, April). *Motivational interviewing: Engaging clients toward positive change*. All-day workshop for clinical staff of Personal and Family Counseling Services, New Philadelphia, OH.
- Osborn, C. J. (2004, February and March). *Motivational interviewing for chemical dependency practitioners*. Provided two all-day (6 hrs. each) training seminars sponsored by the Alcohol and Drug Addiction Services Board of Stark County, Canton, OH.
- Osborn, C. J. (2003, November). *Practicing the "spirit" of motivational interviewing*. Presented at the Northern Ohio Chapter of the Employee Assistance Professionals Association monthly gathering, Brooklyn Heights, OH.
- Osborn, C. J. (2003, April). *Motivational interviewing: Engaging clients toward positive change*. Invited 4-hour closing session for the South Dakota Counseling Association annual convention, Rapid City, SD.
- Osborn, C. J. (2003, March). *Promoting the "spirit" of motivational interviewing*. In-service training for the staff of Family Solutions, Inc., and Child Guidance Centers, Akron, OH.
- Osborn, C. J. (2003, February). *Reframing resistance: Motivational interviewing practices for client engagement*. In-service training for the staff of Community Support Services, Inc., Akron, OH.
- Osborn, C. J. (2003, January). *A refreshing reframe: Motivational interviewing as a lens for excellent counselor practice*. Invited keynote address for the Greater Cincinnati Counseling Association's Winter Workshop, "A Spectrum of New Ideas: Excellence in Counselor Practice," Cincinnati, OH.
- Osborn, C. J., & Lewis, T. F. (2001, May). *Motivational interviewing and motivational enhancement therapy: Foundations and applications*. All-day workshop sponsored by Talbert House treatment facility, for agency staff and area practitioners, Cincinnati, OH.

Training and Consultation Services Provided in Solution-Focused Counseling:

- Osborn, C. J. (2008, February). *Solution-focused strategies in substance abuse counseling*. Three-hour workshop for counseling students and practitioners, sponsored by the Department of Counseling and Educational Development, University of North Carolina at Greensboro, Greensboro, NC.
- Osborn, C. J. (2005, October, March; 2004, July, May; 2003, October, August, June). *Solution-focused counseling in action*. Case consultations (1.5 hours each) provided to clinical staff of Child Guidance and Family Solutions, Inc., Akron, OH.
- Osborn, C. J., & Musson, J. L. (2004, March). *Solution-building with children and adolescents*. Three-hour workshop for clinical staff of Child Guidance and Family Solutions, Inc., Akron, OH.
- Osborn, C. J. (2002, March). *Solution-focused school counseling: Strategies for student, staff, and family engagement*. Half-day workshop for school counselors in District 4 of the Ohio School Counselors' Association, Warren, OH.
- Osborn, C. J., & West, J. D. (2002, March). *Solution-focused school counseling: Strategies for student, staff, and family engagement*. All-day workshop for school counselors in District 7 of the Ohio School Counselors' Association, Akron, OH.
- Osborn, C. J. (2001, February). *Solution-focused school counseling: Strategies for student engagement*. In-service training provided to approximately 60 school counselors in the Akron Public Schools, Akron, OH.
- Davis, T. E., & Osborn, C. J. (2000, April). *Solution-focused strategies for school counselors*. Invited workshop sponsored by the Ohio University – Chillicothe campus, Chillicothe, OH.
- Osborn, C. J. (1997, May). *Brief and Solution-Focused methods in school counseling*. All-day workshop for school counselors, psychologists, teachers, and social workers of the Cincinnati Public Schools, held at the Mayerson Academy, Cincinnati, OH.

Training Provided in Clinical Supervision:

- Osborn, C. J. (2017, March). *Collaboration and evaluation in clinical supervision: A dialectical practice*. Three-hour workshop conducted for clinical supervisors of Child Guidance & Family Solutions, Inc., Akron, OH.
- Osborn, C. J. (2015, November). *Ethical and legal considerations in counselor supervision*. Three-hour workshop conducted at the Fall Counseling Summit at Cincinnati Christian University, Cincinnati, OH.
- Osborn, C. J. (2015, March). *Supervision and evidence-based practice*. Three-hour session conducted as part of the annual conference of the Stark County Mental Health and Recovery Services Board, Canton, OH.

- Osborn, C. J. (2014, April). *Ethical and legal considerations in counselor supervision*. Half-day workshop conducted for internship/field supervisors, sponsored by the Ohio University Counselor Education program, Athens, OH.
- Osborn, C. J. (2012, January). *Cultivating collaborative conversations in counselor supervision*. All-day training for chemical dependency counselors sponsored by the Indiana Association for Addiction Professionals, Indianapolis, IN.
- Osborn, C. J. (2011, November). *Cultivating collaborative conversations and promoting ethical practice and lifelong learning in counselor supervision*. Three-hour workshop sponsored by the Cincinnati Christian University Counseling and Family Studies Program, Cincinnati, OH.
- Osborn, C. J., Bradley, N., & Hutchins, M. (2009, November). *Collaborative supervision as enhanced client (and counselor self-) care*. Invited pre-conference presentation at the All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J. (2008, June). *Cultivating collaborative conversations and promoting ethical practice in counselor supervision*. All-day workshop presented to internship/field supervisors, sponsored by the Ohio University Counselor Education program, Athens, OH.
- Osborn, C. J. (2007, October). *Cultivating and maintaining collaboration in clinical supervision*. Three-hour in-service training for the staff of Interval Brotherhood Home, Akron, OH.
- Osborn, C. J. (2007, January). *Cultivating and maintaining a collaborative learning environment in clinical supervision*. Three-hour workshop for the North Central Ohio Counseling Association, Akron, OH.
- Osborn, C. J. (2006, November). *Cultivating collaborative conversations in counseling supervision*. All-day workshop sponsored by the Alcohol and Drug Addictions Services Board of Stark County, Canton, OH.
- Osborn, C. J. (2003, July). *Cultivating and maintaining a collaborative learning environment in clinical supervision*. In-service training for the clinical staff of Portage Path Behavioral Health, Akron, OH.
- Davis, T. E., & Osborn, C. J. (2002, November). *Foundations of clinical supervision: Using a supervision contract*. Invited pre-conference presentation at the All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., & Petruzzi, M. L. (2001, July). *Engaging in reflective supervision*. In-service training for clinical staff at Family Solutions, Inc., Cuyahoga Falls, OH.
- Osborn, C. J. (2000, June). *Principles and practices of clinical supervision*. In-service training for psychology field supervisors of doctoral psychology interns. Northeastern Ohio Universities College of Medicine's Psychology Intern Program, Akron, OH.

Miscellaneous Invited and Service Presentations:

Osborn, C. J., Giegerich, V., Tolbert, Y., & Marder, S. (2016, October). *Project MI: A faculty-student capstone project for learning motivational interviewing (MI) with simulated clients*. Poster presentation at the University Teaching Council Celebration of College Teaching Conference, Kent State University.

Osborn, C. J. (2014, October). *Integrating addiction treatment into behavioral healthcare: Key practices for comprehensive case conceptualization and customized treatment planning*. Three-hour in-service training for clinical staff of Portage Path Behavioral Health, Akron, OH.

Osborn, C. J., & Baltrinic, E. (2012, May). *Engaging parents in their child's care*. Ninety-minute in-service training conducted for clinical staff of the Early Childhood Program, Child Guidance and Family Solutions, Inc., Akron, OH.

Osborn, C. J. (2010, September). *Understanding and treating co-occurring disorders: Theory, research, and evidence-based practices*. Three-hour in-service training for clinical staff of Portage Path Behavioral Health, Akron, OH.

Erford, B. T., Hays, D. G., & Osborn, C. J. (2010, March). *Assessment standards and free access depression, anxiety, and substance abuse inventories for use in counseling practice*. Presented at the American Counseling Association (ACA) Annual Convention, Pittsburgh, PA.

Osborn, C. J., Paisley, P. O., Culbreth, J. R., & Greaser, T. (2007, March). *How to find post-graduate supervision on a shoestring budget*. American Counseling Association (ACA) Annual Convention, Detroit, MI.

West, J. D., Bubenzer, D. L., Osborn, C. J., Herr, E. L., Locke, D. C., Myers, J. E., Remley, T. P., Jr., Bhat, C. S., Janson, C. A., & Spurgeon, S. (2005, April). *Nurturing the promises of the profession*. American Counseling Association (ACA) Presidential Invited Session, sponsored by Chi Sigma Iota, ACA Convention, Atlanta, GA.

West, J. D., Bubenzer, D. L., Osborn, C. J., Bobby, C., Lee, C., Miranti, J., & Myers, J. E. (2005, April). *Chi Sigma Iota (CSI) leadership training: Perspectives on leadership*. Four-hour leadership training conducted for student and professional members of CSI during the American Counseling Association's 2005 Convention, Atlanta, GA.

Osborn, C. J. (2005, March). *A partnership in its prime: Leadership and advocacy in the counseling profession*. Three-hour workshop presented to members of the Upsilon Nu Chi Chapter of Chi Sigma Iota, University of North Carolina at Greensboro, Greensboro, NC.

Osborn, C. J. (2005, January). *Engaging clients toward positive change*. Two-hour workshop presented at the North Central Ohio Counseling Association Winter Workshop, Beachwood, OH.

Osborn, C. J. (2000, May). *Chemical dependency counselors in Ohio: Counselor characteristics and clinical issues*. North Central Ohio Counseling Association spring workshop, Independence, OH.

GRADUATE TEACHING

Kent State University, Counselor Education and Supervision (CES) Program: (formerly Counseling and Human Development Services [CHDS] Program)

CHDS 6/77530: Introduction to Counseling – Spring 1998-2003; Fall 2009.

CES 67595: Special Topics Course in CHDS/CES: Motivational Interviewing (1-3 credits) – Summers 2014, 2015, 2016, and 2017.

CES 67636: Practicum I in Clinical Mental Health Counseling – Fall 2013; Every Spring.

CHDS 6/77663: Community Counseling – Fall 1999.

CES 6/77664: Theories and Practices in Addictions Counseling [formerly named Addictive Behaviors and Treatment Issues] – Spring 2010; Every Fall since 2010.

CES 6/77665: Treatment Planning in Addictions Counseling [formerly named Substance Abuse Counseling] – Every Fall from 1998-2009. Every Spring since 2011.

CES 77692: Internship in Clinical Mental Health Counseling – Every Summer term.

CHDS 6/77810: Group Process and Analysis – Fall 1997.

CHDS 6/77820: Group Work: Theory and Techniques – Fall 1998.

CES 6/88167: Case Conceptualization and Treatment Planning [formerly named Advanced Counseling Procedures] – Every Fall & Spring; Summer terms 1999-2009.

CHDS 80090: Doctoral Residency Seminar in CHDS – Fall 2000-2005; Fall 2007-2008.

CHDS 88284: Supervision of Counseling – Summer 1999; Fall 2000-2003; Fall 2006.

Ohio University, Counselor Education Program (part-time faculty, instructor of record):

EDCE 732: Advanced Appraisal – Spring Quarter 1997.

EDCE 6550: Theories and Techniques II – Spring Quarter 1997.

EDCE 6915: Counseling Internship – Winter Quarter 1997.

EDCE 7700: Brief and Solution-Focused Therapy (taught at the Zanesville regional campus of OU)
– Fall Quarter 1996.

DISSERTATION COMMITTEE WORK

(all at Kent State University; program name changed from CHDS to CES Fall 2015)

Counselor Education and Supervision (CES; Co-Director) Completed:

- Deborah L. Duenyas. (2017, June). *The professional experiences of international counseling graduates upon returning to their home country*. (Co-chaired with Dr. John West)
- Amy H. Freadling. (2016, October). *The decision-making processes of expert EAP practitioners and EAP affiliates when faced with dual-client ethical dilemmas*. (Co-chaired with Dr. Marty Jencius)
- Michele Schmidt. (2016, September). *The effect of an online forgiveness workshop on counselors' beliefs and knowledge about using interpersonal forgiveness in counseling*. (Co-chaired with Dr. Don Bubenzer)
- Anne Shick McCurdy. (2016, June). *The effects of client and respondent variables on addiction professionals' decision making: A factorial survey*. (Co-chaired with Dr. Betsy Page)
- Rachel Vitale. (2015, August). *Spirituality, resilience, and social support as predictors of life satisfaction in young adults with a history of childhood trauma*. (Co-chaired with Dr. Steve Rainey)

Counseling and Human Development Services (CHDS; Co-Director) Completed:

- Yvonne N. Glass. (2014, October). *African American women, psychological well-being, religiosity, and stress*. (Co-chaired with Dr. Marty Jencius)
- Tiffany M. Darby. (2014, October). *White counselor trainees' and White supervisors' experiences of cross-racial/ethnic counseling supervision*. (Co-chaired with Dr. Marty Jencius)
- Melanie Scherer Iarussi. (2011, June). *Counselors' experiences of client and counselor language while using motivational interviewing and cognitive behavior therapy to facilitate client change*. (Co-chaired with Dr. John West)
- Rachel M. Hoffman. (2009, June). *The process of counselor supervision for counselor trainees who work with suicidal clients*. (Co-chaired with Dr. John West)
- Joseph Lee Martin. (2008, November). *A phenomenological study of United Methodist and Conservative Jewish clergy viewpoints concerning their eventual deaths*. (Co-chaired with Dr. Marty Jencius)
- Patricia A. Schafer. (2008, October). *Experiences of prejudice among individuals in African American and Caucasian interracial marriages: A Q-methodological study*. (Co-chaired with Dr. Jason McGlothlin)
- Brandy L. Kelly. (2008, July). *Conceptualizations of leadership among five female counselor educators*. (Co-chaired with Dr. Lynne Guillot Miller)

Aaron Kindsvatter. (2006, June). *Factors associated with counseling client perceptions of contributions to pre-treatment change.* (Co-chaired with Dr. Don Bubenzer)

Rebecca Roberts Martin. (2006, March). *Stepdaughter perception of stepmother confirmation and its relationship to academic performance and self-esteem among late adolescent females.* (Co-chaired with Dr. Don Bubenzer)

Luanne Brown-Johnson. (2006, February). *An investigation of resilience of five African American women who have sustained employment after welfare cash assistance.* (Co-chaired with Dr. John West)

S. Jeffrey Mostade. (2004, September). *Components of internalized homophobia, self-disclosure of sexual orientation to physician, and completion of the durable power of attorney for healthcare in older gay men.* (Co-chaired with Dr. John West)

Amy B. Quillin. (2003, October). *Counseling students' views about spirituality.* (Co-chaired with Dr. Don Bubenzer)

Todd F. Lewis. (2001, November). *An Adlerian perspective of college student alcohol misuse.* (Co-chaired with Dr. Don Bubenzer)

Kathy Altieri. (2001, October). *Validation of the Alcohol and Drug Use Survey.* (Co-chaired with Dr. Don Bubenzer)

Lenore L. Sherck. (2001, October). *Spirituality as perceived and defined by five Unitarian Universalist women over sixty years of age.* (Co-chaired with Dr. Don Bubenzer)

Mary Jo Mason. (1998, October). *The development of a counselor: A look at professionalization through graduate school.* (Co-chaired with Dr. Don Bubenzer)

CHDS (Member) Completed:

Brian J. Taber. (2004, October). *Metatypes: A construct for prediction in person-environment fit theory.* (Chaired by Dr. Mark Savickas)

Louis A. Busacca. (2003, October). *Identity-processing styles and patterns of career adaptability during adolescence.* (Chaired by Dr. Mark Savickas)

Elaine Marlowe. (2001, July). *A multicultural phenomenological study of how women develop through transcending the psychologically oppressive aspects of their intergenerational family story about women.* (Chaired by Dr. Anita Jackson)

Non-CHDS Completed – Committee Member:

Christina Hill. (2009, December). *Assessing the relationship between mindfulness, borderline features and emotional awareness in young adults.* (Co-Directed by Drs. John Updegraff and John Akamatsu, Department of Psychology, KSU).

Jacqueline S. McNally. (2005, April). *Teacher-student relationships: The effects of student motives, relationship development, and communication on student learning*. (Directed by Dr. Rebecca Rubin, Communications Program, KSU).

Jennifer Ray-Tomasek. (2004, June). *Credibility perceptions and intention to conform to a campus media campaign designed to reduce alcohol misuse*. (Directed by Dr. Dennis Thombs, Health Promotion Program, KSU).

David B. Wolff. (2001, August). *The effects of Gabapentin on physical aggression in men*. (Chaired by Dr. Stuart Taylor, Department of Psychology, KSU).

PROFESSIONAL EXPERIENCE

Counselor Trainee and (subsequently) Professional Clinical Counselor - Health Recovery Services, Inc., Athens, OH. July 1995 - July 1997.

Part-Time Instructor - Department of Counselor Education, School of Applied Behavioral Sciences and Educational Leadership (SABSEL), Ohio University, Athens, OH. AY 1996-97.

Post-Doctoral and Doctoral Teaching Assistant - Department of Counselor Education, School of Applied Behavioral Sciences and Educational Leadership (SABSEL), OH University, Athens, Ohio. 1995 and 1996 summer sessions.

Graduate Teaching Assistant - Department of Counselor Education, School of Applied Behavioral Sciences and Educational Leadership (SABSEL), Ohio University, Athens, OH. AY 1993-94 and 1994-95.

Part-time Instructor - Hocking Technical College, Nelsonville, OH. Fall 1994.

Associate Pastor - Church of the Saviour, United Methodist, Westerville, OH. June 1987 - June 1993.

Student Associate Pastor - Church of the Messiah, United Methodist, Westerville, OH. September 1986 - June 1987.

Chaplain Intern - Children's Hospital, Columbus, OH. January - May 1986.

Student Associate Pastor - Plains United Methodist Church, Canton, NC. June - August 1985.

PROFESSIONAL CREDENTIALS AND AFFILIATIONS

Licensed Professional Clinical Counselor (LPCC; with supervisory endorsement) - Licensed by the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (#E2428). Effective May 16, 1997.

Licensed Independent Chemical Dependency Counselor (LICDC) – Licensed by the Ohio Chemical Dependency Professionals Board (#081091). Effective June 18, 2013.

Licensed Chemical Dependency Counselor III (LCDC III) – Licensed by the Ohio Chemical Dependency Professionals Board (#081091). June 13, 2008 – June 17, 2013.

Certified Chemical Dependency Counselor (CCDC), Level I – Certified by the Ohio Chemical Dependency Professionals Board (#990049). September 10, 1999 – December 27, 2007.

American Counseling Association (ACA) – Member since September 1993. Membership in ACA divisions includes the Association for Counselor Education and Supervision (ACES), and the International Association of Addictions and Offender Counselors (IAAOC).

Ohio Counseling Association (OCA) – Member since September 1993. Membership in OCA divisions includes Ohio Association for Counselor Education and Supervision (OACES), and Ohio Association for Spiritual, Ethical, and Religious Values in Counseling (OASERVIC).

American Educational Research Association (AERA) – Member 2000 – 2010.

National Association for Addiction Professionals (NAADAC) – Member since 2012.

Textbook & Academic Authors Association (TAA) – Member since 2016.

Motivational Interviewing Network of Trainers (MINT) – Trained as a trainer in motivational interviewing (MI; 2002, June) and active in the MINT Forum. Listed as a trainer on the MINT website at www.motivationalinterviewing.org

PROFESSIONAL SERVICE

National:

Ad Hoc Member, Special Emphasis Panel/Scientific Review Group, National Institutes of Health (NIH), Bethesda, MD. Reviewer of applications submitted to SBIR/STTR Study Section ZRG1 RPHB-C (10): Risk, Prevention, and Health Behavior Across the Lifespan. April 2009 – June 2012.

President, Chi Sigma Iota (CSI) Counseling Academic and Professional Honor Society International. 2006-07. (President-Elect, 2005-06; Past-President, 2007-08)

Member, American Counseling Association's (ACA) Governing Council – Representing the International Association of Addictions and Offender Counselors (IAAOC) division of ACA. July 2004 – June 2008.

- Member of ACA Task Forces on (a) Signature Product and (b) Bibliometrics (co-chair)

Secretary – Chi Sigma Iota (CSI) Counseling Academic and Professional Honor Society International. 2002-04.

Chair, Research Grants Committee – Chi Sigma Iota (CSI) Counseling Academic and Professional Honor Society International. Committee formed specifically to review and disperse funds to CSI members conducting research in Developmental Counseling and Therapy (DCT). 2004-05.

Member, Awards Committee – Association for Counselor Education and Supervision (ACES). 2001-06.

External Reviewer – Routinely invited to conduct and supply reviews for full-time counselor education faculty applying for promotion to associate or full rank, as well as tenure, at various academic institutions across the country (approximately 25 thus far). 2003 – present.

Program Reviewer – American Counseling Association 2003 Annual Convention (representing the International Association of Addictions and Offender Counselors [IAAOC] division of ACA).

Editorial Responsibilities and Editorial Board Membership:

Editorial Board Member, *Journal of Counselor Leadership & Advocacy* (journal of Chi Sigma Iota International, Counseling Academic and Professional Honor Society; published by Routledge/Taylor & Francis), March 2013 – present.

Co-Editor (with John D. West; 3-year appointment), *Counselor Education and Supervision* (journal of the Association for Counselor Education and Supervision, a division of the American Counseling Association, published quarterly), July 2006 – June 2009. (Co-Editor-Elect April 2005 – June 2006)

Editorial Board Member, *Journal of Counseling & Development* (flagship journal of the American Counseling Association), July 2003 – June 2005.

Editorial Board Member, *Journal of Addictions and Offender Counseling* (journal of the International Association of Addictions and Offender Counselors, a division of the American Counseling Association), July 1998 – June 2005.

Editorial Board Member, *Journal of Teaching in the Addictions* (journal of the International Coalition for Addiction Studies Education, published by Haworth Press), 2000 – 2010.

Editorial Board Member, *Journal of Humanistic Counseling, Education and Development* (journal of the Counseling Association for Humanistic Education and Development, a division of the American Counseling Association), July 2001 – June 2005.

Ad Hoc Reviewer:

- *Addiction* (published since 1884 by the Society for the Study of Addiction to Alcohol and other Drugs): October 2010, August 2009.
- *Journal of Contemporary Psychotherapy*: October 2007.
- *The Clinical Supervisor* (interdisciplinary journal of supervision in psychotherapy and mental health, published by The Haworth Social Practice Press): November 2014, June 2012, November 2002.
- *Journal of Clinical Psychology* (published by Wiley): July 2014.

State:

President, Ohio Counseling Association. 2004-05. (President-Elect, 2003-04; Past-President, 2005-06).

Professional Development Chair, Ohio Counseling Association. July 2001 – June 2003.

President, Ohio Association for Counselor Education and Supervision (OACES; a state division of the American Counseling Association), 1999-2000.

President, Ohio Association for Spiritual, Ethical, and Religious Values in Counseling (OASERVIC; a state division of the American Counseling Association), 1998-99.

Member, Accreditation Committee of the Ohio Credentialing Board (OCB) for Chemical Dependency Counselors – Reviewed applications for OCB accreditation of academic programs across Ohio; and assisted in implementing OCB accreditation guidelines. January – December 1999.

Member, State Advisory Committee for Guidance and Counseling, State of Ohio Department of Education – Represented the Ohio Association for Counselor Education and Supervision (OACES) at quarterly meetings. 1999-2000.

Ohio Counselor and Social Worker Board Item Writing Team Contributor – Participated in and contributed to State of Ohio Counselor and Social Worker Board's item writing team, generating and editing proposed items for the Professional Counselor Licensure Examination, February 20-21, 1998.

Local:

Member, Portage County Mental Health and Recovery Board – Appointed by the Director of the Ohio Department of Mental Health (ODMH) as the mental health provider representative to the Portage County Mental Health and Recovery Board. Met monthly for board and committee meetings. August 2000 – July 2003.

UNIVERSITY CITIZENSHIP

Program Level (Counselor Education and Supervision [CES], formerly Counseling and Human Development Services [CHDS], Kent State University)

Founder and Co-Facilitator, CES Motivational Interviewing Learning Community. 2015 – present. Twice-monthly collaborative learning group comprised of CES graduate students and alumni interested in sharpening their skills in motivational interviewing. Co-facilitate with Victoria Giegerich, CES doctoral student.

Clinical Mental Health Internship Coordinator. Summer 1998 – Spring 2011.

Faculty Search Committee Chair. 2006-07 and 2000-01.

Search Committee Chair for Director, Counseling and Human Development Center. 2004.

Faculty Advisor. Kappa Sigma Upsilon (Kent State University) Chapter of Chi Sigma Iota (CSI) Counseling Academic and Professional Honor Society International. 1997 – 2002.

School or Department Level (School of Lifespan Development and Educational Sciences [LDES], and the former Department of Adult, Counseling, Health, and Vocational Education [ACHVE], Kent State University)

School of LDES Promotion, Tenure, and Reappointment Handbook Revision Committee Member. 2015-2016.

School of LDES Curriculum Committee Member. 2012 – present.

Ad Hoc Promotion, Tenure, and Reappointment Committee Member. 2009 – present.

Faculty Advisory Committee Member. 2008-09, 2006-07, and 2001-2005.

ACHVE Curriculum Committee Member. 1998-2007.

College Level (College and Graduate School of Education, Health and Human Services [EHHS], Kent State University)

Graduate Policies Task Force Member. 2005-06.

Graduate Council Member. 2000-05.

Dissertation Award Committee Member. 2002-05.

Graduate Faculty Representative and Moderator for Seven Dissertation Defenses (October 2014, December 2012, October 2007, March 2005, February 2004, June 2003, and August 2002).

University Level (Kent State University)

Internal Reviewer – Member of 3-person committee (two of whom were external reviewers) to review the Higher Education Administration program at KSU and contribute to a report submitted to the Provost's office. Fall 2016.

Member, Search Committee for Chemical Dependency Counselor, University Health Services. Spring 2013.

Provost's Promotion Advisory Board – Member of 20-person panel to review faculty applications (and appeals) for promotion from across the university. Spring 2010.

Internal Review Committee Member – Member of 3-person committee to review Department of Teaching, Leadership, and Curriculum Studies in the College of Education, Health, and Human Services and submit a report to the Dean of Graduate Studies at KSU. Spring 2007.

College of Continuing Studies CEU Reviewer – Review workshop/program proposals submitted to the College of Continuing Studies at Kent State University for potential approval by the State of Ohio Counselor and Social Worker Board for CEU credit. May 1999 – present.

Moderator for three Dissertation defenses in the Department of Psychology (May 2015, August 2003, and October 2001) and one Dissertation defense in the Department of Political Science (May 2006).

RECOGNITIONS

Faculty Recognition Award. Honored by the University Teaching Council (UTC) of Kent State University (KSU) “for teaching that made a difference in the life of a Kent State graduate.” Recognized at the UTC Celebration of College Teaching Conference, KSU, October 21, 2016.

Mentor Honoree. Nominated by a student and honored by the Kent State University (KSU) Women’s Center as a Mentor (“a woman who serves as a trusted role model”). Recognized at the “Mothers, Mentors, & Muses” Scholarship Fundraiser sponsored by the Women’s Center, KSU, March 6, 2012.

North Central Ohio Counseling Association’s Christopher Faiver Award. Recognized for “Outstanding Contributions” to the North Central Ohio Counseling Association, May 10, 2010.

Outstanding Educator Nomination. Nominated by a student registered with Student Accessibility Services at Kent State University (KSU) “for having gone above and beyond your stated responsibilities in accommodating a student, or students, with disabilities in your classroom.” Recognized at the Faculty Recognition Reception sponsored by Student Accessibility Services, KSU, April 6, 2010.

Ohio Counseling Association’s David Brooks Award. “Willingness to serve, teach responsibility, and create new paths in the counseling profession,” November 2, 2006.

Distinguished Alumnus Award. Selected by the Counselor Education faculty of Ohio University as recipient of the George E. Hill Memorial Award “for outstanding scholarship, service, and leadership,” March 31, 2006.

Exemplary Research Award (with Dr. Todd F. Lewis). Presented by the International Association of Addictions and Offender Counselors (IAAOC) for research published in the *Journal of Addictions and Offender Counseling* (2004), April 2005.

“Graduate Applause” Recognition. Honored by the University Teaching Council of Kent State University (KSU) as “a faculty member who made a difference in [the] academic career” of a CHDS graduate at KSU. Recognized at the Seventh Annual Celebrating College Teaching Conference, KSU, October 27, 2000.

Outstanding Faculty Advisor. Presented by the officers of the Kappa Sigma Upsilon Chapter of Chi Sigma Iota Counseling Academic and Professional Honor Society International at the 2000 Chapter Induction Banquet, March 31, 2000.

Cassandra A. Storlie, Ph.D., LPCC-S, NCC

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Email: cstorlie@kent.edu

EDUCATION

- 2013 Ph. D. in Counselor Education and Supervision / CACREP Accredited**
The University of Iowa, Iowa City, IA
Dissertation: Career Counseling with Undocumented Latino Youth: A Qualitative Analysis of School Counselors
Chair: Tarrell Awe Agahe Portman, Ph.D.
- 2004 M.S. Ed. in Community Counseling / CACREP Accredited**
Western Illinois University, Moline, IL
Advisor: Leslie O’Ryan, Ph.D.
- 2001 B.A. in Psychology**
Augustana College, Rock Island, IL
Advisor: F.A. Fenwick, Ph.D.
- 1999 A.A.S. / A.D.N in Nursing, Registered**
Black Hawk College, Moline, IL

LICENSURE AND CERTIFICATION

Licensed Clinical Professional Counselor #180006722 in Illinois
Licensed Mental Health Counselor #001094 in Iowa
Registered Nurse #041315002 in Illinois
National Certified Counselor #90908
Licensed Professional Clinical Counselor with Supervisory Designation #1400028 in Ohio

REFEREED JOURNAL ARTICLES

**Identifies professional writing projects with graduate doctoral students*

1. **Storlie, C. A.,** Baltrinic, E., Mostade, J. S., & *Darby, T. (2017) Professional functioning: Exploring developmental narratives of counselor trainees. *Counselor Education & Supervision, 56*, 225-240. doi: 10.1002/ceas.12074
2. **Storlie, C. A.,** Lara, T., *Duenyas, D.,*Archer, R., & Glavin, K. (In press – April 2018). Exploring the career narratives of African American female college students: Insights for college counselors. *Journal of College Counseling.*
3. **Storlie, C.A.,** Albritton, K., & Cureton, J. L. (2017). Familial and social influences in career for female youth of color: A study of Relational Cultural Theory. *The Family Journal, Online first Sept 2017.* doi: 10.1177/1066480717732142
4. **Storlie, C.A.** (2016). Exploring school counselor advocacy in the career development of undocumented Latino youth. *Journal of Social Action in Counseling & Psychology, 8* (1), 70-88.
5. Woo, H., **Storlie, C.A.,** & Baltrinic, E. (2016). Perceptions of professional identity development in counseling leaders. *Counselor Education & Supervision, 55* (4), 278-293. doi: 10.1002/ceas.12054
6. **Storlie, C. A.,** Li, J., Anhalt, K., Rumrill, P., & Roessler, R. (2016). Key determinants of quality of life among Latinos with Multiple Sclerosis: Findings from a nationally representative sample. *Journal of Rehabilitation, 82* (2), 41-50.
7. Hannon, M., & **Storlie, C.A.** (2016). Introduction to the special issue on school counselor preparation and supervision. *Journal of Counselor Preparation and Supervision, 8* (2). Retrieved from <http://repository.wcsu.edu/jcps/vol8/iss2/1>
8. **Storlie, C.A. &** Toomey, R. (2016) Professional school counselor perceptions of systemic barriers affecting Latino students: Implications for socially just preparation and practice. *Journal of Counselor Preparation & Supervision, 8* (2), <http://dx.doi.org/10.7729/82.1156>
9. **Storlie, C. A.,** Shannonhouse, L., Brubaker, M., Zavadil, A., & King, J. (2016). Exploring dimensions of advocacy in service: A content analysis extending the framework of counselor community engagement activities in Chi Sigma Iota chapters. *Journal of Counseling Leadership & Advocacy* (special issue honoring Dr. Jane E. Myers), 3(1), 51-62. doi:10.1080/2326716X.2015.1119071
10. **Storlie, C. A.,** Mostade, S.J., & *Duenyas, D. (2016). Cultural trailblazers: Exploring the career development of Latina first generation college students. *Career Development Quarterly, 64* (4), 304-317. doi: 10.1002/cdq.12067
11. **Storlie, C. A.,** Woo, H., Dipeolu, A., & *Duenyas, D. (2015). Infusing ethics in psychopharmacology course design. *Journal of Creativity in Mental Health, 10* (4), 507-

521. doi:10.1080/15401383.2015.1044682

12. Davis, L., **Storlie, C.A.**, Dipeolu, A.O., & Smyth, A. (2015). Inclusive career counseling: Family of origin impact while working with individuals with ADHD. *Career Planning and Adult Development Journal*, 31(4), 80-88.
13. **Storlie, C. A.**, Parker-Wright, M., & Woo, H. (2015). Multicultural leadership development: A phenomenological exploration of emerging leaders in counselor education. *Journal of Counselor Leadership and Advocacy*, 2 (2), 154-169. doi:10.1080/2326716X.2015.1054078
14. Toomey, R. & **Storlie, C.A.** (2015). School counselors' intervention in bias-related incidents among Latino students. *Journal of School Violence*, 15(3), 343-364. doi:10.1080/15388220.2015.1049354
15. **Storlie, C.A.**, & Baltrinic, E. (2015). Counseling children with Cystic Fibrosis: Recommendations for practice and counselor self care. *The Professional Counselor*, 5(2), 293-303. doi:10.15241/cas.5.2.293
16. Blankson, A.N., Dipeolu, A., **Storlie, C.A.**, Woo, H., & Hargrave, S. (2015). Moderated mediation in career development research. *Counseling Outcome Research & Evaluation*. (online first Feb. 2015) doi: 10.1177/2150137815569299
17. Dipeolu, A., **Storlie, C.A.**, & Johnson, C.A. (2015). College students with high functioning Autism Spectrum Disorder: Best practices for successful transition to the world of work. *Journal of College Counseling*, 18, 175-196. doi: 10.1002/jocc.12013
18. **Storlie, C.A.** & Wood, S. M. (2014a). Developing social justice leaders through Chi Sigma Iota: A phenomenological exploration of chapter leader experiences, Part 1. *Journal of Counselor Leadership & Advocacy*, 1(2), 166-180. doi:10.1080/2326716X.2014.935984
19. **Storlie, C.A.** & Wood, S. M. (2014b). Developing social justice leaders through Chi Sigma Iota: A phenomenological exploration of chapter faculty advisor experiences, Part 2. *Journal of Counselor Leadership & Advocacy*, 1(2), 181-192. doi:10.1080/2326716X.2014.955991
20. Dipeolu, A., **Storlie, C.A.**, Hargrave, S., & Cook, R. (2014). A qualitative analysis of parents with children with reading difficulties: Insights for working with families. *The Family Journal*. doi: 10.1177/1066480714547189 (published first online August, 2014)
21. Dipeolu, A., Hargrave, S., **Storlie, C.A.** (2014). Enhancing ADHD and LD diagnostic accuracy using career instruments. *Journal of Career Development* doi:10.1177/0894845314521691 (published first online February, 2014)
22. Dipeolu, A., **Storlie, C.A.**, & Johnson, C.A. (2014). Transition to college and students with high functioning Autism Spectrum Disorder: Strategy considerations for school

counselors. *Journal of School Counseling*, 12(11). Retrieved from <http://www.jsc.montana.edu/articles/v12n11.pdf>

23. **Storlie, C.A.**, Moreno, L.S., & Portman, T.A.A. (2014). Voices of Hispanic college students: A content analysis of the qualitative research in the Hispanic Journal of Behavioral Sciences. *Hispanic Journal of Behavioral Sciences*, 1, 64-78. doi: 10.1177/0739986313510283 (published first online December, 2013)
24. Dipeolu, A., Sniatecki, J. & **Storlie, C.A.**, Hargrave, S. (2013). Dysfunctional career thoughts and attitudes as predictors of vocational identity among young adults with Attention Deficit Hyperactivity Disorder. *Journal of Vocational Behavior*, 82, 79-84.
25. **Storlie, C.A.**, & Jach, E.A. (2012). Social justice collaboration in schools: A model for working with undocumented Latino students. *Journal for Social Action in Counseling and Psychology*, 4, 99-116.
26. **Storlie, C.A.** & Smith, C.K. (2012). The effects of a wellness intervention in supervision. *The Clinical Supervisor*, 31, 228-239. doi: 10.1080/07325223.2013.732504
27. **Storlie, C.A.**, Woo, H., Heo, N., & Self, T. (2012). The case of Lucinda; ACA doctoral ethics competition. *Ideas and research you can use: VISTAS 2012*. Retrieved from: www.counseling.org/Resources/Library/VISTAS/vistas12/Article_30.pdf - 2012-07-17
28. **Storlie, C.A.** (2011). Career development for all students: School counselor advocacy with undocumented immigrant youth. *School Counseling Research & Practice*, 3, 35-42.

BOOK CHAPTERS

1. **Storlie, C.A.**, Saunders, J. L., Bryant, R. M., and Durodoye, B. (In press). Leadership: Biased based bullying-The case of Miguel. In C. Wood, T. Portman, and L. Tyson, *Critical Incidents in School Counseling, 3rd Ed.* American Counseling Association: Alexandria, VA
2. **Storlie, C.A.**, & Byrd, J. (2016). Tools to connect: Card sorts with Latino/a clients. In *Postmodern Approaches to Multicultural Career Counseling: From Theory to Practice*, by L.A. Busacca & M.C. Rehfuss. American Counseling Association: Alexandria, VA.
3. **Storlie, C.A.** (In review). Multicultural supervision in the field. In *Handbook of Multicultural Supervision in the Helping Professions* by M.T. Garrett, T.A.A. Portman, and E. Torres-Rivera. American Counseling Association.

INVITED WEB MAGAZINE PUBLICATIONS

1. **Storlie, C.A.** (2016). Rapid changes: Embracing the racial and cultural diversity of each

learner. *The Principal Navigator* (official magazine for Ohio Association of Elementary School Administrators). Retrieved from:

https://issuu.com/ohaesa/docs/fall_navigator_2016_final_low_res_f

2. **Storlie, C.A.** (2015). Revisiting career challenges and reviving hope while career counseling undocumented Latino youth. *Career Convergence* (official magazine for the National Career Development Association). Retrieved from: http://associationdatabase.com/aws/NCDA/pt/sd/news_article/110891/PARENT/CC_layout_details/false

REFEREED JOURNAL ARTICLES (IN REVIEW/REVISION)

**Identifies professional writing projects with graduate doctoral students*

1. **Storlie, C.A., *Giegerich, V., Stoner-Harris, T. & Byrd, J.** (In revision). Conceptual metaphors in internship: Creative journeys in counselor development. *Journal of Creativity in Mental Health.*
2. **Storlie, C.A., Albritton, K., Cureton, J. L., & Byrd, J.** (In review). Male youth of color: Counseling beyond traditional career options. *Journal for Multicultural Counseling & Development.*
3. **Storlie, C.A., Chan, C., & *Vess, L.** (In review). Positive youth development in diverse students: Using the Future Career Autobiography as an intervention. *Journal for Social Action in Counseling and Psychology.*
4. ***McKinney, R., *West, E., *Fye, M., *Bradley, R. & Storlie, C.A.** (In revision). Chi Sigma Iota Chapter Faculty Advisor's experiences of professional identity. *Journal of Counselor Leadership and Advocacy.*

PEER REVIEWED PUBLICATIONS (IN PROGRESS)

**Identifies professional research/writing projects with graduate doctoral students*

1. **Storlie, C.A., Baltrinic, E. J., *Fye, M & Cox, J.** (In progress – data collected). Making room for leadership and advocacy: A qualitative exploration of site supervisors. *Journal of Counselor Leadership & Advocacy*
2. **Storlie, C.A., Lara, T., & Glavin, K.** (In progress – data analysis). Career development experiences of career navigation instructors: A phenomenological investigation. *Career Development Quarterly*
3. **Storlie, C. A. & Toomey, R. B.** (Final Write up). Understanding academic achievement in a new immigrant destination: Exploring the associations among school safety, belief in self, school engagement, and academic success. *Journal of Adolescence.*
4. **Storlie, C.A., Lara, T., *Unger, D., & *Duenyas, D.** (In progress – data analysis). A

grounded theory of career experiences of exploratory students. *Career Development Quarterly*.

5. Byrd, J., **Storlie, C.**, *McKinney, R. & *Eastman, R. (In progress – data analysis). Qualitative research in career and work: A content analysis of the *Career Development Quarterly and the Journal of Employment Counseling*. *Counseling Outcome Research & Evaluation*.
6. *Litam, S. D., & **Storlie, C.A.** (In progress – literature review). Creative termination in counseling. *Journal of Creativity in Mental Health*.
7. **Storlie, C.A.**, Lara, T., *McKinney, R. & *Unger, D. (Final Write Up) Using career genograms with exploratory college students: Implications for career development. *The Family Journal*
8. **Storlie, C.A.**, Woo, H., *Fink, M. & Williams, A. (In progress – data analysis). A content analysis of advocacy publications in ACA journals. *Journal of Counselor Leadership & Advocacy*.

NON REFEREED PUBLICATIONS

*Identifies professional writing projects with graduate doctoral students

1. *West, E., *Noster, C., & **Storlie, C.A.** (2015). Advocacy for equal access to mental health services. *Counselors for Social Justice Newsletter*. Retrieved at: <https://counseling-csj.org/publications/>
2. **Storlie, C.A.**, Mostade, S.J., & McDonald, C.P. (2014). Counselor community engagement: Networking to support chapters. *Chi Sigma Iota Exemplar* Retrieved at: http://c.ymcdn.com/sites/www.csi-net.org/resource/resmgr/Publications_Exemplar/Exemplar-2014-Summer.pdf
3. Dipeolu, A., **Storlie, C.A.**, & Johnson, C. (2014). Career transition planning for students with Autism Spectrum Disorders: Tips for school counselors. *Career Convergence* Retrieved from: http://www.ncda.org/aws/NCDA/pt/sd/news_article/89947/_PARENT/layout_details_cc/false
4. Dipeolu, A., & **Storlie, C.A.** (2013). Transitioning college students with Asperger's Syndrome to the world of work: Implications for career counselors. *Career Convergence*, Retrieved from: http://associationdatabase.com/aws/NCDA/pt/sd/news_article/71797/_PARENT/layout_details_cc/false
5. **Storlie, C.A.** (2012). How can Chi Sigma Iota advance research and scholarship in the counseling profession? *Chi Sigma Iota Exemplar*, 27 (3), 5.

6. **Storlie, C.A.** (2011). Humanistic counselor education: Lessons learned by doctoral students. *Association of Humanistic Counseling Newsletter, 1* (1), 13-14.
7. **Storlie, C.A.** (2011). The challenge of career counseling undocumented immigrant youth. *Career Convergence*, Retrieved from: http://associationdatabase.com/aws/NCDA/pt/sd/news_article/52966/PARENT/layout_details_cc/false
8. **Storlie, C.A., & Rashid, G.J.** (2011). Re-engagement after reactivating a Chi Sigma Iota chapter. *Chi Sigma Iota Exemplar, 26* (2), 8.

EXTERNAL FUNDING

2016-2017 Martha Holden Jennings Foundation, Open Grant for Teaching Excellence
 Focus: *Transforming Science and Career Development*
 PI: **Cassandra Storlie, Ph.D.** & Bridget Mulvey, Ph.D.
 Amount Requested: \$15,590
 Submitted: April 2017
Awarded: \$15,590

Lakeland Foundation & Painesville Community Funders
 Focus: *Project El Sueno: Improving Graduation Rates of Latino Students in Painesville City Local Schools*
 Invited PI: **Cassandra Storlie, Ph.D.**
 Draft Budget Proposed 2/2017: \$5 million over 5 years
 Continued Budget and Planning Development at this time

Ohio Department of Education
 Focus: *Earth Systems Science for Improving Teacher Quality*
 PI: Bridget Mulvey, Ph.D. & J. Curtis, Ph.D.
Key Personnel: Cassandra A. Storlie, Ph.D.
 *Role as advisor to improve teacher support of marginalized youth.
 Amount Requested: \$120,152
 Submitted: November 2016
Awarded: \$109,881.03

LOI – National Science Foundation
 Focus: *Graduate Certificate in Diversity and Inclusion for STEM*
 PI: Ruth Washington, Ph.D., Co-PI's: Dana Lawless, Ph.D., Mandy Munro-Stasiuk, Ph.D., Melody Tankersely, Ph.D., Kamesha Spates, Ph.D., & **Cassandra Storlie, Ph.D.**
 Amount Requested: \$500,000
 Submitted: Feb 2017
Awaiting Response

Chi Sigma Iota, International – Excellence in Research Grant

Focus: *Counselor Educators & Supervisors Integration of Wellness*
 PI's: Marissa Fye, Vicki Giegerich, Stacey Litam, Phoenix Mussalow
 Research Supervisor: **Cassandra A. Storlie, Ph.D.**, *Chapter Faculty Advisor, Kappa Sigma Upsilon*
 Amount requested: \$2500
 Submitted: November 2016
Not Awarded

2015-2016 The Lubrizol Fund, Painesville, Ohio
 Focus: *A Collaborative Science Initiative with Kent State University and Six Lake/Geauga School Districts*
 PI: **Cassandra A. Storlie, Ph.D.**; Co-PI: Bridget Mulvey, Ph.D.
 Amount Requested: \$5,000
 Submitted: March 2016
Awarded: \$3,000

RGK Foundation
 Focus: *Strategic Planning and Coordination for Family Resource Center Services in Painesville City Local Schools*
 PI: **Cassandra A. Storlie, Ph.D.**
 Amount Requested: \$25,968.29
 Submitted: February 2016
Not funded

The Roddick Fund, Painesville, Ohio
 Focus: *Supporting College Access for Underrepresented Students in the Painesville City Local School District*
 PI: **Cassandra A. Storlie, Ph.D.**
 Amount Requested: \$10,000
 Submitted: November 2015
Not funded

Spencer Foundation, Small Research Grant
 Focus: *From Root to STEM: Investigating Culturally Inclusive Science Education in a Low-Income, Urban Middle School*
 PI: **Cassandra A. Storlie, Ph.D.** Co-PI: Bridget Mulvey, Ph.D.
 Amount requested: \$48,000
 Submitted: November 2015
Not funded

Farris Family Fellowship for Pre-Tenured Professors
 Focus: *Exploring academic risk and mental health disparities among Latino youth in schools to decrease social and cultural barriers in career development*
 PI: **Cassandra A. Storlie, Ph.D.**
 Amount requested: \$24,000

Submitted: February 2016
Not funded

Martha Holden Jennings Foundation, Open Grant for Teaching Excellence
 Focus: *Transforming Science inquiry and Career Impact*
 PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Bridget Mulvey, Ph.D.
 Amount Requested: \$24,000
 Submitted: April 2016
Awarded: \$15,590

Chi Sigma Iota, International – Excellence in Research Grant
 Focus: *Professional Identity Development of Chapter Faculty Advisors*
 PI's: Rob McKinney, Erin West, Marissa Fye, Rob Bradley
 Research Mentor: **Cassandra A. Storlie, Ph.D.**, Chapter Faculty Advisor,
Kappa Sigma Upsilon
 Amount requested: \$1,000
 Submitted: December 2015
Awarded: \$500

2014-2015 Professional Research Grant Award, North Central Association for Counselor
 Education & Supervision
 Focus: *Preparing for Internship: Reflective Narratives of Counselors in
 Training*
 PI: **Cassandra A. Storlie, Ph.D.**
 Submitted: August 2014
Awarded: \$1000.00

Spencer Foundation, Small Research Grant
 Focus: *Painesville City School District: Predictors of Academic Risk and
 Resilience in a Low-Income Urban Middle & High School*
 Co-PI's: **Cassandra A. Storlie, Ph.D.** & Russell Toomey, Ph.D.
 Amount requested: \$42,414.22
 Submitted: November 2014
Not Funded

National Institute of Health, National Loan Repayment Program
 Focus: *Exploring and Identifying Barriers and Mental Health Disparities
 Among Latino Youth to Inform College and Career Readiness Programs*
 PI: **Cassandra A. Storlie, Ph.D.**
 Amount requested: \$50,000
 Submitted: November 2014
Not Funded

The Roddick Fund, Painesville, Ohio
 Focus: *The Impact of Life Role Salience and Family Values on the Career
 Readiness of Latino Students*

PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Tracy Lara, Ph.D.
 Amount Requested: \$20,000
 Submitted: March 2015
Not funded

Martha Holden Jennings Foundation, Open Grant for Deep Learning
 Focus: *Becoming Raider Ready: Improving College and Career Readiness of Middle & High School Students in Painesville City Local School District*
 PI: **Cassandra A. Storlie, Ph.D.**
 Amount Requested: \$35,370.14
 Submitted: April 2015
Funded: \$24,000

The Lubrizol Fund, Painesville, Ohio
 Focus: *Female Leadership & Career Development Academy for Painesville City High School female freshmen*
 PI: **Cassandra A. Storlie, Ph.D.**
 Amount Requested: \$15,000
 Submitted: May 2015
Not funded

INTERNAL FUNDING

2016-2017 University Research Council; SEED grant program
 Focus: *Research Initiation Award; Science Career Development for Underrepresented Undergraduate Students*
 PI: Bridget Mulvey Ph.D., Co-PI: **Cassandra Storlie, Ph.D.**
 Submitted: February 2017
 Amount Requested: \$9,972.32
Not funded

Kent State University Foundation Grant for 2017
 Focus: *Improving Multicultural Competence in Counseling Student through use of the Intercultural Developmental Inventory*
 PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Martin Jencius, Ph.D.
 Submitted: December 2016
 Amount Requested: \$8,000
Not funded

Kent State University Foundation Grant for 2017
 Focus: *Improving Excellence in College Counseling Services*
 PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Jason Miller, Ph.D.
 Submitted: December 2016
 Amount Requested: \$15,000
Not funded

Research and Sponsored Programs, Academic Year Research & Creative Activity
Appointment, Kent State University

Focus: *Science Career Development for Underrepresented Students*

PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Bridget Mulvey, Ph.D.

Submitted: September 2016

Awarded for AY 2017-2018

2015-2016 Kent State University, Pretenured Faculty Research Travel Grant
Focus: *Career Development in Painesville City Local Schools*
PI: **Cassandra A. Storlie, Ph.D.**
Awarded: \$2,000

2014-2016 Kent State University Foundation Grant for 2015-2016
Focus: *Improving Excellence in College Counseling Services*
PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Jason Miller, Ph.D.
Amount Requested: \$15,000
Submitted: December 5, 2014
Not funded

University Research Council, Kent State University

Focus: *Intercultural Development, Competency & Sensitivity among
School Personnel in Painesville City Local School District*

PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Russell Toomey, Ph.D.

Amount Requested: \$801.05

Submitted: February 25, 2015

Not Funded

2013-2014 EHHS SEED Award, Kent State University
Focus: *Career Development of Latina First Generation College Students*
PI: Cassandra A. Storlie, Ph.D.
Submitted: January 2014
Awarded: \$2471.00

Research and Sponsored Programs, Summer Research & Creative Activity
Appointment, Kent State University

Focus: *School Counselor Multicultural Competency and Self Efficacy in
Working with Latino students*

PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Russell Toomey, Ph.D.

Submitted: November 2014

Awarded: \$6500.00 (each PI awarded)

NEWS, MEDIA, WEBINARS AND INTERVIEWS

1. Interviewed for Research and Sponsored Program News (May 12, 2016). “Kent State professor finds out what motivates impoverished minority students in Painesville schools” Retrieved at: <http://www.kent.edu/kent/news/kent-state-professor-finds-out-what-motivates-impoverished-minority-students-painesville>
2. Invited Webinar Presenter (April 26, 2016). “[EHHS Research Council Webinar on qualitative research](#)” for EHHS at Kent State University.
3. Invited Webinar Presenter (April 19, 2016). “[Counselor community engagement in Chi Sigma Iota: A content analysis of advocacy activities](#)” for Chi Sigma Iota, International Honor Society for Counseling Professionals.
4. Interviewed for Scholar of the Month, Kent State University (January 4, 2016). “Scholar examines college and career readiness for Latino youth. Retrieved at: <http://www.kent.edu/kent/news/success/scholar-month-1-4-16>
5. Invited Webinar Presenter (Tuesday, February 11, 2014). “Psychopharmacology for the counseling professions – current issues and trends” Rho Upsilon, a Chapter of Chi Sigma Iota, International Honor Society for Counseling Professionals
6. Invited Webinar Presenter (Friday, September 13, 2013). “[Infusing intentionality and reflection in counselor community engagement activities: A model for chapter leaders](#)” Chi Sigma Iota, International Honor Society for Counseling Professionals
7. Interviewed for *Counseling Today* (Friday, February 8, 2013). “The importance of career counseling with undocumented Latino students: A sneak peek into ACA’s Client Focus Research Series”. Retrieved at: <http://ct.counseling.org/2013/02/the-importance-of-career-counseling-with-undocumented-latino-students-a-sneak-peek-into-acas-client-focus-research-series/>

TEACHING EXPERIENCE

Assistant Professor, Kent State University	Kent, OH
<i>Counselor Education & Supervision</i>	
Individual Counseling Procedures	Fall 2013
*Peer Teaching Review - Cox	Spring 2014
	Fall 2014
*Peer Teaching Review – Cichy	Spring 2015
Internship I for Clinical Mental Health Counseling	Fall 2013
	Spring 2014
	Summer 2017

Research in Educational Services (Counseling)	Summer 2014 Fall 2014 Spring 2015 Summer 2015 Fall 2015 Spring 2016 Summer 2016 Fall 2016 Spring 2017 Summer 2017
Research in Counseling	Fall 2017
Orientation to Clinical Mental Health Counseling	Summer 2015 Summer 2016 Summer 2017
Doctoral Internship in Counselor Education & Supervision	Fall 2015 Spring 2016 Fall 2016 Spring 2017 Fall 2017
*Peer Teaching Review – Anhalt	
*Peer Teaching Review – Richardson	
Multicultural Counseling	Summer 2016
*Peer Teaching Review - Boske	
Adjunct Professor, Western Illinois University	Moline, IL
<i>Department of Counseling</i>	
Psychopharmacology for Counseling Professionals	Spring 2012
Instructor, The University of Iowa	Iowa City, IA
<i>Department of Rehabilitation and Counselor Education</i>	
Counseling for Related Professions	Fall 2011 Spring 2012
Instructor, Black Hawk College	Moline, IL
<i>Business and Community Education</i>	
Physical & Psychological Effects of Stress	Fall 2008
Understanding an Adolescent's World	Fall 2008
Grief and Surviving the Holidays	Fall 2009

CO-DIRECTION OF COMPLETED DISSERTATIONS

**Note that dissertations within the program of Counselor Education and Supervision at Kent State University are co-chaired and not chaired individually by a single faculty member.*

1. Dana Unger

Co-Director: Steve Rainey, Ph.D.

Topic: *Job Satisfaction Among School Counselors*

Start of Co-Direction: Fall 2015

Proposal Defense: Fall 2016; Defense date: June 24, 2017

Graduated August 2017

CO-DIRECTION OF DISSERTATIONS

**Note that dissertations within the program of Counselor Education and Supervision at Kent State University are co-chaired and not chaired individually by a single faculty member.*

1. Doctoral Candidate: Jeanne Taylor

Co-Director: Betsy Page, Ph.D.

Topic: *Facilitating Narrative Change Processes Through the Use of Pictorial Narratives: A Phenomenological Study*

Start of Co-Direction: Summer 2015

Proposal Defense: Spring 2017, candidate currently in data collection

2. Doctoral Candidate: Jennifer Yensel

Co-Director: Cynthia Osborn, Ph.D.

Topic: *Female Counselor Educators Earning Tenure While Having Young Children*

Start of Co-Direction: Summer 2015

Proposal Defense: Fall 2016, candidate currently in data collection

3. Doctoral Candidate: Shawn Burton

Co-Director: Steve Rainey, Ph.D.

Topic: *Coming Out Process for College Students with Heterosexual Roommates*

Start of Co-Direction: Fall 2015, candidate in pre-proposal stage.

4. Doctoral Candidate: Robert McKinney

Co-Director: Steve Rainey, Ph.D.

Topic: *Christianity Experiences of Gay Males*

Start of Co-Direction: Summer 2016

Proposal Defense: Spring, 2017, candidate currently in data collection

5. Doctoral Candidate: Robin Archer

Co-Director: Steve Rainey, Ph.D.

Topic: *Clinical Supervision Needs of Rural Counselors Working with Suicidal Clients*

Start of Co-Direction: Fall 2016, candidate in pre-proposal stage.

DISSERTATION COMMITTEES OUTSIDE COUNSELOR EDUCATION & SUPERVISION

1. Doctoral Candidate in Health Education & Promotion: Rachel O'Donnell
Topic: *Young Male Empathy and Consent Prior to Sexual Engagements*
Start of Committee Membership: Fall 2016

GRADUATE FACULTY REPRESENTATIVE FOR EHHS

1. Doctoral Candidate in Curriculum & Instruction (TESL): Natasha H. Chenowith
Topic: *A Multicase Study of Second Language Writing Instruction for Emergent Multilingual Adolescents*
Defense: March 22, 2017

SENIOR HONORS THESIS COMMITTEE

1. Senior Honors Thesis Candidate: Natalia Alicea Roman
Topic: *Career and College Needs of Latinas*
Start of Committee Membership: Fall 2016
Defense: April 12, 2017

PEER REVIEWED PROFESSIONAL PRESENTATIONS

** Identifies presentation with KSU students*

1. **Storlie, C.A., & Mulvey, B.K.** (March, 2017). Building on best practices in Latino career development; Engaging science teachers as change agents. Educational session at the Ohio Latino Education Summit in Cincinnati, Ohio.
2. **Storlie, C.A.** (March, 2017). Fostering a safe learning environment for Latino students in Ohio. Roundtable session at the Ohio Latino Education Summit in Cincinnati, Ohio.
3. **Woo, H., & Storlie, C.A.** (March, 2017). Professional identity development of counseling leaders. Presentation at the American Counseling Association National Conference, San Francisco, CA.
4. **Hayden, S., Friday, A., Morgan, L., & Storlie, C.A.** (March, 2017). Intersections of career and self concept; A NCDA sponsored educational session presented at the American Counseling Association National Conference, San Francisco, CA.
5. **Storlie, C.A.** (October, 2016). Innovation hour; Advocacy in counselor education. Round table session presented at the North Central Association for Counselor Education and Supervision Conference, Minneapolis, MN.
6. **Storlie, C.A., *McKinney, R. & *Giegerich, V.** (October, 2016). Examining counselor's

- development through conceptual metaphors. Education session presented at the North Central Association for Counselor Education and Supervision Conference, Minneapolis, MN.
7. *McKinney, R., & Storlie, C.A. (October, 2016). Illuminating and educating on intrapersonal spiritual conflict with gay males. Education session presented at the North Central Association for Counselor Education and Supervision Conference, Minneapolis, MN.
 8. Storlie, C.A., Lara Hilton, T., & *McKinney, R. (June, 2016). Using career genograms to support young adult development: A grounded theory. Roundtable session to be presented at the National Career Development Association Global Conference in Chicago, IL.
 9. Storlie, C.A. & *McKinney, R. (April, 2016). Narrative career insights: Using career genograms with exploratory students. Roundtable session at the American Counseling Association Conference and Exposition, Montreal, Canada.
 10. *McKinney, R., *West, E., & Storlie, C.A. (April, 2016). Professional identity experiences of chapter faculty advisors. CSI Poster session at the American Counseling Association Conference and Exposition, Montreal, Canada.
 11. Storlie, C.A. (March, 2016). Enhancing college and career readiness among Ohio's Latino youth. Education session presented at the Ohio Latino Education Summit, Toledo, OH.
 12. Storlie, C.A. (October, 2015). Exploring the career development of Latina first generation college students: Informing culturally relevant practice. Poster session presented at the Association for Counselor Education and Supervision conference, Philadelphia, PA.
 13. Storlie, C.A. (October, 2015). Preparing for internship: Reflective narratives of counselors in training. Poster session presented at the Association for Counselor Education and Supervision conference, Philadelphia, PA.
 14. Storlie, C.A. & Cox, J.A. (November, 2015). Making room for leadership and advocacy: A qualitative analysis of site supervisors. Educational session presented at the All Ohio Counselors Conference.
 15. Storlie, C.A., Lara, T., & *Savickas, S. (July, 2015). Career narratives of African American female college students: Illuminating career insights. Roundtable session presented at the National Career Development Association Global Conference in Denver, CO.
 16. Storlie, C.A. (July, 2015). Where do I fit? Qualitative insights of Latina first generation college students. Roundtable session presented at the National Career Development Association Global Conference in Denver, CO.

17. **Storlie, C.A. & Mostade, S.J.** (June, 2015). Cultural trailblazers: Exploring the career development of Latina first generation college students. Content session presented at the Association for Humanistic Counseling Annual Conference, in Cleveland, OH.
18. **Storlie, C.A.** (June, 2015). School counselor perceptions of systemic barriers affecting Latino students: Implications for humanistic counseling. Roundtable session presented at The Association for Humanistic Counseling Annual Conference, in Cleveland, OH.
19. **Storlie, C.A.** (March, 2015). Exploring school counselor advocacy in the career development of undocumented Latino students. Educational session to be presented at the Ohio Latino Education Summit in Akron, OH.
20. **Storlie, C.A., & Mostade, J.S.** (October, 2014). Exploring the career development of Latina first generation college students. Educational content session presented at the North Central Association for Counselor Education & Supervision Conference in St. Louis, MO.
21. *West, E., *Smith, H., **Storlie, C.A., & Guillot-Miller, L.** (October, 2014). Collaboration in CES: Engaging PSC and CMHC students to inform counseling practice. Roundtable session presented at the North Central Association for Counselor Education & Supervision Conference in St. Louis, MO.
22. **Storlie, C.A. & Stoner-Harris, T.** (October, 2014). CFA networking and training. Educational content session presented a the North Central Association for Counselor Education & Supervision Conference in St. Louis, MO.
23. **Storlie, C.A.** (June, 2014). Undocumented Latino youth: A qualitative analysis of career counseling among school counselors. Educational session presented at the National Career Development Association Global Conference in Long Beach, CA.
24. **Storlie, C.A.** (June, 2014). Linking career and social justice: Advocacy for the career Development of undocumented Latino youth. Roundtable session presented at the National Career Development Association Global Conference in Long Beach, CA.
25. **Storlie, C.A.** (October, 2013). Enhancing the career development of undocumented Latino students: A qualitative analysis of school counselors. Educational Session presented at the Association for Counselor Education and Supervision National Conference, Denver, CO.
26. **Storlie, C.A.** (October, 2013). Models of excellence in leadership development: The role of social justice in CSI chapters. Poster Session presented at the Association for Counselor Education and Supervision National Conference, Denver, CO.
27. **Storlie, C.A.** (October, 2012). Challenges in career counseling undocumented Latino students. Educational session presented at North Central Association for Counselor Education and Supervision Conference in Kansas City, MO.

28. **Storlie, C.A. & Nikels, H.** (October, 2012). Teaching strategies for infusing ethical discussions in psychopharmacology. Roundtable session presented at North Central Association for Counselor Education and Supervision Conference in Kansas City, MO.
29. Parker, M., Woo, H., & **Storlie, C.A.** (October, 2012). Multicultural leadership development in counselor education and supervision programs: A qualitative analysis of emerging leaders. Educational session presented at North Central Association for Counselor Education and Supervision Conference in Kansas City, MO.
30. **Storlie, C.A.** (March, 2012). Challenges and strategies in career counseling undocumented immigrant youth. Educational session presented at the American Counseling Association Conference and Exposition; San Francisco, CA.
31. Rashid, G., **Storlie, C.A.**, Lee, J.H., & Thompson-Gillespie, L. (March, 2012). Promoting global counseling through Chi Sigma Iota engagement. Poster presentation at the American Counseling Association Conference and Exposition; San Francisco, CA.
32. Parker, M., **Storlie, C.A.**, Woo, H. (January, 2012). Multicultural leadership development of 2011ACES emerging leaders. Martin Luther King Jr. Research Symposium; The University of Iowa: Iowa City, IA.
33. **Storlie, C.A.** (November, 2011). Career counseling with undocumented immigrant youth: Challenges and solutions. Educational session at the Iowa School Counselors Association state conference: Des Moines, IA.
34. **Storlie, C.A.** (October, 2011). Enhancing the supervisory relationship using wellness approaches. Roundtable discussion at the Association for Counselor Education and Supervision Conference: Nashville, TN.
35. Bounds, P., & **Storlie, C.A.** (October, 2011). Chi Sigma Iota; Enhancing leadership opportunities for minority women in counseling professions. Educational session. Association for Counselor Education and Supervision Conference; Nashville, TN.
36. Jach, E., & **Storlie, C.A.** (July, 2011). Social justice in schools: A model for working with undocumented students. Iowa Area Social Justice Meet Up. Educational session at The University of Iowa: Iowa City, IA.
37. **Storlie, C.A.** (April, 2011). Working with undocumented immigrant youth: What teachers and counselors need to know. Beyond Tolerance Diversity Conference; Educational Session at The University of Iowa: Iowa City, IA.
38. **Storlie, C.A.**, & Smith, C.K. (March, 2011). Wellness in supervision; Enhancing the supervisory relationship. American Counseling Association Conference and Exposition. Poster Session: New Orleans, LA.

39. **Storlie, C.A., & Parker, M., & Woo, H.** (March, 2011). Preventing vicarious trauma; A wellness approach. American Counseling Association Conference and Exposition; Poster Session: New Orleans, LA.
40. **Bounds, P., Wood, S., Bacon, L.S., Lin, Y., Rashid, G., Smith, C., Stoner-Harris, T., Putman, K., & Storlie, C.A.** (March, 2011). Transforming a new generation of scholars into researchers! American Counseling Association Conference and Exposition; Poster Session: New Orleans, LA.
41. **Storlie, C.A., Parker, M., Bounds, P., & Turner, D.** (January, 2011). Survival of the fittest; Stories of determination and resiliency. Martin Luther King Jr. Research Symposium; The University of Iowa: Iowa City, IA.
42. **Storlie, C.A., Biggers, M., & Lu, J.** (November, 2010). How does higher education improve the retention of their doctoral students? Critical Questions in Education Conference; Content Session, The Academy for Educational Studies: Chicago, IL.
43. **Storlie, C.A.** (October, 2010). Vicarious traumatization of students: Prevention strategies for faculty and supervisors. North Central Association for Counselors Educators & Supervisors conference. Roundtable discussion: Itasca, IL.

INVITED PROFESSIONAL PRESENTATIONS

1. **Storlie, C.A.** (June, 2017). Key elements of success for Latin@s in U.S. schools. Education Session presented at Supporting English Learners in the Classroom, Northeast Ohio ACHIEVE conference, Uniontown, Ohio.
2. **Storlie, C.A.** (April, 2017). Invited keynote speaker for Youngstown State University's Chi Sigma Iota Initiation ceremony. Youngstown State University, Youngstown, OH.
3. **Storlie, C.A.** (November 2016). Invited workshop presentation on Grounded Theory and Phenomenology in Dr. Tricia Niesz's class. Kent State University
4. **Storlie, C.A. & Stoner-Harris, T.** (October, 2016). Chi Sigma Iota Chapter Faculty Advisors training. Education session presented at the North Central Association for Counselor Education and Supervision, Minneapolis, MN.
5. **Storlie, C.A.** (March, 2016). Best practice preview: College and career readiness among Ohio's Latino youth. Invited speaker for Ohio Latino Education Summit, Toledo, OH.
6. **Storlie, C.A. & McKinney, R.** (October, 2015). Understanding the impact of culture and poverty on career development. Invited presentation for Lake/Geauga Educational Assistance Program.
7. **Storlie, C.A.** (September, 2015). College and career readiness: Enhancing student success at

PCLSD. Invited trainer for Painesville City Local School District.

8. **Storlie, C.A.** (August, 2015). New teacher training for PCLSD: Understanding Latino youth. Invited trainer for Painesville City Local School District.
9. **Storlie, C.A., Fye, M*., & Spence, K*.** (March, 2015). Multicultural sensitivity among impoverished, Latino youth. Invited trainer for Painesville City Local School District.
10. **Storlie, C.A.** (March, 2015). Invited keynote speaker for Georgia State University's Chi Sigma Iota Initiation ceremony. Georgia State University, Atlanta, GA.
11. **Storlie, C.A.** (September, 2014). Psychopharmacology in the counseling profession: Current trends and considerations. Invited presenter for CHDS CEU series, Kent State University, Kent, OH.
12. **Storlie, C.A.** (April, 2013). Psychopharmacology in the counseling profession: Current trends and considerations. Invited presenter for educational session at the Iowa Mental Health Counselors Association Annual Conference; Des Moines, IA.
13. **Storlie, C.A.** (March, 2013). Career counseling with undocumented Latino youth: A qualitative analysis of school counselors. Invited research educational session presented at the American Counseling Association Conference and Exposition; Cincinnati, OH.
14. **Storlie, C.A.** (July, 2012). Proposed revisions to the DSM 5: Inside information for counselors in training. Invited lecture at Western Illinois University in Moline, IL.
15. **Storlie, C.A.** (July, 2012). Suicide assessment: Myths and facts. Invited lecture presented to Family Resources Domestic Violence & Rape and Sexual Assault Program staff at Brown Makie College in Davenport, IA.
16. **Storlie, C.A.** (June, 2012). Ethical dilemmas in mental health counseling. Invited guest lecture at Western Illinois University in Moline, IL.
17. **Storlie, C.A.** (November, 2010). Roles and responsibilities of counselors working with couples and families. Invited guest lecture for Counseling for Related Professions; The University of Iowa, Iowa City, IA.
18. **Storlie, C.A.** (September, 2009). Enhance teambuilding and respect in the workplace. Presented for Genesis Health System: Davenport, IA.
19. **Storlie, C.A.** (August, 2009). Dealing with angry consumers. Presented for the City of East Moline: East Moline, IL.
20. **Storlie, C.A.** (August, 2009). Maintaining a drug and alcohol free workplace. Presented for the City of East Moline: East Moline, IL.

21. **Storlie, C.A.** (August, 2009). Customers first. Presented for Xenotronics Company, Davenport, IA. and Metropolitan Airport Authority: Moline, IL.
22. **Storlie, C.A.** (May-July, 2009). Teambuilding with employees. Presented for Iowa Plastic Surgery, Davenport, IA; Mississippi Bend AEA #9, Bettendorf, IA; Moline Housing Authority, Moline, IL; Muscatine Center for Social Action, Muscatine, IA.
23. **Storlie, C.A.** (May, 2009). Working in a multigenerational environment. Presented for the Diocese of Davenport Personnel: Davenport, IA.
24. **Storlie, C.A.** (February, 2009). Decreasing workplace stress. Presented for Illinois Quad City Chamber of Commerce, Moline, IL; Mercer County Hospital Management Personnel, Aledo, IL.
25. **Storlie, C.A.** (February, 2009). Decreasing workplace violence. Presented for the Kahl Home for the Aged: Davenport, IA.
26. **Storlie, C.A.** (November, 2008). Depression and the older adult: Assessment and referral. Presented for Generations Area Agency on Aging: Davenport, IA.
27. **Storlie, C.A.** (August, 2008). Caregiver stress. Presented for Genesis Health System Visiting Nurses Association: Bettendorf, IA.
28. **Storlie, C.A.** (July, 2008 and July 2007). Psychopharmacology: Medications and children. Invited guest lecture, Western Illinois University: Moline, IL.

PROFESSIONAL COUNSELING EXPERIENCE

Licensed Professional Clinical Counselor with Supervisory Designation, Private Practice

2/17 – present Healing Strides Counseling Services, LLC
155 E. Erie Street, Ste. 301 Kent, OH 44240

Professional Clinical Counselor, Adolescent Residential Treatment (Contract)

8/08 – 9/09 Family Resources Inc., 2800 Eastern Avenue, Davenport, IA.

Mental Health Counselor, Employee Assistance Program

5/08- 9/09 Genesis Health System, 4455 E. 56th Street, Davenport, IA.

Professional Clinical Counselor, Employee Assistance Program (Contract)

4/05-5/08 Precedence, Inc. 3416 Blackhawk Road Suite 102, Rock Island, IL.

Director, Inpatient Behavioral Health and Substance Abuse Services

11/06-5/08 Robert Young Center for Community Mental Health, 2701 17th Street,
Rock Island, IL

Clinical Manager, Community Support Program

4/05-11/06 Robert Young Center for Community Mental Health, 2200 3rd Avenue,
Rock Island, IL

Counselor, Crisis Intervention and Diagnostician, Access Center

8/04-4/05 Robert Young Center for Community Mental Health, 2701 17th Street,
Rock Island, IL

PRACTICUM AND INTERNSHIP EXPERIENCES**Chi Sigma Iota, International Leadership Internship**

Completed 100 hour leadership internship during the 2012-2013 Academic Year
Assigned Mentor: Jane Myers, Ph.D., University of North Carolina, Greensboro

School Counseling Advanced Internship

Spring 2012: Wittenmyer Learning Center K-12 Alternative School, Davenport, IA.
Completed a 340 hour internship as a requirement for a CACREP approved doctoral
degree in Counselor Education & Supervision

Advanced Supervision Practicum

Fall 2011: The University of Iowa School Counseling Program, Iowa City, IA.
Completed a supervision practicum as required for a CACREP approved doctoral degree
in counselor education and supervision.

School Counseling Advanced Practicum

Fall 2011: Garfield Elementary School K-5 (RAMP program) Davenport, IA. Completed
a 160 hour Practicum as a requirement for a CACREP approved doctoral degree in
Counselor Education & Supervision

Community Counseling Practicum and Internship

Fall 2003-Spring 2004: Robert Young Center for Community Mental Health, Rock
Island, IL. Completed a 150 hour practicum (Adult Mental Health Inpatient) and a 600
hour internship (Women's Intensive Outpatient, Substance Abuse) as requirements for a
CACREP approved master's degree in community counseling.

COMMITTEE MEMBERSHIP & LEADERSHIP

2017-2018 President Elect, North Central Association for Counselor Education &
Supervision
Secretary, Chi Sigma Iota International
Member, Diversity Committee, College of EHHS, Kent State University
Member, Latino Networking Caucus

2016-2017 Member: Ohio Counseling Association, Leadership Development Committee
Past Secretary: North Central Association for Counselor Education & Supervision

President Elect-Elect: North Central Association for Counselor Education & Supervision

Secretary: Chi Sigma Iota, International

Chair: Publications Committee, Chi Sigma Iota, International

Member, Diversity Committee, College of EHHS, Kent State University

Member, Latino Networking Caucus, Kent State University

Member, LDES School Director Review Committee

Chair, Advocacy Interest Network, Association for Counselor Education and Supervision

- 2015-2016** Member, Ohio Counseling Association, Leadership Development Committee
 Member, American Counseling Association Professional Advocacy Taskforce
Secretary, North Central Association for Counselor Education & Supervision
 Secretary- Elect, Chi Sigma Iota, International
Chair, Counselor Community Engagement Committee, Chi Sigma Iota, International
Member, Diversity Committee, College of EHHS, Kent State University
 Member, Latino Networking Caucus, Kent State University
Chair, Advocacy Interest Network, Association for Counselor Education and Supervision
- 2014-2015** Secretary-Elect, North Central Association for Counselor Education & Supervision
Chair, Counselor Community Engagement Committee, Chi Sigma Iota International
Member, Diversity Committee, College of EHHS, Kent State University
 Member, Latino Networking Caucus, Kent State University
Member, Ohio Counseling Association, Leadership Development Committee
Chair, Advocacy Interest Network, Association for Counselor Education and Supervision
- 2013-2014** Chair, Advocacy Interest Network, Association for Counselor Education and Supervision
 Member, Search Committee for School Psychology at Kent State University
 Member, Search Committee for Higher Education Administration at Kent State University
 Member, Latino Networking Caucus, Kent State University
- 2012-2013** Member, Steering Committee, ACA of Iowa
 Member, Counselor Community Engagement Committee, Chi Sigma Iota
 Member, Publications Committee, Chi Sigma Iota International
 Member, Leadership Taskforce, Chi Sigma Iota International
 Past President, Rho Upsilon Chapter of CSI at The University of Iowa
 Member, College of Education I-Fellows, The University of Iowa
 Member, College of Education Diversity Committee, The University of Iowa

- 2011-2012** President, Chi Sigma Iota Rho Upsilon at The University of Iowa
 Member, Graduate Student Senate, The University of Iowa
 Member, Graduate Student Executive Committee, The University of Iowa
 Member, College of Education Diversity Committee, The University of Iowa
 Member, Academic Mentoring Committee, The University of Iowa
 Member, College of Education Speaker Series Committee, The University of Iowa
 Member, College of Education I-Fellows, The University of Iowa
- 2010-2011** President Elect, Rho Upsilon chapter of CSI, The University of Iowa
 Chair, ACA Ethics Competition Committee, The University of Iowa
 Member, College of Education I-Fellows, The University of Iowa
 Member, Graduate Student Enrichment Committee, The University of Iowa
 Member, College of Education Speaker Series Committee, The University of Iowa
- 2009-2010** Member, College of Education I-Fellows The University of Iowa
 Member, Chi Sigma Iota Rho Upsilon, The University of Iowa
- 2006-2008** Member, Community Hospital Inpatient Psychiatric Services Director Committee (CHIPSC Director), Region 3- State of Illinois
 Member, Robert Young Center for Community Mental Health's Operations Team
 Member, Robert Young Center for Community Mental Health's Quality Assurance
 Member, Robert Young Center for Community Mental Health's Failure Modes and Effects Analysis Team
 Member, Robert Young Center for Community Mental Health's Psychiatric Section Committee Member
- 2005-2008** Member, Trinity Regional Health System's Patient Care Leadership Team,
 Member, Trinity Regional Health System's Suicide Risk Assessment Team
 Member, Trinity Regional Health System's Hospital Safety and Security Management Committee

PROFESSIONAL ASSOCIATIONS

American Counseling Association
 Association of Counselor Education and Supervision
 North Central Association of Counselor Education and Supervision
 Association for Multicultural Counseling and Development
 Chi Sigma Iota (CSI), International Counseling Honor Society
 National Career Development Association
 Ohio Counseling Association
 Ohio Association of Counselor Educators and Supervisors

AWARDS AND HONORS

- 2017** Awardee, *Advancing Diversity Scholarship Award*, Kent State University
 Awardee, *Mentor of the Year* from the Ohio Association for Counselor Education and Supervision
 Awardee, **Research and Creative Activity Appointment** for AY 2017-2018, Kent State University
- 2016** Scholar of the Month (January 2016), Kent State University
 Awardee, *Diversity Initiative Award*, National Career Development Association
 Invited Item Writer, Center for Credentialing and Education (NCE & CPCE)
- 2015** Awardee, *EHHS Pre-tenured Faculty Research Development Award*, \$2000
- 2014** Awardee, *North Central Association of Counselor Education & Supervision Research Grant Award*, \$1000
 Awardee, *EHHS SEED Award*, Kent State University \$2471.00
Summer Research and Creative Activity Appointment, Kent State University \$6500.00
- 2013** Awardee, *Albert Hood Promising Scholar*, The University of Iowa \$1000.00
 Awardee, Counselor Education Professional Development Award, The University of Iowa \$565.00
- 2012** Research Grant Recipient, Association for Counselor Education and Supervision \$1000.00
 Research Grant Recipient, Excellence in Counseling Research Grant, CSI \$500.00
 Leadership Intern (2012-2013), Chi Sigma Iota International
 Awardee, Dean's Graduate Student Travel Award, The University of Iowa \$300.00
 Awardee, Audrey Qualls Travel Fund, The University of Iowa \$300.00
 Awardee, Executive Council of Graduate & Professional Students, The University of Iowa \$400.00
- 2011** Grant Recipient, Rho Upsilon Chapter Development Grant, CSI International \$100.00
 Emerging Leader Fellowship, Association for Counselor Education and Supervision
 First Place, American Counseling Association Ethics Competition – Doctoral Team
 Awardee, Graduate Student Senate Travel Fund, The University of Iowa \$300.00
 Awardee, Audrey Qualls Travel Fund, The University of Iowa \$300.00
 Awardee, Exceptional Graduate Student, College of Education at The University of Iowa
- 2010** Student Research Award, North Central Association for Counselor Education and Supervision \$1000.00
- 2009** Dean's Graduate Fellowship, The University of Iowa (Four Year Doctoral Fellowship)
- 2007** Quad City Area Leader Under 40, The Chamber of Commerce of the Quad Cities

- 2006** Trinity Regional Health System, Leadership Institute Candidate
- 2004** Chi Sigma Iota, Xi Chapter President, Western Illinois University
- 2002** President's Minority Graduate Access Program Award, Western Illinois University
(Two Year Award)
- 2001** Geraldine Stickler Award for Excellence in Psychology, Augustana College
- 1998** Excellence First Award, Trinity Regional Health System; Model of Excellence Award,
Trinity Regional Health System; Psi Beta Honoree, Phi Theta Kappa Honoree

INVITED GUEST EDITOR

- 2015-2016** *Journal of Counselor Preparation and Supervision*
Special Issue on School Counselor Preparation
Guest Editor with Dr. Michael Hannon, Montclair State University

JOURNAL REVIEWER, AD HOC

- 2015-Present** *Journal of Vocational Behavior*
Journal of Adolescent Research
Journal of Counselor Practice
Counseling Outcome Research and Practice
- 2014-2015** *Journal of Vocational Behavior*
Journal of Adolescent Research
Journal of Career Development
- 2013-2015** *International Journal of Vocational and Technical Education*
Journal of Vocational Behavior

INVITED REVIEWER FOR SPECIAL EDITION

- 2014-2015** *Career Planning and Adult Development Journal*
- *Career & Individuals with Disabilities*
Guest Editor: Abiola Dipeolu, Ph.D., L.P.

EDITORIAL BOARD MEMBER

- 2014-Present** *Journal of Counselor Preparation and Supervision*
Journal of Counselor Practice

VOLUNTEER EXPERIENCE AND SERVICE

- 2017** Secretary, Executive Council of Chi Sigma Iota International Honor Society
 Faculty Mentor, McNair Scholars Program, Kent State University
Speaker, Kent State University's Karamu Ya Wahitimu / Celebracion de los Graduados
Chapter Faculty Advisor, Kappa Sigma Upsilon chapter of Chi Sigma Iota
Chair, Advocacy Interest Network, Association for Counselor Education & Supervision
 Chair, CES Scholarship Committee
 Chair, Leadership & Advocacy Committee for Doctoral Course Development
Member, Leadership Development Taskforce, Ohio Counseling Association
 Panelist, Advisory Board Presentation for Diversity Equity and Inclusion, Kent State University
 Reviewer, American Counseling Association Conference Proposals
- 2016** Secretary, Executive Council of Chi Sigma Iota International Honor Society
 Member, Faculty Steering Committee, McNair Scholars Program, Kent State University
Chapter Faculty Advisor, Kappa Sigma Upsilon chapter of Chi Sigma Iota
Speaker, Kent State University's Karamu Ya Wahitimu / Celebracion de los Graduados
 Reviewer, North Central Association for Counselor Education & Supervision Program Proposals
 Reviewer, American Counseling Association Conference Proposals
 Member, Leadership Development Taskforce, Ohio Counseling Association
Chair, Advocacy Interest Network, Association for Counselor Education & Supervision
 Chair, CES Scholarship Committee
 Coordinator, Diversity Visit with Janice Byrd, CES faculty starting Spring 2017
 Co-Coordinator, Conference Program for NCACES conference
- 2015** Faculty Mentor, McNair Scholars Program, Kent State University
 Member, Faculty Steering Committee, McNairs Scholars Program, Kent State University
Member, Leadership Development Taskforce, Ohio Counseling Association
 Chair, Counselor Community Engagement Committee, CSI International
Secretary, North Central Association for Counselor Education & Supervision
Chair, Advocacy Interest Network, Association for Counselor Education & Supervision
 Chair, CES Scholarship Committee
Chapter Faculty Advisor, Kappa Sigma Upsilon chapter of Chi Sigma Iota
 Reviewer, American Counseling Association Conference Proposals
- 2014** Reviewer, American Counseling Association Conference Proposals
Member, Leadership Development Taskforce, Ohio Counseling Association
 Member, Taskforce for Educational Requirements & Licensure, Ohio Association of Counselor Education & Supervision
 Reviewer, All Ohio Counselors Conference Program Proposals, Ohio Counseling Association
 Reviewer, North Central Association for Counselor Education & Supervision Program Proposals
Chapter Faculty Advisor, Kappa Sigma Upsilon chapter of Chi Sigma Iota
 Reviewer, Leadership Essay Contest, Chi Sigma Iota, International
Community Mental Health Expert – BA to MD KSU/NEOMED program

Chair, Counselor Community Engagement Committee, Chi Sigma Iota International
Chair, Advocacy Interest Network, Association for Counselor Education & Supervision

- 2013** Chapter Faculty Advisor, Kappa Sigma Upsilon chapter of Chi Sigma Iota
 Grant Reviewer, Chi Sigma Iota Chapter Grants
 Chair, Ethics Committee, Iowa Mental Health Counselors Association
 Reviewer, Program Proposals, Association for Counselor Education and Supervision
 Reviewer, American Counseling Association Conference Proposals
 Volunteer, Iowa Mental Health Counselors Association Annual Conference
 Volunteer, Chi Sigma Iota International CSI Days at the ACA national conference
- 2012** Chair, Ethics Committee, Iowa Mental Health Counselors Association
 Chair, Ethics Committee, ACA Mid-Western Region
 Volunteer, Iowa Mental Health Counselors Association Annual Conference
 Volunteer, Martin Luther King Jr. Diversity Symposium, The University of Iowa
 Co-Editor, Chi Sigma Iota Rho Upsilon Newsletter
 Member, Fundraising Committee, Cystic Fibrosis Foundation Moline, IL
 Reviewer, Counselor's Bookshelf, Chi Sigma Iota, International
 Grant Reviewer, Chi Sigma Iota, International
 Reviewer, North Central Association for Counselor Education & Supervision Program
 Proposals
 Reviewer, American Counseling Association Conference Proposals
- 2011** Volunteer, Association for Counselor Education & Supervision National Conference
 Member, Fundraising Committee, Cystic Fibrosis Foundation Moline, IL
 Fundraising Volunteer, Supplemental Emergency Assistance Program of the Quad Cities
 Co-Editor of Chi Sigma Iota Rho Upsilon Newsletter
 Webmaster, Rho Upsilon Chapter of Chi Sigma Iota Website
 Assisting Coordinator, Trauma Exposed Children Workshop
- 2010** Member, Great Strides Planning Committee, Cystic Fibrosis Foundation, Bettendorf, IA
 Member, Fundraising Committee, Cystic Fibrosis Foundation, Moline, IL
 Fundraising Volunteer, Supplemental Emergency Assistance Program of the Quad Cities
- 2008** Volunteer, Junior Achievement, Rock Island Primary Academy, Rock Island, IL
- 2007** Volunteer, Junior Achievement, Rock Island Primary Academy, Rock Island, IL
 Volunteer, Alzheimer's Memory Walk, Moline, IL
- 2006** Volunteer, Disaster Mental Health Training, American Red Cross, Moline, IL
 Member, NAMI Walks Planning Committee Scott County, Davenport, IA
- 2005** Member, NAMI Walks Planning Committee Scott County, Davenport, IA
- 2000** Advocate, Family Resources Inc., Rape & Sexual Assault, Rock Island, IL

Kimberly J. Steele

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Washingtonville, Ohio 44490
Cellular: 330-853-8149
KattSteele@gmail.com

Credentials

Professional Clinical Counselor Supervisor (PCC/S), E.0500707-SUPV, Ohio Counselor, Social Worker and Family & Marriage Therapist Board. LPC, September 2005; LPCC, May 2008; LPCC/S, March 2011.

Licensed Independent Chemical Dependency Counselor-Clinical Supervisor (LICDC-CS), 923345, Ohio Chemical Dependency Professionals Board. October 1992.

Licensed Social Worker (LSW), S.0017131, Ohio Counselor, Social Worker and Family & Marriage Therapist Board, March 1993.

Education

Ph.D., Cultural Foundations

Perspective Graduation Fall 2020

Kent State University, OH

M.S. Ed., Clinical Counseling & Higher Education Student Services Administration

May 2005

Youngstown State University, OH

B.A., Psychology

August 1992

Kent State University, OH

A.A.S., Human Services Technology

May 1989

Kent State University, OH

Professional Employment Experience

Academic Program Director

July 2007-Present

Kent State University Salem Campus, Salem, Ohio

- Direct all operational, administrative, instructional and student service activities of the Associate of Applied Science in Human Services Technology (2007-Present) and the Bachelor of Science in Human Development and Family Studies Program (2007-2015) at the Salem and East Liverpool Campuses. Coordinate program goals, objectives and procedures with Kent HDFS and Ashtabula HST Campus programs. Develop and revise program policies, procedures, curriculum, forms and handbooks. Identify and secure program support and community commitment. Establish objectives and develop strategies for evidence-based practice within the program to prepare students for the field. Teach program courses; recruit, monitor and evaluate adjunct professors to teach in the programs; evaluate and implement changes to program. Serve as liaison to various relative constituent groups; establish collaborative relationships with area social service agencies to secure internship experiences for program students. Serve as primary academic advisor to all students in the programs; provide presentations to area high school youth regarding the fields of social work, human services, counseling and human development and family studies; advocate for the students, program and field at the local, state and national level. Provide career counseling and assessment services to students, particularly in sister programs, to encourage continuation toward a degree completion in retention efforts. Research and develop certificate programs and/or program concentrations and specializations to support community needs. Train campus students and staff as requested. Represent the campus on local and state human services related community boards and committees. Serve on internal and external committees and boards including the Endorsement Committee of the Ohio Coalition of Associate Degree Human Service Educators to develop a program endorsement process as charged and supported by the Ohio Chemical Dependency Professional Board and the Ohio Counselor, Social Worker and Marriage and Family Therapist Board; spearheaded the Strategic Planning Committee on Responsiveness to Economic Needs and Development/Expanding Our Educational Partnerships campus rollout, 2015-2016; Search Committee Member for the Disability Service Coordinator and Chair for the Counseling Specialist 2102 and the Student Services Clerk 2009 Search Committees; Innovative Curriculum Grant Committee 2010; Internal Curriculum Task Force 2010; Regional College Curriculum Review Committee 2010-2012; and as Chair for the Diversity Advisory Council 2008-2012. Developed the Campus Care Team 2008, provided directional support to the East Liverpool Campus Care Team development and have been an active Care Team member since 2009 including serving as the clinical supervisor for the Campus Counselor 2011-2015. Community involvement listed separately.

Counselor*September 2005 to Present**Mahoning County Juvenile Court, Youngstown, Ohio*

Provide diagnostic assessment, crisis intervention, individual, group & family counseling for adolescents and families involved in juvenile detention and/or probation or diversion programs for clients with emotional and/or mental, chemical dependency, trauma, sexual abuse, sexual offender status and interpersonal or behavior problems. Provide supervision and consultation to student counselors/social workers and human service interns. Serve as clinical liaison on the special docket of Family Dependency Treatment Court and Drug Court and contribute to the consideration for docket acceptance through diagnostic evaluation and staffing consultation. Provide community workshops and presentations. Serve on Bridges Out of Poverty, BITS and Mental Health Training teams. Part-time position.

Director of New Student Programs**Assistant to the Vice President-Dean for Student Development***February 2003 to July 2007**Geneva College, Beaver Falls, PA*

Office focused on student concerns, success and transition with oversight of Student Conduct, Judicial Services, Career Development, Student Activities, International Student Programs, Multicultural Student Affairs and Experiential Education. Developed curriculum for freshman seminar success course including syllabi, textbook, assignments and grading system. Organized, facilitated and scheduled week-long intensive orientation program for 450 new students, as well as two weekend programs for prospective students and parents. Recruited, interviewed, hired, trained, supervised and evaluated 70 upper-class students and 26 faculty/staff members to teach the freshman seminar course. Identified students at risk and referred to appropriate services. Chaired and represented the department on committees, at programs, speaking engagements and leadership meetings. Developed departmental policies and procedures. Initiated a collaborative relationship to provide counseling services to students by a community agency and continued to monitor the services. Worked with department budget, projections and expenditures. Maintained and monitored confidential files. Coordinated retention efforts for students in crisis or needing direction on career planning and college success. Collaborated with all departments and local community.

Chemical Dependency Specialist II*March 1995 to February 2003**Counseling Center of Columbiana County, Lisbon, Ohio*

Counseled adults, adolescents and families dealing with substance abuse, mental health, and co-dependency issues through individual, group and outreach services. Conducted diagnostic assessments, provided crisis intervention services. Revised, reformatted and facilitated Intensive Outpatient Program. Developed collaborative relationships with area probation departments and community resource providers for continuity of care. Served as designated counselor for Federal Parole clients. Developed and conducted prevention programs and community presentations. Supervised interns and served as preceptor for chemical dependency counseling licensure candidates. Presented staff and community workshops.

SAMI Case Manager / Counselor*July 1990 to March 1995**Counseling Center of Columbiana County, Lisbon, Ohio*

Coordinated and facilitated treatment plans, meetings and strengths assessments. Provided individual and family counseling for SAMI (substance abuse/mentally ill) adult clients and related outreach services. Provided linkage, referral and advocacy. Facilitated chemical dependency Aftercare Group. Developed and facilitated Assertiveness Training Group. Proposed and initiated on-site HIV anonymous testing. Presented safer sex HIV/STD prevention programs. Provided HIV pre/post test counseling. Served as county representative on Ryan White Consortium. Supervised and trained case management interns.

SAMI Case Manager*March 1989-July 1990**Meridian Services, (formerly MCCDP, Inc.), Youngstown, Ohio*

Coordinated and facilitated treatment plans, contracts, records, services and certifications. Conducted program presentations and psycho-educational groups. Woodside Hospital In-patient services included introduction of patients to program; assessment of patient needs/substance abuse history and referral to programs; established/conducted quality assurance reporting, refined and implemented in-house referral procedure, developed coding system and statistical reporting format.

Summer Aide*April 1988 to August 1988**Mahoning & Columbiana Training Association*

Interviewed, determined eligibility and skill level, and placed applicants in employment positions for the Summer Youth Employment & Training Program. Served as liaison between worksite, site supervisors, participants and agency. Monitored and evaluated participant progress. Identified employment barriers. Seasonal contract position.

Professional Internship Experience**Counselor / YSU Community Counseling Intern***January 2004-December 2004**Counseling Center of Columbiana County, Lisbon, Ohio*

Diagnostic assessment, crisis intervention, individual, group & family counseling for children, adolescents and adults. Co-facilitated adult sexual offender group and individual sex offender counseling treatment. Collaborated with adult parole and probation departments. Served on critical incident response team to area schools. Paid internship.

L&T Staff Mentor / YSU Higher Education Administration Intern*January 2002 to November 2002**Geneva College, Beaver Falls, PA 15010*

Supervised and mentored undergraduate students focusing on leadership development, presentation and conflict resolution skills. Monitored student congruency in personal, educational and leadership responsibilities. Assisted in fall and spring new student orientation and summer preview programs; assisted in resident assistant and orientation staff interviewing, selection and training; planned, advertised and supervised student activities events; conducted tutor training; served as psychology supplemental instructor. Paid internship.

Psychology Assistant, KSU Human Services Intern*August 1988 to May 1989**Woodside Receiving Hospital, Youngstown, Ohio*

Assisted psychology department in administration and scoring of diagnostic testing. Co-facilitated psycho-educational group programs for chronic and acute psychiatric hospitalized patients. Assisted therapeutic program workers in directing adult daily living skills. Accompanied patient groups on community outings, monitored and evaluated behaviors, redirected and deescalated behaviors when necessary. Assisted the director on the development and oversight of a specialized unit for borderline personality.

General Employment Experience**Sales Associate***October 1998 to April 2002**Macy's, Boardman, Ohio*

Duties included customer service; inventory control; sales; stock maintenance; loss prevention control; display setup; price/signage compliance; address/resolve customer complaints; and serve as assistant to the department manager. Part-time position.

Manager / Customer Relations Liaison*April 1996 to September 1998**Steele Originals, Leetonia, Ohio*

Organized, tracked and processed customer inquiries. Co-developed club materials. Represented company/artist at national and regional programs, shows and events. Assisted in production of handmade, fine porcelain dolls sculpted/designed by owner.

Assistant Manager*May 1986 to April 1988**Quaker Village Convenience Store, Salem Ohio*

Hired, trained, scheduled, evaluated employees. Computed-monitored purchases, inventory, sales, and displays. Managed profits/debits and payroll.

Academic Teaching Experience & Endorsement

- Assessment of Client Needs, Kent State University
- Client Advocacy and Case Management, Kent State University
- Community Health, Kent State University
- Drug Use & Misuse, Kent State University
- Dynamics of the Helping Relationship, Kent State University
- Family Intervention Across the Lifespan, Kent State University
- Group Process in Human Services Technology, Kent State University
- Human Sexuality, Kent State University
- Internship in Human Services I, Kent State University
- Internship in Human Services II, Kent State University
- Introduction to Human Services Technology, Kent State University
- Learning & Transition/Freshman Orientation Course, Geneva College
- Practicum in Human Development & Family Studies, Kent State University
- Special Topics: Introduction to Chemical Dependency Counseling I, Kent State University
- Survey of Community Resources, Kent State University

Community Engagement

- Adult Protective Services Intervention Team of Columbiana County, Member, March 2016-Present
- Loss Response Team of Columbiana County, Member, August 2014-Present
- Getting Ahead In Columbiana County, Inc., Bridges Out of Poverty Initiative, Member, 2009-Present
- Planning Committee of the Columbiana County Department of Jobs & Family Services, 2007-Present; Family Committee, 2008-Present; Vice Chair 2010-2011; Chair 2011-2013
- Transportation Committee of Columbiana County Community Action Agency, 2009-2010
- Family and Children First Council of Columbiana County, General Member 2008-Present

- Alcohol Drug Abuse Prevention Team, Steering Committee, 2008-Present; Evaluation Committee, 2010-present; 18-25 Year Old SPS SIG Initiative, 2011-Present
- Leadership Columbiana County, Graduate 2008
- Ohio Coalition of Associate Degree Human Service Programs, Member 2007-Present, Treasurer 2010-Present
- Ohio Medical Reserve Corp, Member 2007-2015
- Leetonia Band Boosters, 2006-Present
- Leetonia Area Preschool Board, President 1997-1998; Secretary 1998-1999; Member 1996-1999
- Columbiana County Representative, Ryan White Consortium, 1991-1995

Presenter

- Bridges Out of Poverty, 2-3 times a year for various community groups
- Teen Wars: The Changing Battlefield of Adolescent Bullying and How Adults Can Help, November 2015
- Adolescent Grief and Trauma, February 2015
- Culture of Addiction, August 2014
- Mahoning County Educator Service Center Administrator's Conference, "Introduction to Bridges," August 2014
- Follow the Yellow Brick Road, Assisting At-risk and Justice System Involved Females in their Journey of Transformation; 14th National Conference on Adult and Juvenile Female Offenders Presenter, October 2011
- Mentor Training, Geneva College Student Development, 2003-2007
- Comparative Approach to Orientation Programs, College First Year Experience National Conference, 2005
- Gender Roles, Thiel College Orientation Program, 2001
- Learning Styles and Mind Mapping Tutor Training, Geneva College, 2002
- Learning Styles, Youngstown State University Road to Success Course, 2001
- Mind Mapping, Youngstown State University Road to Success Course, 2001
- Safer Sex; HIV/STD Prevention; Marijuana Jeopardy; Co-Dependency; Dangers of Inhalant Use; Dual Diagnosis: Substance Abusing Mentally Ill; Assertiveness Training; Counseling Center of Columbiana County.

Specialized Facilitator Training

- BITS Trainer, January 2016
- Girls Moving On, 2015
- ODADAS Substance Abuse Prevention Specialist (SAPST), May 2011
- Bridges Out of Poverty Trainer, 2009-Present
- Community Anti-Drug Coalitions of America National Coalition Academy, Training Cycle 2008-2009
- Basic Life Support for Professional Rescuers & First Aid Certification, American Red Cross Certification
- Non-Violent Crisis Intervention Certification, Crisis Prevention Institute Certification
- HIV Pre/Post Test Counselor Certification, Ohio Department of Health

Scholarship & Publication

- National Association of Professional Women, Member 2014
- Learning & Transition Resource Manual. Geneva College, Beaver Falls, PA, 160 pages. Text utilized for a graded, core curriculum credited course required for new freshman, "Learning & Transition." 2003-2007.
- Membership Chair, Chi Sigma Iota, Eta Chapter, 2002-2003; Member, 2002-2005
- Member, Phi Kappa Phi, Chapter 143, 2002-2005
- Charles Whitman Scholarship Award; 2001-2002
- Youngstown State University Graduate School Academic Scholarship Awards, 2001-2006

Personal and Professional References

Available upon request.

Jennifer A. Waugh

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EDUCATION

Kent State University, Kent, Ohio

Doctoral Program: Counselor Education and Supervision- expected graduation 2018

Kent State University, Kent, Ohio

Master of Education: Community Counseling- December 2009

Professional Clinical Counselor- State of OH- E0900194- August 2012

Supervisory Credential- State of OH- E0900194S- August 2013

Licensed Independent Chemical Dependency Counselor- September 2013

Kent State University, Kent, Ohio

Bachelor of Arts: December 2004

Major: Psychology Minors: Anthropology

PROFESSIONAL EXPERIENCE

Kent State University-

Assistant Clinical Director- 6/2017-present

- Assist in supervision of graduate assistants and practicum students.
- Work on revisions of policies and procedures to align with best practices.
- Supervision of day to day operations of the college counseling center.
- Individual counseling and intakes based on needs of the Counseling Center.
- Crisis counseling as needed.
- Assist in training new practicum students.
- Liaison for practicum classes.

Adjunct Faculty- 8/2013- present

- Teacher of record: Advanced Counseling Procedures, Practicum I and II, Internship, Counseling Theories, Counseling Skills, and Cultural Diversity for the Helping Professions, Dynamics of Helping Relationships.

Graduate Assistant

- College Counseling Center
- Answer phone and schedule appointments for students who walk in or call.
- Individual counseling and intakes based on needs of the Counseling Center.
- Crisis counseling as needed.
- Assist in training new practicum students.
- Liaison for practicum classes.

Humanistic Counseling Center- 5/2012- present

Private Practice Counselor

- Specializing in adults, children, couples, and substance use disorders (including alcohol and opioids).

- Focus in Cognitive Behavioral Therapy, Person-Centered Approaches, and Solution Focused Brief Therapy.
- Paneled with most private insurance companies.

Coleman Professional Services- 5/2005- present

Counselor/Clinical Supervision- Specialization in transitional youth counseling, PTSD, Crisis Intervention, Suicide Risk Assessment, Severe and Persistent Mental Illness Diagnoses, Dual Diagnosis treatment, anger management, STAR court assessment and treatment.

- Trauma Focused CBT, CBT for psychosis
- FIRST Episode Psychosis
- STAR Court- treatment in lieu of incarceration

Emergency Mental Health Therapist

- Responsible for crisis interventions and crisis counseling of children and adults in a community behavioral health setting.
- Coordination with service providers, emergency rooms and psychiatric hospitals to ensure health and well being of clients.
- Diagnostic Assessments, treatment plans and fiscal intakes for new clients.
- Responsible for answering crisis contacts and child abuse reporting hotline phone lines.

Director of VRP3

- Responsible for supervision of eleven vocational rehabilitation coordinators and four support staff.
- Responsible for all Rehabilitation Service Commission Ohio, policies and procedures as VRP3 is a private contract for a state program.
- Completed eighty hours vocational rehabilitation training at state level.
- Administer over 5 million dollars on budgets including case service dollars and administrative budgets. Supervision for 5 contracts in 7 counties in the state of Ohio.

Residential Director

- Responsible for all operations of Residential Services for Coleman Professional Services during business hours and after when on call administratively.
- Supervision of seventeen staff members, including, evaluations, disciplinary actions and training of all staff.
- Responsible for ODMH regulations, CARF regulations and HUD and PMHA guidelines for housing.
- Admission and discharge planning from group home and supported living sites.
- Direct contact with healthcare providers involved in client care.
- Address behavioral crises involving clients utilizing TAPS training.
- Planning of schedules to ensure coverage at supervised homes.
- Budget planning for fiscal years, including, income, expense and capital planning.

Crisis Technician

- Worked on 11 bed crisis unit for clients who would otherwise be hospitalized.

Independence Incorporated of Portage County- Residential Provider for adults with Developmental Disabilities

Administrator On Call 11/1995-12/2012 on call hours

- Responsible for all operations of Independence Inc after hours, weekends and holidays. Available 24 hours a day, 7 days a week, every other week by on-call cell phone.

Staff Training Coordinator

- Responsible for training all new and established employees according to Medicaid and Licensure regulations.

PROFESSIONAL PUBLICATIONS

Baltrinic, E., **Waugh, J.**, & Brown, S. (2013). Faculty and student perspectives on what helps counselor education doctoral students towards program completion. *Operant Subjectivity*, 36(4), 253-271.

Baltrinic, E., Burkholder, D., Brown, S., Janson, C., & **Waugh, J.** (2013). Reflections on parallel studies of doctoral student completion. *Operant Subjectivity*, 36(4), 288-296.

Foster, T.W., Kreider, V., **Waugh, J.** (2009). Counseling Students' Interest in Gerocounseling: A Survey Study. *Gerontology and Geriatrics Education* 30(3):226-42.

Waugh, J., (2013). Perspectives from a Graduate Student's Supervision Experience. In B. J. Page, M. J. Jencius, and C. M. Smith, Eds. *Elements of supervision: Teachings, reflections, and resources*. Kent, OH: [Counseling Press.com](http://CounselingPress.com) ISBN 9781628476330

TEACHING EXPERIENCE

Advanced Counseling Procedures- Fall 2012- co taught with Dr. Cynthia Osborn

Practicum I for Mental Health Counselors- Fall 2013, Fall 2014, Fall 2015, Fall 2017- instructor of record

Cultural Diversity for the Helping Professions- Fall 2013, Fall 2014- instructor of record

Advanced Counseling Procedures- Summer 2013, Spring 2014- instructor of record

Practicum II for Mental Health Counselors- Spring 2014, Spring 2015, Spring 2017- instructor of record

Internship I for Mental Health Counselors- Spring 2015, Fall 2016- instructor of record

Internship II for Mental Health Counselors- Spring 2017- instructor of record

Counseling Theories- Fall 2015- instructor of record

Counseling Skills- Spring 2016- instructor of record

Dynamics of Helping Relationships- Fall 2016, Fall 2017- instructor of record

CONFERENCE PRESENTATIONS

Q Methodology Conference- September 7, 2012- Faculty and Student Perspectives on What Helps Counselor Education Doctoral Students toward Program Completion

Association of Counselor Education and Supervision- October 17, 2013- Encouraging Counselor Self-Care with Tablet Technology and Application □ *Emily Dennis & Jennifer Waugh*

Association of Counselor Education and Supervision- October 19, 2013- Teaching Evidence-Based Practices in Counseling- *Dr. Cynthia Osborn & Jennifer Waugh*

Professional Associations

- American Counseling Association- August 2008-present

- Association for Counselor Education and Supervision- August 2011- present
- Ohio Counseling Association- August 2011-2014
- Chi Sigma Iota- National Honor Society- April 2011-2014, January 2017
Professional Development Co-Chair- 2012-2013

Certifications and extended training

- ASHI certified CRP/First Aid
- TIP Model for transitional youth
- Trauma Focus Cognitive Behavioral Therapy with Children and Adolescents
- CBT-p
- National Certified Counselor (NCC), Certified Clinical Mental Health Counselor, LICDC-OH

Ashley N. Holt

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740-310-4531

Holta1228@gmail.com

Education **Master's of Education in Community and Rehabilitation Counseling** *2008*

Ohio University, Athens, Ohio

- Graduate Assistantship with BASICS
- Practicum and Internship with Rural Women's Recovery Program

Bachelor's of Arts and Sciences *2005*

Ohio University, Athens, Ohio

- Double major in Psychology and Anthropology; graduated with cum laude honors.
- Research focusing on psychology and justice
- Laboratory experience with emphasis on biological and forensic anthropology including assisting advisor in work with Franklin County Coroner's Office.

Professional Licensure

Ohio Chemical Dependency Professionals Board

- Chemical Dependency Counselor Assistant (2005)
- Licensed Independent Chemical Dependency Counselor (2013)

Ohio Counselor, Social Worker, Marriage and Family Therapist Board

- Counselor Trainee: September 2007
- Professional Counselor: September 2008
- Professional Clinical Counselor: February 2011
- Supervising Professional Clinical Counselor: November 2012

Career History & Accomplishments

Kent State University Counseling and Psychological Services

• **Chemical Dependency Specialist**

○ **Administration**

- Coordinated launch of the Collegiate Recovery Program

*April
2017-
current*

at Kent State University

- Coordinated awareness campus and campus outreach events for Recovery Month 2017 including screening the Anonymous People, participation in KSU fairs and festivals, and facilitating art expression for the campus community
 - Maintained liasonships with Student Conduct, the Division of Student Affairs, Student Legal Services and local court and probation departments to offer substance abuse assessment and diversion services to students with substance use concerns
 - Member of interdisciplinary Kent State of Wellness Substance Use committee that assesses campus culture and explores appropriate interventions and programming based on assessment
- **Training/Supervision**
 - Provide ongoing training to staff and campus community on substance abuse and collegiate recovery
 - Coordinate training opportunities for staff and campus partners such as Operation Street Smart with the Franklin County Sheriff's Office and Recovery Ally Training with the Higher Education Center for Alcohol and Drug Misuse and Prevention
- **Clinical Duties**
 - Provided individual, group, crisis, and outreach services to a diverse population of students with a wide range of presenting concerns including substance use disorders, mood and anxiety disorders, PTSD, gender dysphoria, and personality disorders.
 - Facilitate a support group for students in recovery or working toward recovery from substance use disorder
 - Provide assessment and diversion interventions for students found in violation of the student code of conduct or placed on diversion through the city/county court system
 - Used a trauma informed integrative modality that comprises person centered therapy, cognitive behavioral therapy, and motivational interviewing.
 - Consulted frequently with university faculty and staff to facilitate care and referral for students and clients
 - Deescalated crisis for a range of client situations including suicidal or homicidal ideation, psychosis, and sexual assault

- Documented client functioning through assessment, individual and group notes, and termination summaries.

Ohio University Counseling and Psychological Services

*2012-
March
2017*

- **BASICS Coordinator**

- **Administration**

- Coordinated BASICS program, a brief motivational interviewing intervention for students referred after sanctioned by the university for substance violations of the student code of conduct
 - Maintained liasonships with Community Standards, Athletics, and Athens Municipal Court to offer BASICS services to students with substance use concerns
 - Collaborated with Campus Recreation, Community Standards, and the Clinical Psychology Department to pilot an adventure recreation intervention for students sanctioned for alcohol related violations. The intervention went on to win the 2017 Association for Student Conduct Administration's Innovation Award.
 - Created handbook and Policies and Procedures for BASICS program

- **Training/Supervision**

- Provided initial and ongoing training to BASICS counselors in areas related to motivation interviewing, substance use, mental health, and multicultural competence
 - Provided individual and group supervision to graduate assistants from counselor education and psychology doctoral program

- **Assistant Training Director**

- **Administration**

- Coordinated training program for masters and doctoral level social work, counselor education, and psychology students completing their traineeship and graduate assistantship experiences at Counseling and Psychological Services.
 - Documented supervisee progress through goal summaries, weekly supervision logs, and annual evaluations.
 - Maintained liaisons with the departments of Social Work,

Psychology, and Counselor Education at Ohio University

- **Training/Supervision**
 - Planned, organized and provided initial and ongoing training to trainees and graduate assistants
 - Facilitated Graduate Professional Seminar for trainees with topics that included professionalism, ethics, evidenced base treatment, diagnosis, and diversity.
- **Senior Staff Therapist**
 - **General Duties**
 - Provided individual, group, crisis, and outreach services to a diverse population of students with a wide range of presenting concerns including substance use disorders, mood and anxiety disorders, PTSD, gender dysphoria, and personality disorders.
 - Used a trauma informed integrative modality that comprises person centered therapy, cognitive behavioral therapy, and motivational interviewing.
 - Consulted frequently with university faculty and staff to facilitate care and referral for students and clients
 - Deescalated crisis for a range of client situations including suicidal or homicidal ideation, psychosis, and sexual assault
 - Documented client functioning through assessment, individual and group notes, and termination summaries.
 - **Substance Abuse Services**
 - Member of interdisciplinary Ohio University Campus Alcohol Steering Committee that assesses campus culture and has piloted SBIRT interventions, including ScreenU
 - Facilitated Professional Issues and Ethics Seminar with topics that includes substance abuse and dependence and motivational interviewing
 - Provided mentorship to doctoral psychology interns interested in developing competence or gaining experience in areas such as: substance use and motivational interviewing
 - Maintained liaison with the Collegiate Recovery Community that includes referral and collaboration for outreach events, Recovery Month activities, and Recovery Showcases

- **Trans Affirmative Services**
 - Facilitated Spectrum, an interpersonal process and support group for transgender and gender non-conforming students and community members
 - Member of interdisciplinary Ohio University Trans*Affirmative Care Team
 - Provided a Trans Affirmative Care Workshop/Outreach for Community Mental Health Agency
- **Trauma Informed Services**
 - Created and facilitated Healing Connections, a process oriented gender inclusive sexual assault survivors group focused on stage two trauma recovery.
 - Facilitated Professional Issues and Ethics Seminar with topics that trauma and professional burnout
 - Provided mentorship to doctoral psychology interns interested in developing competence or gaining experience in and trauma work
- **Training/Supervision**
 - Provided supervision to trainees, advanced psychology and counselor education graduate students, and doctoral interns
 - Organized employee training, including a diversity series and summer intensive programs, to promote integrative and evidenced based practices
 - Secured provider status from the Ohio Counselor, Social Worker Marriage and Family Therapist Board to support employee licensure requirements.
- **Committee Membership**
 - Training Committee
 - Diversity and Outreach Committee
 - Professional Development/Weiner Family Trust Committee

Rural Women's Recovery Program

2005-
2016

- **Clinical Coordinator**
 - Organized employee training to promote integrative and evidenced based practices with topics that have included energy psychology and interventions, post-traumatic stress disorder, dialectical behavioral therapy, and working with LGBTQ

consumers.

- Applied for and received educational credits from the Ohio Department of Mental Health, Ohio Chemical Dependency Professionals, and Ohio Counselor, Social Worker Marriage and Family Therapist boards to support employee licensure requirements.
- Supervised a team of counselors, social workers, case managers, and interns at different academic levels administratively and clinically.
- Documented employee progress through goal summaries, weekly supervision logs, and annual evaluations.
- Assisted in developing a more holistic program approach that includes daily yoga and meditation, whole food choices and menus from local resources, and education for consumers.
- Worked with program director and case management coordinator to change critical areas of care in order to retain consumers in treatment, address ongoing changes in substance use trends, account for the impact on emotional and intellectual development, and respond to funding cuts.

- **Clinician**

- Offered individual counseling to consumers with a wide range of challenges including chemical dependency, mood disorders, anxiety disorders, and personality disorders.
- Used a trauma informed integrative modality that comprises person centered therapy, cognitive behavioral therapy, and motivational interviewing.
- Facilitated process, psycho-educational, and family inclusive group sessions. Topics included mental illness, substance abuse, symptom management and relapse prevention, healthy relationships and anger management, parenting and child development, gender specific issues, yoga, trauma, and life skills.
- Provided services to a population diverse in race, age, and orientation.
- Consulted frequently with outside agencies and professionals including client referrals and aftercare providers.
- Organized and assisted in making connections within the community including resources for mental illness and domestic violence, 12 step fellowship events and meetings, religious and spiritual groups, the annual Take Back the Night week, the Clothesline Project, and visits to libraries, museums, parks and theaters.
- Demonstrated a versatile skill range that allowed for easy

coverage of other employee duties including outreach and screening of consumers initially contacting the program, completing case management tasks, overseeing program operations, and understanding billing procedures.

- Assessed consumers upon admission for appropriateness for program, completed mental status exams, conferred chemical dependency and mental health diagnoses, and assessed suicidal or homicidal intent and flight risk.
- Deescalated crisis for a range of consumer situations including suicidal or homicidal ideation and intent to leave treatment.
- Documented client functioning through assessment, individualized service plans, individual and group notes, daily and weekly progress notes, service plan reviews, and discharge summaries.

Ohio University Counseling and Psychological Services

*2007-
2008*

- **BASICS Counselor**

- Provided individual counseling for university students with substance abuse consequences using motivational interviewing and harm reduction
- Assessed student needs from information gathered including substance use patterns, history, and background.
- Created and analyzed reports based on students' interview and paper assessments.
- Offered individualized feedback for each student tailored to findings and needs.
- Educated students about risks of continued substance abuse and how to reduce risks.
- Referred for appropriate services, as needed.
- Consulted with BASICS supervisors and applied feedback to interventions and sessions with students.

Professional Affiliations

American Counseling Association

- 2006-2008, 2013-current

Ohio Counseling Association

- 2006-2008

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Chi Sigma Iota, Ohio University

- 2007-2008

Greg Emanuelson

(330) 354-4262 (Cell)

Email: Boomer0413@aol.com

Education

Doctor of Philosophy – August, 2004
Specialization Area – Counselor Education & Clinical Counseling
The University of Akron – Akron, OH

Masters of Arts – June 1992
Specialization Area – Clinical/Community Counseling
The Ohio State University – Columbus, OH

Bachelors of Science in Business Administration – June, 1988
Specialization Area - Accounting
The Ohio State University – Columbus, OH

Professional experience

2017 – Current *CommQuest, Inc.* *Canton, Ohio*

EHR / NextGen Specialist; Site Coordinator

- Provide consultation and assistance with training and launch of an electronic health record for entire behavioral health agency
- Provide consultation and assistance to executive team regarding behavioral health service redesign for entire behavioral health agency
- Provide consultation and development assistance for launch of 16 bed subacute detox program
- Serve as Massillon Site Coordinator for outpatient services programming, including therapy, case management, pharmacological management services as well as office management
- Serve on agency committees regarding integrated behavioral health, case record review, morbidity & mortality review, and criminal justice involvement

2007 – 2017 *Crisis Intervention and Recovery Center* *Canton, Ohio*

Outpatient Services Program Director - (2011-2017)

- Provide clinical and administrative oversight for Outpatient Services Department in a county-based community mental health center, including budget preparation, program evaluation, staff recruitment and retention, staff development, and quality assurance/performance improvement activities
- Developed and coordinated the electronic health record launch process for entire agency, inclusive of work flow analysis, project coordination, policy assessment, and end user training
- Provide clinical services, including diagnostic assessments, therapy, and treatment planning with clients experiencing severe mental illness, addiction related issues, and/or court-ordered clients
- Developed permanent supportive housing project with housing partners to build a 46 unit facility for homeless dual disordered clients
- Assist Clinical Director with agency wide administrative and clinical issues as needed

SAMI Program Director - (2007-2011)

- Provide clinical and administrative oversight of multidisciplinary staff, including supervisors, therapists, case managers, medical staff, and office support staff for intensive and non-intensive outpatient programming (SAMI, HOPE Program, Integrated Dual Disorder Treatment (IDDT) Program, and Forensic Track)
- Participated in a successful program fidelity reviews by the Coordinating Center of Excellence (CCOE) conducted by Case Western Reserve University
- Served on multiple agency committees: Quality Improvement, Management, and Training & Development
- Represent the SAMI programs by attending local and regional meetings involving the Mental Health and Recovery Services Board of Stark County, IDDT CCOE, NAMI, as well as serve as a consulting member on the Heartland Behavioral Health IDDT Committee

Greg Emanuelson

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2001 – 2007 *Massillon Community Hospital* *Massillon, Ohio*

Supervisor of Counseling Services (Interim Director of Behavioral Health) – (2004-2007)

- Coordinated all Behavioral Health Department therapeutic activities for an 8-bed inpatient chemical dependency unit, a 14-bed senior mental health unit, and an outpatient counseling & education program
- Administratively and clinically supervised the multidisciplinary therapeutic staff, inclusive of counselors, social workers, an art therapist and a recreational therapist
- Successfully prepared department for Joint Commission and Ohio Department of Alcohol, Drug and Addiction Services (ODADAS) on-site surveys, resulting in a 90% reduction in citations and deficiencies
- Assist Director of Behavioral Health in all managerial functions, including program evaluation and development, staff recruitment and retention, quality assurance/performance improvement, and budget preparation
- Serve on multiple hospital wide committees regarding patient care, patient education, technology, employee excellence, and marketing of new services

Assessment Specialist/Counselor – (2001-2004)

- Complete mental health and chemical dependency assessments for an adult court-ordered population (age 18+), along with time efficient case management of over 150 cases with over 25 different agencies in 5 different counties and 3 different states
- Provide EAP, crisis intervention, chemical dependency, anger management and domestic violence counseling for individuals, couples and groups on both an inpatient and outpatient basis
- Conduct educational sessions regarding dementia, depression and substance abuse issues for chemically dependent individuals and families of senior mental health patients

1999 – 2001 *Time Warner Cable* *Akron, Ohio*

Telephone Sales Representative

- Provided quality customer service by engaging in both inbound and outbound sales calls
- Mentored and trained new hires in the telephone sales department and conduct training classes

1995 – 1999 *Dr. Lord & Associates* *Akron, Ohio*

Therapist/Psychology Assistant

- Conducted individual, family and marital counseling sessions with children, adolescents and adults, with focus areas of child abuse and Attention Deficit Hyperactivity Disorder
- Completed psychological assessments using both projective and objective testing instruments
- Generated full psychological reports for use primarily in child custody cases
- Testified in juvenile, domestic relations and probate courts

1996 – 1996 *ACT1 – SAMI Unit* *Akron, Ohio*

Clinical Coordinator

- Coordinated psychological and medical treatment for a 20-bed Substance Abuse Mental Illness (SAMI) juvenile correctional facility affiliated with the Ohio Department of Youth Services
- Evaluated client progress through 5-stage treatment program by leading treatment team evaluation meetings
- Administratively supervised all clinical staff, inclusive of counselors and a recreational therapist
- Assisted with the supervision of the entire operational staff for the entire program

1992 – 1994 *The University of Akron* *Akron, Ohio*

Ad Hoc Faculty/Graduate Assistant

- Taught graduate and undergraduate courses in counseling techniques, testing/assessment and career planning
- Supervised graduate counselor trainees in individual and group counseling
- Conducted a follow-up study of program graduates for CACREP accreditation

1991 – 1992 *Dublin Counseling Center* *Dublin, Ohio*

Therapist/Counselor Trainee

- Conducted individual, group, family and marital counseling sessions with children, adolescents and adults in areas such as divorce recovery, geriatric counseling, and developmentally handicapped high school counseling
- Completed administrative duties and quality assurance/utilization reviews

1991 – 1992 *The Ohio State University* *Columbus, Ohio*

Academic Advisor

- Advised over 250 undergraduate students in the Allied Medical Health Area
- Taught university survey course and completed administrative tasks

**Accreditation &
Professional
Memberships**

Licensed Professional Clinical Counselor – Supervisor (LPCC-S) – The Ohio Counselor & Social Worker Board

- Supervisory Endorsement effective July, 2004
- License E-0002768-SUPV, Expiration date 7/17/2018

Motivational Interviewing Network of Trainers (2008 – 2014)

Presentations

“Diagnosing with the DSM-5” and “Diagnosing with the DSM-5 Part II” for multiple agencies throughout NE Ohio (2014 – Current)

“Motivational Interviewing I & II” for multiple agencies throughout Ohio (November 2008- Current)

“Ethical Issues and Components Related to Supervision” for multiple agencies throughout NE Ohio (2015 – Current)

“Motivational Interviewing 101” for The Ohio State University Addictions Institute, Columbus, OH (August 2012)

“Using the DSM-IV” for Community Services of Stark County, Canton, OH (April, 2011)

“Motivational Interviewing with Dual Disordered and Court Ordered Populations” for NASW Ohio Chapter State Convention, Columbus, OH (October 2010)

“Individuals with Personality Disorders” for Michigan Works, West Branch, MI (September 2009)

“Motivational Interviewing & Permanent Supportive Housing” for the Corporation for Supportive Housing, Columbus, OH (November, 2008; May 2009; November 2011, April 2012)

“Ethics Update & Boundary Issues” for Crisis Intervention and Recovery Center, Canton, OH (October 2008)

“Co-Occurring Disorders” for Community Services of Stark County, Canton, OH (July, 2008)

“Introduction to Dual Disorders” for CIT Training sponsored by Crisis Intervention & Recovery Center, Canton, OH (April & September 2007-2011)

“Introduction to Dual Disorders & Motivational Interviewing” for ICAN, Inc., Canton, OH (July, 2008)

“The SASSI-3 & The Criminal Population: A Preliminary Reliability, Validity and Factor Analysis”

- Poster Session, American Psychological Association National Convention, Washington DC (August 2005)
- Poster Session, American Counseling Association National Convention, Detroit, MI (March 2007)

“Issues in Using the SASSI-3 in Diagnosing Dependency” – Paper Presentation, Mid Western Education & Research Association Convention, Columbus, OH (2005)

“Extreme Makeover: Hospital Edition – Stress, Burnout & Compassion Fatigue in the Helping Professions” – Four part educational series offered at Massillon Community Hospital, Massillon, OH (2005)

“Diagnosis 101: Using the DSM-IV TR as a Diagnostic Tool” – Massillon Community Hospital, Massillon, OH (2005)

CHERYL A. STAHL, M.Ed, LPCC

387 NORTH RIVER ROAD, MUNROE FALLS, OHIO 44262

• PHONE: 330.256.7091 • E-MAIL: cstahl@kent.edu

OBJECTIVE

To provide exemplary therapeutic intervention for clients seeking substance abuse treatment.

EDUCATION

Master of Education

Kent State University, Kent, Ohio

Major: Community Counseling, GPA: 3.9

Bachelor of Arts

Kent State University, Kent, Ohio

Major: Psychology

Member: Chi Sigma Iota – Honors Society for Counseling Professionals and Students

Relevant Courses: Abnormal Psychology, Counseling the Culturally Different, Cognitive Psychology, Diagnosis, Individual Assessment and Appraisal, Group Counseling, Advanced Counseling Procedures, Lifespan Development, Counseling Adolescents, Career Guidance and Development

WORK EXPERIENCE

Program Manager

The Portage Area Recovery Center

Family and Community Services, Inc.

2015-Present

- Develops, implements and evaluates program goals and objectives, ensure the quality of service delivery to the community through monitoring and supervision.
- Facilitate intakes and make decisions about clients entering the program
- Program coordination with referral sources including Portage County courts, JFS, MHRB, etc.
- Develop and implement new programming
- Recruits, hires, trains, supervises and evaluates shift staff and case managers and oversees staff development and training
- Completes assessment, diagnosis and treatment for clients in need of services, following licensure standards
- Builds financial and in-kind supports for program through local resource development and community education. Oversees all solicitations and acceptance of donated goods and services to program. Adequately acknowledges donors
- Complete required reports according to program and agency reporting requirements in a timely manner
- Ensure program goal achievement and assists in creating and maintaining a positive program image in the community
- Develop and maintains ongoing collaboration with partner agencies.
- Maintains shelter buildings, equipment, supplies and grounds
- Represent agency on service provider networks, coordinating bodies, and in the general community
- Comply with agency policies and procedures, COA regulations, federal and state requirements, and educational/certification/registry requirements.

Drug and Alcohol Outpatient Treatment Services

Townhall II, Kent, Ohio

Counselor: 2005-2015

- Clinical Coordinator, Horizon House - 90 day Women's Halfway House
- General clinical duties: Provide individual and group therapy for substance abusing and dependent adults
- Administer assessments, diagnosis, and treatment recommendations
- Maintain case files and correspondence with referral sources
- Facilitate day and evening Intensive Outpatient Treatment group
- Administer and interpret substance abuse appraisal instruments
- Facilitate education group for male and female inmates at the Portage County Correctional Facility

Adjunct Faculty, Justice Studies Department

Kent State University, Kent, Ohio

August 2004 – Present

- Develop Syllabi for all courses and establish the learning objectives for each course taught per University standards and requirements
- Develop course outlines and content
- Each semester ensure course outlines and content include updated information with the latest best practices and research trends
- Maintain accurate records of student progress per University requirements

Courses Taught:

- **Crisis Intervention**
- **Victimology**
- **Correctional Institutions**
- **Juvenile Delinquency**
- **Basic Interviewing and Interrogation**
- **Treatment Methods**
- **Profiling Violent Crime/Theories and Methods of Profiling**

Volunteer Crisis Intervention Specialist

Townhall II, Kent, Ohio

May 1998 – 2015

Successfully completed 80-hour crisis intervention training and clocked over 200 hours of volunteer time on the hotline.

- Answers crisis hotlines, including rape crisis, suicide intervention, Narcotics Anonymous, TTY calls
- Answering service for Portage County Board of Mental Retardation/ Developmental Disabilities
- Assists walk-in clients in crisis

Victim Outreach and Sexual Assault Prevention Services Coordinator

Townhall II, Kent, Ohio

Victim Outreach Advocate: October 1999 – 2005

Sexual Assault Prevention: April 2002 – 2005

Coordinated advocacy services for victims of violent crime; recruited, trained, and supervised volunteer Victim Advocates; developed and implemented advocate training program; maintained relationships with other victim service organizations; supervised advocate volunteers and staff; presented sexual assault, dating violence, and sexual harassment programs to county students and adults, including Developmentally Disabled clients.

- Developed advocacy volunteer training
- Chaired a Rape and Sexual Assault advisory council
- Assisted with planning “Take Back the Night” march
- Member of Ohio Coalition Against Sexual Assault (OCASA) Board 2002-2003
- Co-President and co-creator of Portage Council for the Prevention of Violence 2004-2006

Crisis Hotline Training Coordinator

Townhall II, Kent, Ohio

October 2000 – August 2001

Coordinated the recruitment and training of hotline volunteers; interviewed potential volunteer candidates; accessed community experts for topic presentations; trained through use of lecture and role plays.

AWARDS AND PRESENTATIONS

- Local Hero Awards: Public Service Award (2008), Victim Advocate Award (2003)
- Presentations:
 - Students and faculty of Counseling & Human Development Department on Rape and Sexual Assault (2003)
 - Male and female athletes on Rape and Sexual Assault – requested by KSU Athletic Department (2002)
 - County-wide training for law enforcement officers on Rape and Sexual Assault (2001)
 - CIT training for law enforcement officers on substance abuse treatment issues (2013)

Steve Case M.Ed., LPCC-S, LICDC-CS

smcase@kent.edu
330.631.6998

EDUCATION

Master of Education in Community Counseling (CACREP accredited) May 2008
Counseling and Human Development Services, Kent State University, Kent, OH.

Bachelor of Arts in Psychology May 2004
Department of Psychology, Kent State University, Kent, OH.

CLINICAL EXPERIENCE

Manager, Home-Based Therapy Services January 2014- Present
Child Guidance & Family Solutions Dawn Carter PCC-S, LICDC-CS

- Manage CG&FS' intensive services including the Intensive Home-Based Treatment (IHBT) and Integrated Co-Occurring Treatment (ICT) programs.
- Maintain all responsibilities from the former ICT Manager position and provide these to the IHBT program as well.
- Monitor fidelity to IHBT certification standards.
- Administratively oversee all agency residential & respite referrals and placements for high-risk youth.
- Serve as the agency liaison to Akron Children Hospital's Intensive Services.

Sr. Clinical Consultant for Co-Occurring Disorders September 2012- Present
Child Guidance & Family Solutions

- Train all clinical staff on the agency's AOD assessment and the ASAM Levels of Care.
- Educate and train agency staff on best practices related to the treatment of substance use and co-occurring disorders.
- Provide consultation and monthly group supervision to agency staff related to the treatment of co-occurring disorders.
- Responsible for the development and maintenance of agency policies, procedures and clinical tools related to the treatment of co-occurring disorders.
- Provide agency MI training and supervision of staff.

Manager, Integrated Co-Occurring Treatment (ICT) May 2012-Present
Child Guidance & Family Solutions Dawn Carter PCC-S, LICDC-CS

- Responsible for screening and managing all admissions and discharges from the program.
- Provide weekly individual and group supervision to all staff.
- Monitor fidelity to the ICT model.
- Assist in reviewing and providing consultation for the agency's most high-risk admissions to ensure proper risk and care management adherence.
- Provide after-hours crisis coverage for all clients of the agency.
- Serve as an Executive Board Member on Summit County Juvenile Court's Co-Occurring Disorders and Human Trafficking Probation Advisory Boards. Provide consultation to the probation programs in determining eligibility for their programming.

Integrated Co-Occurring Treatment (ICT) Therapist September 2009- May 2012
Child Guidance & Family Solutions Dawn Carter PCC-S, LICDC-CS

- Provided intensive, community-based therapy that emphasized an integrated and ecologically-focused approach to treating youth with co-occurring mental health and substance use disorders.
- Provided both case management & crisis management services to ICT youth & their families.
- Utilized culturally-sensitive and systemically-focused interventions to promote a recovery-oriented family system.

Alcohol and Drug Counselor (Contract)
Akron Health Department

August 2008-September 2009
Carol Bowes M.Ed., PCC-S, LICDC-CS

- Provided individual, family and group counseling services for adolescents at an outpatient and intensive outpatient level of care.
- Responsible for the development of the outpatient and intensive outpatient adolescent group curriculums.
- Counselor Intern from August 2007-December 2007.

Intensive Therapist
Child Guidance & Family Solutions

April 2008-May 2009
Kim Meyer M.Ed., PCC-S, LICDC-CS

- Provided intensive, home-based, individual and family therapy services for SED youth who were at risk of an out of home placement.
- Designed and implemented goal-directed groups that addressed skill-building and/or therapeutic needs.
- Assisted parents with accessing necessary community resources through advocacy and coordination with community systems.

Intervention Treatment Specialist
Community Support Services

April 2005-April 2008
Jan Jones M.Ed., PCC-S

- Provided individual and group counseling for adults living with severe mental illness and substance-use disorders.
- Facilitated skill-building groups for individuals living with severe & persistent mental illness in a day treatment setting.
- Interviewed hospitalized clients and assessed their appropriateness for Intensive Treatment Services.
- Counselor Intern from August 2007-April 2008.

PROFESSIONAL TEACHING EXPERIENCE

Kent State University, Kent, OH

- Diagnosis in Counseling, Fall 2017
- Theories in Practices in Addictions Counseling, Fall 2016 (Guest Lecturer)
- Theories in Practices in Addictions Counseling, Fall 2014 (Guest Lecturer)

PROFESSIONAL TRAINING EXPERIENCE

- Case, S (2017). Motivational Interviewing Basics 1 and II (Co-Presenter). Child Guidance & Family Solutions. Akron, OH. April 2017.
- Case, S (2017). Motivational Interviewing Advanced (Co-Presenter). Child Guidance & Family Solutions. Akron, OH. April 2017.
- Case, S (2016). Adolescent Substance Use: Basics & Beyond. Akron Children's Hospital Interpreter Services. Akron, OH. November 2016.

- Case, S (2016). Adolescent Mental Health: Identification to Intervention. Nordonia High School Parents. Macedonia, OH. September 2016.
- Case, S (2016). Human Trafficking: Basics and Beyond. Child & Family Leadership Exchange. Akron, OH. August 2016.
- Case, S (2015). Adolescent Substance Use: Identification to Intervention. Summit County School Group. Akron, OH. January 2015.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Oct-17** Curriculum Bulletin _____
Effective Date **Fall 2018** Approved by EPC _____

Department **Lifespan Development and Educational Sciences**
College **EH - Education, Health and Human Services**
Degree **MED - Master of Education**
Program Name **Instructional Technology** Program Banner Code **ITEC**
Concentration(s) **Instructional Technology/General and Computer/Technology**
Concentration(s) Banner Code(s) **ITCG/CMTC**
Proposal **Revise program**

Description of proposal:

This action inactivates two concentrations; revises course requirements, graduation requirements, and learning outcomes; clarifies admission requirements; and changes the title of the major to Educational Technology [ETEC]

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: **34-36** Proposed total credit hours **30**

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

None

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

Educational Psychology, School of Digital Sciences, School of Information, Health Education

REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins 11/16/2017
Department Chair / School Director

Campus Dean (for Regional Campuses proposals) / /

S. Mitchell 11/20/17
College Dean (or designee)

Meloy Jenkins 11/28/17
Dean of Graduate Studies (for graduate proposals)

Senior Vice President for Academic Affairs or Provost (or designee) / /

Proposal Summary

Revisions to the M.Ed. Instructional Technology Program

Description of Action, Including Intended Effect

The purpose of this proposal is to revise the Master of Education Instructional Technology [MED ITEC] major housed in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH]. The revisions are as follows: inactivate the Instructional Technology/General [ITCG] and Computer/Technology [CMTC] concentrations; revise course requirements, graduation requirements, and learning outcomes; clarify admission requirements; and changes the title of the major to Educational Technology [ETEC] (NOTE: In a separate action, the ITEC academic unit, including programs of study, courses, and faculty are moving to the School of Teaching, Learning and Curriculum Studies [TLC] within the same college.)

Specific Recommendations:

- Inactivate the ITCG and CMTC concentrations and reorganize the major into a program with core requirements, areas of specialization, and a capstone requirement. Additionally, outdated courses are being removed/inactivated and others are being updated and consolidating for efficiency. Generally, the revisions will make for a tight, focused, and modern program. As a result, the total number of credits are being reduced to 30 to make the major more competitive.

Core Requirements: The proposed curriculum will be comprised of **12 credits** of core courses, currently required in the major or ITGC concentration:

EPSY 65524 LEARNING THEORIES
ETEC 57400 *TRENDS IN EDUCATIONAL TECHNOLOGY*
ETEC 57403 *INSTRUCTIONAL DESIGN*
ETEC 67420 *RESEARCH ISSUES IN EDUCATIONAL TECHNOLOGY*

Four Specializations will initially be available to students. These specializations will be flexible and easily changed to accommodate changes in the field in coming years. They are based initially on the range of courses we currently make available as well as the expertise of various faculty members. One of the specializations (Online and Blended Learning and Teaching) has been offered for several years as part of a certificate program and has been reasonably successful. Another (Management of Educational Technologies) parallels key parts of our current license endorsement program in Computer Technology and will continue to be part of that accredited program. The other two reflect current major areas in the field in general. Because this is a field that changes rapidly and because we need to find out what specializations are most in demand by students, we want to avoid making them official concentrations. This will allow us to add or remove areas as the field shifts and students want to move in different directions.

Students will work with their faculty advisor to select a specialization and will be required to complete **9 credits** of coursework from one of these areas:

- Designing Instructional and Performance Solutions

- Online and Blended Learning and Teaching
- Immersive Technologies for Learning
- Management of Educational Technologies

Capstone Requirements offer thesis and non-thesis options, both adding **6 credits** to the major requirements.

Thesis: ETEC 60199 *THESIS I* (6) and Electives (3).

Non-Thesis: ETEC 67592 *PRACTICUM AND PORTFOLIO* (3) and Electives (6)

Minimum Total Credit Hours: **30**

- Change the name of the major from Instructional Technology to Educational Technology (see attached OBR Change Request form). Consequently, the course subject ITEC is being changed to ETEC in an accompanying large-scale course revision proposal. Rationale for name change: similar programs around the country may be called either Instructional Technology or Educational Technology, although Educational Technology is probably more common. The current faculty in the program believe that the term “instructional” denotes more directive and narrower teaching, while the term “educational” allows for a wider range of possibilities that encompass direct instruction as well as broader learning experiences such as simulations, virtual reality, problem-based learning, and a host of others.

Our courses are used in a variety of programs around the university. We have consulted with elements of the School of Information, the School of Health Sciences, the School of Digital Sciences, and the School of Curriculum, Learning, and Curriculum Studies about these changes.

- Replace Description (see attached catalog copy)
- Admission Requirements: clarify that the two letters of recommendation are to be from academic and professional references and that official transcript(s) must be from all undergraduate and graduate programs.
 - Also change language for admission into the Library-Media licensure program to reflect changes made by the College of Communication and Information to read: *The Educational Technology program cooperates with the School of Information on a licensure program for school library media specialists. Admission into the Library–Media licensure program also requires an additional letter of recommendation, Questions in Anticipation of Licensure form and GRE if GPA is below 3.000 in highest completed degree. Note: for students with a GPA of 3.000 or greater, completion of a bachelor's degree is sufficient evidence of reading, writing, and mathematics competency required for initial library media licensure.*
- Update Program Learning Outcomes (see attached catalog copy)
- Revise language in Graduation Requirements to reflect changes made to the capstone options. It will now read: *Capstone requirements offer a choice of taking two elective courses, plus a final practicum and portfolio experience, or taking one elective course along with six credit hours of thesis, leading to the completion of a master's thesis.* Additionally, since the total number of credits required for graduation are being reduced from 34-36 to 30, the information needs to be updated in graduation requirements.

Fiscal, Enrollment, Facilities and Staffing Considerations

Current students will be little affected by these changes. All current students will have the option of fulfilling either the existing major requirements or changing their major to the new program. Those changing to the new program will probably be able to finish more quickly while taking fewer credit hours. Those completing the old program may have to have their advisors substitute courses for ones that will no longer be required. In all cases the substitutions will be clear and logical. The name change will not have any significant effects on students.

The faculty in the program will remain exactly the same, barring retirements, resignations, or new hires. As part of an overall change, the program is already moving from the School of Lifespan Development and Educational Sciences to the School of Teaching, Learning, and Curriculum Studies within the same College. These name and curriculum changes will not add to or affect that administrative change at all. As part of the overall change, the new school will supply support services rather than the old one. Again, these changes will not affect that.

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2018. The following is the anticipated schedule:

ITEC program approval: October 18, 2017

LDES SCC approval: November 1, 2017

presented to EHHS for approval: November 17, 2017

presented to EPC for approval: January 22, 2018

Approval by Faculty Senate

Notify Board of Trustees

Approval by Ohio Department of Higher Education:

NEW VERSION

EDUCATIONAL TECHNOLOGY - M.ED.

College of Education, Health, and Human Services

School of Teaching, Learning, and Curriculum Studies

404 White Hall

Kent Campus

330-672-2580

www.kent.edu/ehhs/tlc

Description

The Master of Education in Educational Technology is a comprehensive degree program that also includes several specialty areas. Students gain core educational technology knowledge and skills, and then go on to specialize in an area of their choice. The degree concludes with electives and capstone experiences in the field.

The Educational Technology master's degree is designed to prepare students to design, develop, and use a variety of technologies in school classrooms, in training facilities, or in other educational settings. The specialty areas ensure that graduates have extensive skills in one significant area within the field.

The Computer Technology Licensure Endorsement can be obtained along with the master's degree by taking the appropriate specialty area and arranging an appropriate practicum while obtaining the degree. If the student already has a master's degree in an appropriate field, the Computer Technology Licensure Endorsement can be obtained without doing a complete new master's degree. In either case, the endorsement is added to an existing teaching license and is meant for teachers who plan to teach computer applications in the classroom or who want to assume technology leadership positions in a school or at the district level. It cannot be obtained as a stand-alone license.

These programs are available 100 percent online.

FULLY OFFERED AT:

- Kent Campus
- Online

Accreditation

The Computer Technology Licensure Endorsement program has been fully accredited by the National Council for Accreditation of Teacher Education (NCATE).

Admission Requirements

- Official transcript(s) for all undergraduate and graduate programs
- Written goal statement
- Two letters of recommendation from academic and professional references.

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 550 TOEFL score (79 on the Internet-based version), minimum 77 MELAB score, minimum 6.5 IELTS score, or minimum 58 PTE Academic score. For more information on international admission, visit the [Office of Global Education's admission website](#).

The Educational Technology program cooperates with the School of Library and Information Sciences on a licensure program for school library media specialists. Admission into the Library–Media licensure program also requires an additional letter of recommendation, Questions in Anticipation of Licensure form and GRE if GPA is below 3.000 in highest completed degree. Note: for students with a GPA of 3.000 or greater, completion of a bachelor's degree is sufficient evidence of reading, writing, and mathematics competency required for initial library media licensure.

For more information about graduate admission, please visit the [Graduate Studies website](#).

Program Learning Outcomes

Graduates of different specialties within the ITEC program may be able to

- Demonstrate skills in using different types of hardware and a variety of software applications.
- Write reviews of research literature to examine the use of technology to enhance learning.
- Develop, implement, and troubleshoot web-based, interactive multimedia educational programs.
- Develop innovative educational materials using various technology tools.
- Identify critical issues related to the field of Educational Technology.
- Advocate for the appropriate use of technology in educational settings, including providing equitable access to technology resources for all students.
- Apply principles of message design to the development of educational materials.
- Design, develop, and evaluate online educational materials.
- Apply principles of change management, organizational development, technological diffusion and adoption, and project management to effecting change in an organization.
- Practice the systematic evaluation of educational materials that use technology, based upon the objectives previously established for the unit or lesson.
- Assess the effectiveness of the use of technology for instruction, with a variety of assessment techniques.
- Identify trends in the field and apply those trends to current situations.

GRADUATION REQUIREMENTS

- The Master of Education (M.Ed.) degree requires a minimum of 30 credit hours of graduate coursework.

- Capstone requirements offer a choice of taking two elective courses, plus a final practicum and portfolio experience, or taking one elective course along with six credit hours of thesis, leading to the completion of a Masters thesis.

LICENSURE INFORMATION

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer to the [Ohio Department of Education-Educator Preparation website](#) for more information on assessments specific to licensure type.

Program Requirements

MAJOR REQUIREMENTS

Course	Title	Credit Hours
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Core Requirements

EPSY 65524	LEARNING THEORIES	3
ETEC 57400	TRENDS IN EDUCATIONAL TECHNOLOGY	3
ETEC 57403	INSTRUCTIONAL DESIGN	3
ETEC 67420	RESEARCH ISSUES IN EDUCATIONAL TECHNOLOGY	3

Specializations

Choose from the following specializations: 9

- Designing Instructional and Performance Solutions
- Online and Blended Learning and Teaching
- Immersive Technologies for Learning
- Management of Educational Technologies

Capstone Requirements 9

Thesis Option

ETEC 60199 THESIS I (6)
Electives (3)

Non-Thesis Option

ETEC 67492 PRACTICUM AND PORTFOLIO (3)
Electives (6)

Minimum Total Credit Hours: **30**

EDUCATIONAL INSTRUCTIONAL TECHNOLOGY - M.ED.

College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
405 White Hall
Kent Campus
330-672-2294
www.kent.edu/ehhs/ides

Description see attachment for new description

The Master of Education in Instructional Technology includes two concentrations:

- Instructional Technology/General
- Computer/Technology

The endorsement/licensure can be obtained without the degree for fewer credit hours. These programs are available 100 percent online.

The Instructional Technology/General concentration is designed to prepare students to use a variety of technologies in school classrooms, in training facilities or in other instructional settings.

The Computer/Technology intended for teachers who work in a classroom or who want to work in a school or at the district level. Students with an existing teaching license can earn separate licensure.

Capstone Requirements 9 credits
Thesis Option:
ETEC 60199 Thesis 1 (6)
Electives (3)
Non-Thesis Option:
ETEC 67492 Practicum and Portfolio (3)
Electives (6)

Fully Offered At:

- Kent Campus
- Online

Accreditation

The Computing/Technology endorsement program has been fully accredited by the National Council for Accreditation of Teacher Education (NCATE).

Admission Requirements

- Official transcript(s)
- goal statement
- two letters of recommendation

English Language Proficiency Requirements for International Students:

All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 550 TOEFL score (79 on the Internet-based version), minimum 77 MELAB score, minimum 6.5 IELTS score or minimum 58 PTE Academic score. For more information on international admission, visit the Office of Global Education's admission website. **Effective spring 2018.**

Admission into the Library-Media licensure program also requires an additional letter of recommendation, Questions in Anticipation of Licensure form and GRE if GPA is below 3.0. **Effective spring 2018.** degree. Note: for students with a GPA of 3.0

Designing Instructional and Performance Solutions
Online and Blended Learning and Teaching
Immersive Technologies for Learning
Management of Educational Technologies

of a bachelor's degree is sufficient evidence of reading, writing and mathematics competency required for initial licensure.

For more information about graduate admission, please visit the Graduate Studies website.

Program Learning Outcomes

Graduates of this program will be able to: see attachment

1. Demonstrate knowledge about different types of hardware and of a variety of different software applications.
2. Conduct literature reviews to examine issues associated with technology and learning.
3. Effectively develop, implement, and troubleshoot dynamic web-based, interactive multimedia instructional programs.
4. Use computer-based applications to develop innovative and creative instructional materials.
5. Identify critical issues related to the field of Instructional Technology.
6. Students will be able to advocate for the appropriate use of technology in educational settings, including efforts to provide equitable access to technology resources for all students.
7. Apply principles of visual design to the development of instructional materials.
8. Design, develop, and evaluate distance learning curricula and instructional activities.
9. Apply principles of information literacy in locating and processing materials.
10. Understand the technology adoption process by applying principles of organizational development, diffusion and adoption, and project management.
11. Practice the systematic evaluation of instructional materials that use technology, based upon the objectives previously established for the unit or lesson.
12. Assess the effectiveness of the use of technology for instruction, with a variety of assessment techniques.

Program Requirements

Major Requirements ETEC 57400 Trends in Educational Technology 3

Major Requirements		
EPSY 65524	LEARNING THEORIES	3
ITEC 67403	INSTRUCTIONAL DESIGN	3
or ITEC 67442	DESIGNING ONLINE COURSES	
ITEC 57411	DESIGNING VISUALS FOR INSTRUCTION	3
ITEC 57430	COMPUTER APPLICATIONS IN EDUCATION	3
ITEC 67420	RESEARCHING CURRENT ISSUES IN INSTRUCTIONAL TECHNOLOGY	3
ITEC 67438	INSTRUCTIONAL APPLICATIONS OF THE INTERNET	3
ITEC 67439	PORTFOLIO REVIEW	1

Concentrations Specializations

Choose from the following:	9	15-17
Instructional Technology/General concentration		
Computer/Technology concentration		

Minimum Total Credit Hours: 30 34-36

Graduation Requirements

- ~~The Master of Education (M.Ed.) degree requires a minimum of 34 credit hours of graduate coursework. The M.Ed. degree with Computer/Technology endorsement requires a minimum of 36 credit hours. The major must consist of 18 or more credit hours in the College of Education, Health, and Human Services. M.Ed. students have six years from the term of first enrollment to complete the degree.~~
- ~~A thesis project can be chosen as part of the Masters Degree Program, in lieu of taking two courses (6 credit hours). Students select a committee comprised of two faculty members to supervise their work on this project.~~

ITEC 67425	MANAGING TECHNOLOGICAL CHANGE	3
ITEC 67426	NETWORKING BASIC FOR EDUCATORS	3
ITEC 67432	DESIGNING MULTIMEDIA FOR INSTRUCTION	3
ITEC 67436	DISTANCE EDUCATION	3
ITEC 67437	WEB DEVELOPMENT FOR EDUCATORS	3
ITEC 67492	ADVANCED PRACTICUM AND INTERNSHIP	2
Minimum Total Credit Hours:		17

Licensure Information

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer to the Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type.

The Master of Education (M.Ed.) degree requires a minimum of 30 credit hours of graduate coursework.

Capstone requirements offer a choice of taking two elective courses, plus a final practicum and portfolio experience, or taking one elective course along with six credit hours of thesis, leading to the completion of a Masters thesis.

Instructional Technology/General Concentration Requirements

[EH MED ITEC ITGG]

Concentration Requirements

Choose from the following: 15

ITEC 50093	VARIABLE-TITLE WORKSHOP IN EDUCATIONAL MEDIA †
ITEC 57400	SELECTION AND UTILIZATION OF EDUCATIONAL MEDIA
ITEC 57402	ORGANIZATION AND ADMINISTRATION OF EDUCATIONAL MEDIA PROGRAMS AND CENTERS
ITEC 57413	DIGITAL VIDEO IN EDUCATION
ITEC 57427	TECHNOLOGY AND LEARNING
ITEC 67410	SIMULATION GAMES IN EDUCATION
ITEC 67425	MANAGING TECHNOLOGICAL CHANGE
ITEC 67426	NETWORKING BASIC FOR EDUCATORS
ITEC 67432	DESIGNING MULTIMEDIA FOR INSTRUCTION
ITEC 67435	VIRTUAL REALITY
ITEC 67436	DISTANCE EDUCATION
ITEC 67437	WEB DEVELOPMENT FOR EDUCATORS
ITEC 67442	DESIGNING ONLINE COURSES
ITEC 67444	TEACHING ONLINE COURSES
ITEC 67449	RESEARCH IN ONLINE LEARNING
ITEC 67492	ADVANCED PRACTICUM AND INTERNSHIP †
ITEC 67496	INDIVIDUAL INVESTIGATION IN INSTRUCTIONAL TECHNOLOGY
ITEC 60199	THESIS I
ITEC 60299	THESIS II

Minimum Total Credit Hours: 15

† Up to 4 credit hours of graduate level workshop may be used as electives.

Computer/Technology Concentration Requirements

[EH MED ITEC CMTC]

Concentration Requirements



Department of
Higher Education

John R. Kasich, Governor
John Carey, Chancellor

CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission: [DATE]

Name of institution: Kent State University

Previously approved title: Instructional Technology within the M.Ed. degree

Proposed new title: Educational Technology within the M.Ed. degree

Proposed implementation date of the request: Fall, 2018

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Melody J. Tankersley, PhD
Title: Senior Associate Provost and Interim Dean of Graduate Studies
Phone: 330-672-8613
E-mail: mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure: No
Leads to endorsement: Yes

Explain the rationale for name and curricular changes.

Similar programs around the country may be called either Instructional Technology or Educational Technology, although Educational Technology is probably more common. The current faculty in the program believe that the term “instructional” denotes more directive and narrower teaching, while the term “educational” allows for a wider range of possibilities that encompass direct instruction as well as broader learning experiences such as simulations, virtual reality, problem-based learning, and a host of others.

The curriculum changes are aimed at updating our program in a field which, by any name, is changing and growing quickly. We are removing some outdated courses, consolidating others, reducing requirements to make the program more competitive, and generally creating a tight, focused, and modern program.

Our courses are used in a variety of programs around the university. We have consulted with elements of the School of Information, the School of Health Sciences, the School of Digital Sciences, and the School of Curriculum, Learning, and Curriculum Studies about these changes.

Describe how the name and curricular changes will affect students in the current program.

Current students will be little affected by these changes. All current students will have the option of fulfilling either the existing major requirements or changing their major to the new program. Those changing to the new program will probably be able to finish more quickly while taking fewer credit hours. Those completing the old program may have to have their advisors substitute courses for ones that will no longer be required. In all cases the substitutions will be clear and logical. The name change will not have any significant effects on students.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

The faculty in the program will remain exactly the same, barring retirements, resignations, or new hires. As part of an overall change, the program is already moving from the School of Lifespan Development and Educational Sciences to the School of Teaching, Learning, and Curriculum Studies within the same College. These name and curriculum changes will not add to or affect that administrative change at all. As part of the overall change, the new school will supply support services rather than the old one. Again, these changes will not affect that.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

We are in the process of making the necessary notifications about the curriculum changes. The name change by itself is not significant in that, however.

Describe how the effectiveness of the new curriculum will be monitored over time.

The Instructional Technology program already relies heavily on projects and papers to assess students in individual courses and on a portfolio to assess students at the end of its Masters program. We intend to continue those practices, and the change to a new school will not affect that. New curriculum initiatives will improve our use of these techniques, however. A key initiative is to move our portfolios to TaskStream and ready them for an accreditation review. The portfolio, which consists of a variety of projects, papers, and other assessments that students produce during their Masters career is keyed to the standards common in the field. Implementing TaskStream therefore facilitates us in tracking our effectiveness.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
EPSY 65524 LEARNING THEORIES	3	EPSY 65524 LEARNING THEORIES	3
IITEC 67403 INSTRUCTIONAL DESIGN OR IITEC 67442 DESIGNING ONLINE COURSES	3	EITEC 57400 TRENDS IN EDUCATIONAL TECHNOLOGY	3
IITEC 57411 DESIGNING VISUALS FOR INSTRUC	3	EITEC 57403 INSTRUCTIONAL DESIGN	3
IITEC 57430 COMPUTER APPLICATIONS IN EDUC	3	EITEC 67420 RESEARCH ISSUES IN EDUCATIONAL TECHNOLOGY	3
IITEC 67420 RESEARCHING CURRENT ISSUES IN INSTRUCTIONAL TECHNOLOGY	3	CAPSTONE Choose from thesis or non-thesis option	9
IITEC 67438 INSTRUCTIONAL APPLICATIONS OF THE INTERNET	3	Thesis Option: EITEC 60199 THESIS I (6) Electives (3)	
IITEC 67439 PORTFOLIO REVIEW	1	Non-Thesis Option: EITEC 67492 PRACTICUM/PORTFOLIO (3) Electives (6)	

Choose from the following: Instruction Technology/General Concentration (15) Computer/Technology Concentration (17)	15-17	Specializations (coursework designed with faculty) Choose from the following: Designing Instructional/Performance Solutions Online Blended Learning and Teaching Immersive Technologies for Learning Management of Educational Technologies	9
Minimum Total Credit Hours	34-36	Minimum Total Credit Hours	30
INSTRUCTIONAL TECHNOLOGY/GENERAL			
Choose from the following	15		
ITEC 50093 VARIABLE TITLE WORKSHOP IN EDUCATIONAL MEDIA 1 ITEC 57400 SELECTION AND UTILIZATION OF EDUCATIONAL MEDIA ITEC 57402 ORGANIZATION AND ADMINISTRATION OF EDUCATIONAL MEDIA PROGRAMS AND CENTERS ITEC 57413 DIGITAL VIDEO IN EDUCATION ITEC 57427 TECHNOLOGY AND LEARNING ITEC 67410 SIMULATION-GAMES IN EDUCATION ITEC 67425 MANAGING TECH CHANGE ITEC 67426 NETWORKING BASIC FOR EDUC ITEC 67432 DESIGNING MULTIMEDIA FOR INSTR ITEC 67435 VIRTUAL REALITY ITEC 67436 DISTANCE EDUCATION ITEC 67437 WEB DEVELOPMENT FOR EDUC ITEC 67442 DESIGNING ONLINE COURSES ITEC 67444 TEACHING ONLINE COURSES ITEC 67449 RESEARCH IN ONLINE LEARNING ITEC 67492 ADVANCED PRACT/INTERNSHIP 1 ITEC 67496 INDIVIDUAL INVESTIGATION IN INSTRUCTIONAL TECHNOLOGY ITEC 60199 THESIS I ITEC 60299 THESIS II			
COMPUTER/TECHNOLOGY			
ITEC 67425 MANAGING TECHNOLOGICAL CHANGE	3		
ITEC 67426 NETWORKING BASIC FOR EDUCATORS	3		
ITEC 67432 DESIGNING MULTIMEDIA FOR INSTRUCTION	3		
ITEC 67436 DISTANCE EDUCATION	3		
ITEC 67437 WEB DEVELOPMENT FOR EDUCATORS	3		
ITEC 67492 ADVANCED PRACTICUM AND INTERNSHIP	2		

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon, Ph.D.
Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Aug-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Lifespan Development and Educational Sciences**
 College **EH - Education, Health and Human Services**
 Proposal **Revise Academic Unit**
 Proposal Name **Move of Instructional Technology Program Area from one Academic Unit to Another**

Description of proposal:

This action moves the Instructional Technology program area from the School of Lifespan Development and Educational Sciences (LDES) to the School of Teaching, Learning and Curriculum Studies (TLC).

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

This is a lateral move from one school to another within the College of Education, Health, and Human Services. There are no impacts on duplication, enrollment, staffing, need or audience. The Educational Psychology program is preparing for the move by inactivating the Instructional Technology concentration from its Ph.D. major. The Curriculum and Instruction program is working on adding that concentration to its Ph.D. major.

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

LDES/TLC FAC and CAC; Educational Psychology; College of Communication and Information, School of Information, Library and Information Science, School of Digital Sciences.

REQUIRED ENDORSEMENTS

<i>H. Robinson-Jenkins</i>	<u>11 / 2 / 2017</u>
Department Chair / School Director	
	<u> / / </u>
Campus Dean (for Regional Campuses proposals)	
<i>S. Mitchell</i>	<u>11 / 20 / 17</u>
College Dean (or designee)	
<i>Melody Finckley</i>	<u>11 / 28 / 17</u>
Dean of Graduate Studies (for graduate proposals)	
	<u> / / </u>
Senior Vice President for Academic Affairs and Provost (or designee)	

Proposal Summary to Revise an Academic Administrative Structure Move Instructional Technology Program to the School of Teaching, Learning and Curriculum Studies

The purpose of this proposal is to move the Instructional Technology [ITEC] program area from the School of Lifespan Development and Educational Sciences [LDES] to the School of Teaching, Learning and Curriculum Studies [TLC] within the College of Education, Health and Human Services [EH].

With approval of this action, the following will be moved from LDES to TLC:

- Master of Education Instructional Technology
- Instructional Technology [ITEC] courses (see below)
- Online Learning and Teaching certificate [C614]
- ITEC faculty (3 TT and 2 FT/NTT)
- The ITEC concentration will be inactivated from the Ph.D. Educational Psychology [EPSY] major in a separate proposal and will be established as a concentration within the Ph.D. Curriculum and Instruction [CI] major in TLC until it can be approved as a new stand-alone major.

ITEC courses:

ITEC	39525	Educational Technology
ITEC	40093	Variable Title Workshop in Educational Media
ITEC	47403	Instructional Design
ITEC	47427	Technology and Learning
ITEC	47495	Special Topics: Educational Media
ITEC	47496	Individual Investigation in Educational Media
ITEC	50093	Variable Title Workshop in Educational Media
ITEC	57400	Selection and Utilization of Educational Media
ITEC	57402	Organization and Administration of Educational Media Programs/Centers
ITEC	57403	Instructional Design
ITEC	57411	Designing Visuals for Instruction
ITEC	57427	Technology and Learning
ITEC	60199	Thesis I
ITEC	60299	Thesis II
ITEC	67403	Instructional Design
ITEC	67410	Simulation-Games in Education
ITEC	67420	Researching Current Issues in Instructional Technology
ITEC	67425	Managing Technological Change
ITEC	67426	Networking Basic for Educators
ITEC	67432	Designing Multimedia for Instruction
ITEC	67434	Emerging Technologies
ITEC	67435	Virtual Reality
ITEC	67442	Designing Online Courses
ITEC	67444	Teaching Online Courses
ITEC	67449	Research in Online Learning

Proposal Summary to Establish or Revise an Academic Administrative Structure

ITEC	67491	Seminar: Educational Media
ITEC	67492	Advanced Practicum and Internship
ITEC	67495	Special Topics in Educational Media
ITEC	67496	Individual Investigation in Instructional Technology
ITEC	67498	Independent Research in Instructional Technology
ITEC	77403	Instructional Design
ITEC	77410	Simulation-Games in Education
ITEC	77411	Designing Visuals for Instruction
ITEC	77413	Digital Video in Education
ITEC	77420	Researching Current Issues in Instructional Technology
ITEC	77425	Managing Technological Change
ITEC	77426	Networking Basic for Educators
ITEC	77432	Designing Multimedia for Instruction
ITEC	77434	Emerging Technologies
ITEC	77435	Virtual Reality
ITEC	77442	Designing Online Courses
ITEC	77444	Teaching Online Courses
ITEC	77449	Research in Online Learning
ITEC	77491	Seminar: Educational Media
ITEC	77492	Advanced Practicum and Internship in Instructional Technology
ITEC	77495	Special Topics in Educational Media
ITEC	77496	Individual Investigation in Instructional Technology
ITEC	77498	Independent Research in Instructional Technology
ITEC	87450	Learning with Instructional Technologies

The Instructional Technology program has been affiliated with the Educational Psychology program for decades and a part of the School of Lifespan Development and Educational Sciences since its beginning. We are proposing to move instead to the School of Teaching, Learning, and Curriculum Studies. Over the past few years, the ITEC faculty have worked more and more closely with the faculty in teacher education in TLC. In addition, around the country most instructional or educational technology programs are affiliated with either educational psychology or teacher education. Our undergraduate courses and our master's degree program have been largely independent from other programs throughout our history, so the major tie to Educational Psychology has been through the doctoral program, where we maintain an official concentration in Instructional Technology. We propose the move to TLC in order to work more closely with their faculty and have a greater influence on teacher education at a time when technology in schools is a major issue. We hope to strengthen teaching, curriculum, and research ties with that school. The majority of our master's students come from school situations and could benefit from closer ties. There should be few problems in transferring the undergraduate and master's courses and programs from one school to the other. We are currently working with the Educational Psychology program to minimize the effects on our doctoral students and with the Curriculum and Instruction program to move our concentration to that entity.

The following is from 3343-2-03 *University Policy Regarding the Establishment or Revision of Academic Administrative Structures.*

1. The quality of the faculty, students and programs.

The current Instructional Technology program is an ongoing and even thriving program. All faculty will move from one school to the other. Students will move as well with no significant changes for undergraduate or master's students. An existing agreement between the Educational Psychology program and the Instructional Technology program protects doctoral students from being affected in ways that would materially alter or slow their progress through the degree

2. Centrality and coherence to the mission and strategic directions of the university and other academic units.

Because Instructional Technology is an ongoing program that already supports and advances the university mission and strategic goals in a variety of ways, the key question here is what effect the move from one school to another will have on that. Around the country, most educational or instructional technology programs are affiliated with either Educational Psychology or with teacher education. We believe that by moving to teacher education, we can do a better job of serving our core student audience, enhance our research and grant opportunities, and advance the effective use of technology in educational and other settings.

3. Comparative advantage versus other structures.

The advantage of moving to the School of Teaching, Learning, and Curriculum Studies is that we will be more closely aligned with the teacher education programs. A large number of our current students are teachers pursuing advanced degrees. We will be well-placed to serve their needs better, to participate in doctoral education and research that focuses on online learning and other technology-related topics, and work with related faculty on research and grant opportunities.

Around the country, most educational/instructional technology programs are aligned with either Educational Psychology or teacher education. We believe that we can gain the above advantages by moving to a different school.

4. What makes the unit particularly appropriate for Kent State University.

Kent State University already has a thriving instructional technology program. Moving to a new school allows it to work with a new set of programs in teacher education, in research and grant-writing, and in serving our advanced students.

5. Demand for the unit and for the graduates of the unit.

Demand for the Instructional Technology program remains fairly strong. Active enrollment in the program has averaged about 60 students per semester for the past five years. More are enrolled in the Fall and Spring than in the Summer. Enrollment has fluctuated but within narrow limits. The program expects that this move, along with curriculum changes being submitted separately will help increase demand at both the master's and doctoral levels. This is based on the increased competitiveness of the program because of greater relevance and appeal as well as the slightly lower credit-hour requirements. Our participation in the upcoming online Doctor of Education program as well as revitalizing the Doctor of Philosophy program affords the growth opportunities at that level. Graduates of the program are and will continue to be employed in the field. Our graduates do not fit easily into the job classifications in various surveys of employment, but positions such as training and development specialists are projected to grow seven percent a year, with others growing as much or more.

6. Duplication and interrelatedness of the unit's program(s) within the university, state, and region

This is an existing program that is merely making an administrative change from one school to another. This change does not affect the duplication or interrelatedness at any level.

7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.

The big difference in efficiency and effectiveness will come in working more closely with teacher education faculty to improve the use of technology in education, to pursue research on common interests and in common settings, in preparing teachers and others to advance the field, and in pursuing grant opportunities. We can do that because we will now be in closer contact with those faculty members and be better placed to discover areas of common interest.

8. Administrative reporting structure.

The program currently reports to the Director of the School of Lifespan Development and Educational Sciences who reports to the Dean of the College of Education, Health, and Human Services. After the move, the program will report to the Director of the School of Teaching, Learning, and Curriculum Studies who reports to the Dean of the College of Education, Health, and Human Services. No other changes will occur.

9. Space and capital budget needs.

No new space or capital budget needs are anticipated, because this is a lateral move and does not create a new program.

10. A proposed operating budget with any one-time resource needs.

Ongoing operating budgets will be transferred when the move takes place.

11. Evaluation procedures including academic assessment procedures.

The Instructional Technology program already relies heavily on projects and papers to assess students in individual courses and on a portfolio to assess students at the end of its master's program. We intend to continue those practices, and the change to a new school will not affect that. New curriculum initiatives will improve our use of these techniques, however. A key initiative is to move our portfolios to TaskStream and ready them for an accreditation review.

12. A timetable for proposal implementation.

The proposal will go through the required curriculum approval process with changes to take effect fall 2018. The following is the anticipated schedule:

ITEC approval: September 2017

LDES SCC approval: November 1 2017

EHHS CCC: November 17, 2017

EPC: January 22, 2018

Faculty Senate: February 12, 2018

Board of Trustees: Spring 2018

To whom it may concern,

This document serves to officially recognize that the Educational Psychology and Instructional Technology programs have decided to split apart, with Educational Psychology remaining in the School of Lifespan Development and Educational Sciences and Instructional Technology moving to the School of Teaching, Learning, and Curriculum Studies. As a result of this separation, the Educational Psychology Ph.D. concentration in Instructional Technology will be inactivated.

The Instructional Technology program **approves** the removal of its concentration from the Educational Psychology doctoral program. The Educational Psychology program **approves** the addition of the Instructional Technology concentration to the Curriculum and Instruction doctoral program. In addition, The LDES and TLC FAC have reviewed and approved these changes.

Interim Dean Kretovics imposed one condition on the change: that current students be affected as little as possible. To fulfill that condition, the two programs have agreed to the following:

- Students currently at the dissertation level with existing committees will be able to keep those committees and complete the degrees and concentrations that they began.
- Pre-dissertation students will be able to complete the coursework for the degrees and concentrations they began and will be able to substitute courses from the new programs to fulfill their degree requirements. Committees for comprehensive examinations and dissertations will be chaired by faculty from the appropriate concentration. Students may still include members from the other concentration but would not be required to.
- New students in either concentration will be advised about the change, and the advisor will work with them to develop programs of study that reflect the changes being implemented.
- Subsequent changes to the Master's programs in each department are also approved and included in this agreement.

Albert Ingram
Program Coordinator,
Instructional Technology

Bradley J. Morris
Program Coordinator,
Educational Psychology

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Lifespan Development and Educational Sciences**
 College **EH - Education, Health and Human Services**
 Degree **CER6 - Post-Baccalaureate Certificate CER8 - Post-Master's Certificate**
 Program Name **Online Learning and Teaching** Program Banner Code **C614**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Revise program**

Description of proposal:

This is a proposal to revise the name and course requirements for the graduate certificate in Online Learning and Teaching. The intent is to focus the program more precisely on its goals and to become more competitive with similar programs at other universities. In doing so, we propose cutting the number of required courses to the three courses we offer specifically on online and blended learning and renaming the certificate to Online and Blended Learning.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: **15** Proposed total credit hours **9**

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

This is an existing certificate program that is housed in the Instructional Technology program. We are currently able to staff the courses and program and this will become easier with the removal of two inactivated courses.

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

None. The program is self-contained.

REQUIRED ENDORSEMENTS

H. Dellmann-Jankovic 11/2/2017
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) / /

S. Mitchell 11/20/17
 College Dean (or designee)

Mary Parker 11/25/17
 Dean of Graduate Studies (for graduate proposals)

 Senior Vice President for Academic Affairs or Provost (or designee) / /

Proposal Summary

Revision of Online Learning and Teaching Graduate Certificate

Description of Action, Including Intended Effect

The purpose of this proposal is to revise the name and course requirements of the graduate Online Learning and Teaching certificate [C614] administrated by the Instructional Technology [ITEC] program housed in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH]. Note: in a separate action, the ITEC program, including this certificate, is moving to the School of Teaching, Learning and Curriculum Studies [TLC] in fall 2018.

This action does two major things: 1. Changes the name of the certificate from *Online Learning and Teaching* to *Online and Blended Learning* and 2. Reduces the required courses for the certificate from five (15 credit hours) to three (9 credit hours). The reduction is needed to remove two courses from the certificate that are being inactivated: ITEC 67436 *Distance Learning* and ITEC 67430 *Instructional Applications of the Internet*. The three remaining courses form the core of the content of the certificate focused on online and blended learning. The intended effects of these changes include: 1. Bring the certificate in line with our master's-level specialization in online and blended learning. 2. Make the certificate itself more competitive with other such certificates around the country which are mostly nine or twelve credit hours, and 3. Make it easier for students to transfer from the certificate program into a full master's program without potentially losing credits.

Admission and graduation requirements are not changing and the certificate will continue to be available fully online.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

Revising the existing certificate does not affect other programs, and there are no other programs at Kent State University that have similar goals and content. Existing students will be able to complete either the current certificate requirements or change their program to the revised version. We have the faculty to teach the courses for the certificate, and that will become easier with fewer courses to staff. No significant impacts are anticipated.

Fiscal, Enrollment, Facilities and Staffing Considerations

At any one time, there are approximately half a dozen students enrolled in the certificate program by itself. Others may complete the certificate as part of their master's degree. Our goal with these revisions is to make the certificate more attractive both on its own, since it will be more competitive in terms of credit hours (and hence cost) with other similar programs, and as a path into our master's program, since people who complete the certificate will have also completed 30% of a Kent State Instructional Technology master's degree. Thus, we are aiming toward increased enrollment in this online program, without immediate needs for new faculty or facilities.

Evidence of Need and Sustainability if Establishing

NA

and Blended

ONLINE LEARNING AND TEACHING - GRADUATE CERTIFICATE

College of Education, Health and Human Services
 School of Lifespan Development and Educational Sciences
 405 White Hall
 Kent Campus
 330-672-2294
 www.kent.edu/ehhs/ldes

and Blended

Description

The Online Learning and Teaching graduate certificate provides the skills people need to teach effectively online, whether they are teaching an entire course online or integrating web-based activities into a traditionally taught class. Students examine recommendations from research, design their own online modules and develop effective strategies for delivering instruction online.

Fully Offered At:

- Kent Campus
- Online

Gainful Employment Disclosure

Disclosure statement for this certificate.

Graduate Certificates for the College of Education, Health and Human Services

- Students seeking a graduate certificate must maintain a minimum 3.000 grade point average. A graduate certificate student who receives a combination of more than 8 credit hours of B or lower grades, or more than 4 credit hours of grades lower than C is subject to dismissal. Students who are unable to maintain academic standards of the College are subject to dismissal for academic reasons. Grades of C- or below are not counted toward completion of the certificate.
- Certificates must be completed within six years after the first graduate enrollment.
- No more than 2 credit hours of workshop may be used toward a certificate.
- Before being eligible to be awarded a Certificate, students must be admitted to the Certificate program.
- Students currently in a graduate degree program may also apply to a certificate program. Their degree seeking coursework may be applied to the certificate coursework with advisor approval. The courses must be completed within six years and satisfy certificate course requirements
- Students who have a previous graduate degree and are not currently seeking another graduate degree may transfer a maximum 6 credit hours with advisor approval. These credits may include hours from another KSU program, or from another accredited institution, if the following conditions are met: (1) courses were at the graduate level; (2) a grade of "A" or "B" was earned; (3) credit will be less than six years old at the time the certificate is conferred at Kent; and (4)

student was admitted as a graduate student at the time the course was taken.

- Some program areas may be more restrictive. Students are advised to consult their program.

Program Requirements

Certificate Requirements

[C614]

Certificate Requirements

ITEC 67436	DISTANCE EDUCATION	3
ITEC 67438	INSTRUCTIONAL APPLICATIONS OF THE INTERNET	3
ITEC 67442	DESIGNING ONLINE COURSES	3
ITEC 67444	TEACHING ONLINE COURSES	3
ITEC 67449	RESEARCH IN ONLINE LEARNING	3
Minimum Total Credit Hours:		9-16

Graduation Requirements

Minimum Certificate GPA

3.000

new titles; add "AND BLENDED" after "ONLINE"

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Aug-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Lifespan Development and Educational Sciences**
 College **EH - Education, Health and Human Services**
 Proposal **Revise Academic Unit**
 Proposal Name **Move of Instructional Technology Program Area from one Academic Unit to Another**

Description of proposal:

This action moves the Instructional Technology program area from the School of Lifespan Development and Educational Sciences (LDES) to the School of Teaching, Learning and Curriculum Studies (TLC).

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

This is a lateral move from one school to another within the College of Education, Health, and Human Services. There are no impacts on duplication, enrollment, staffing, need or audience. The Educational Psychology program is preparing for the move by inactivating the Instructional Technology concentration from its Ph.D. major. The Curriculum and Instruction program is working on adding that concentration to its Ph.D. major.

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

LDES/TLC FAC and CAC; Educational Psychology; College of Communication and Information, School of Information, Library and Information Science, School of Digital Sciences.

REQUIRED ENDORSEMENTS

<i>H. DeBmann-Jenkins</i>	<u>11 / 2 / 2017</u>
Department Chair / School Director	
	<u> / / </u>
Campus Dean (for Regional Campuses proposals)	
<i>S. Mitchell</i>	<u>11 / 20 / 17</u>
College Dean (or designee)	
<i>Melody Finckley</i>	<u>11 / 28 / 17</u>
Dean of Graduate Studies (for graduate proposals)	
	<u> / / </u>
Senior Vice President for Academic Affairs and Provost (or designee)	

Proposal Summary to Revise an Academic Administrative Structure Move Instructional Technology Program to the School of Teaching, Learning and Curriculum Studies

The purpose of this proposal is to move the Instructional Technology [ITEC] program area from the School of Lifespan Development and Educational Sciences [LDES] to the School of Teaching, Learning and Curriculum Studies [TLC] within the College of Education, Health and Human Services [EH].

With approval of this action, the following will be moved from LDES to TLC:

- Master of Education Instructional Technology
- Instructional Technology [ITEC] courses (see below)
- Online Learning and Teaching certificate [C614]
- ITEC faculty (3 TT and 2 FT/NTT)
- The ITEC concentration will be inactivated from the Ph.D. Educational Psychology [EPSY] major in a separate proposal and will be established as a concentration within the Ph.D. Curriculum and Instruction [CI] major in TLC until it can be approved as a new stand-alone major.

ITEC courses:

ITEC	39525	Educational Technology
ITEC	40093	Variable Title Workshop in Educational Media
ITEC	47403	Instructional Design
ITEC	47427	Technology and Learning
ITEC	47495	Special Topics: Educational Media
ITEC	47496	Individual Investigation in Educational Media
ITEC	50093	Variable Title Workshop in Educational Media
ITEC	57400	Selection and Utilization of Educational Media
ITEC	57402	Organization and Administration of Educational Media Programs/Centers
ITEC	57403	Instructional Design
ITEC	57411	Designing Visuals for Instruction
ITEC	57427	Technology and Learning
ITEC	60199	Thesis I
ITEC	60299	Thesis II
ITEC	67403	Instructional Design
ITEC	67410	Simulation-Games in Education
ITEC	67420	Researching Current Issues in Instructional Technology
ITEC	67425	Managing Technological Change
ITEC	67426	Networking Basic for Educators
ITEC	67432	Designing Multimedia for Instruction
ITEC	67434	Emerging Technologies
ITEC	67435	Virtual Reality
ITEC	67442	Designing Online Courses
ITEC	67444	Teaching Online Courses
ITEC	67449	Research in Online Learning

Proposal Summary to Establish or Revise an Academic Administrative Structure

ITEC	67491	Seminar: Educational Media
ITEC	67492	Advanced Practicum and Internship
ITEC	67495	Special Topics in Educational Media
ITEC	67496	Individual Investigation in Instructional Technology
ITEC	67498	Independent Research in Instructional Technology
ITEC	77403	Instructional Design
ITEC	77410	Simulation-Games in Education
ITEC	77411	Designing Visuals for Instruction
ITEC	77413	Digital Video in Education
ITEC	77420	Researching Current Issues in Instructional Technology
ITEC	77425	Managing Technological Change
ITEC	77426	Networking Basic for Educators
ITEC	77432	Designing Multimedia for Instruction
ITEC	77434	Emerging Technologies
ITEC	77435	Virtual Reality
ITEC	77442	Designing Online Courses
ITEC	77444	Teaching Online Courses
ITEC	77449	Research in Online Learning
ITEC	77491	Seminar: Educational Media
ITEC	77492	Advanced Practicum and Internship in Instructional Technology
ITEC	77495	Special Topics in Educational Media
ITEC	77496	Individual Investigation in Instructional Technology
ITEC	77498	Independent Research in Instructional Technology
ITEC	87450	Learning with Instructional Technologies

The Instructional Technology program has been affiliated with the Educational Psychology program for decades and a part of the School of Lifespan Development and Educational Sciences since its beginning. We are proposing to move instead to the School of Teaching, Learning, and Curriculum Studies. Over the past few years, the ITEC faculty have worked more and more closely with the faculty in teacher education in TLC. In addition, around the country most instructional or educational technology programs are affiliated with either educational psychology or teacher education. Our undergraduate courses and our master's degree program have been largely independent from other programs throughout our history, so the major tie to Educational Psychology has been through the doctoral program, where we maintain an official concentration in Instructional Technology. We propose the move to TLC in order to work more closely with their faculty and have a greater influence on teacher education at a time when technology in schools is a major issue. We hope to strengthen teaching, curriculum, and research ties with that school. The majority of our master's students come from school situations and could benefit from closer ties. There should be few problems in transferring the undergraduate and master's courses and programs from one school to the other. We are currently working with the Educational Psychology program to minimize the effects on our doctoral students and with the Curriculum and Instruction program to move our concentration to that entity.

The following is from 3343-2-03 *University Policy Regarding the Establishment or Revision of Academic Administrative Structures.*

1. The quality of the faculty, students and programs.

The current Instructional Technology program is an ongoing and even thriving program. All faculty will move from one school to the other. Students will move as well with no significant changes for undergraduate or master's students. An existing agreement between the Educational Psychology program and the Instructional Technology program protects doctoral students from being affected in ways that would materially alter or slow their progress through the degree

2. Centrality and coherence to the mission and strategic directions of the university and other academic units.

Because Instructional Technology is an ongoing program that already supports and advances the university mission and strategic goals in a variety of ways, the key question here is what effect the move from one school to another will have on that. Around the country, most educational or instructional technology programs are affiliated with either Educational Psychology or with teacher education. We believe that by moving to teacher education, we can do a better job of serving our core student audience, enhance our research and grant opportunities, and advance the effective use of technology in educational and other settings.

3. Comparative advantage versus other structures.

The advantage of moving to the School of Teaching, Learning, and Curriculum Studies is that we will be more closely aligned with the teacher education programs. A large number of our current students are teachers pursuing advanced degrees. We will be well-placed to serve their needs better, to participate in doctoral education and research that focuses on online learning and other technology-related topics, and work with related faculty on research and grant opportunities.

Around the country, most educational/instructional technology programs are aligned with either Educational Psychology or teacher education. We believe that we can gain the above advantages by moving to a different school.

4. What makes the unit particularly appropriate for Kent State University.

Kent State University already has a thriving instructional technology program. Moving to a new school allows it to work with a new set of programs in teacher education, in research and grant-writing, and in serving our advanced students.

5. Demand for the unit and for the graduates of the unit.

Demand for the Instructional Technology program remains fairly strong. Active enrollment in the program has averaged about 60 students per semester for the past five years. More are enrolled in the Fall and Spring than in the Summer. Enrollment has fluctuated but within narrow limits. The program expects that this move, along with curriculum changes being submitted separately will help increase demand at both the master's and doctoral levels. This is based on the increased competitiveness of the program because of greater relevance and appeal as well as the slightly lower credit-hour requirements. Our participation in the upcoming online Doctor of Education program as well as revitalizing the Doctor of Philosophy program affords the growth opportunities at that level. Graduates of the program are and will continue to be employed in the field. Our graduates do not fit easily into the job classifications in various surveys of employment, but positions such as training and development specialists are projected to grow seven percent a year, with others growing as much or more.

6. Duplication and interrelatedness of the unit's program(s) within the university, state, and region

This is an existing program that is merely making an administrative change from one school to another. This change does not affect the duplication or interrelatedness at any level.

7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.

The big difference in efficiency and effectiveness will come in working more closely with teacher education faculty to improve the use of technology in education, to pursue research on common interests and in common settings, in preparing teachers and others to advance the field, and in pursuing grant opportunities. We can do that because we will now be in closer contact with those faculty members and be better placed to discover areas of common interest.

8. Administrative reporting structure.

The program currently reports to the Director of the School of Lifespan Development and Educational Sciences who reports to the Dean of the College of Education, Health, and Human Services. After the move, the program will report to the Director of the School of Teaching, Learning, and Curriculum Studies who reports to the Dean of the College of Education, Health, and Human Services. No other changes will occur.

9. Space and capital budget needs.

No new space or capital budget needs are anticipated, because this is a lateral move and does not create a new program.

10. A proposed operating budget with any one-time resource needs.

Ongoing operating budgets will be transferred when the move takes place.

11. Evaluation procedures including academic assessment procedures.

The Instructional Technology program already relies heavily on projects and papers to assess students in individual courses and on a portfolio to assess students at the end of its master's program. We intend to continue those practices, and the change to a new school will not affect that. New curriculum initiatives will improve our use of these techniques, however. A key initiative is to move our portfolios to TaskStream and ready them for an accreditation review.

12. A timetable for proposal implementation.

The proposal will go through the required curriculum approval process with changes to take effect fall 2018. The following is the anticipated schedule:

ITEC approval: September 2017

LDES SCC approval: November 1 2017

EHHS CCC: November 17, 2017

EPC: January 22, 2018

Faculty Senate: February 12, 2018

Board of Trustees: Spring 2018

To whom it may concern,

This document serves to officially recognize that the Educational Psychology and Instructional Technology programs have decided to split apart, with Educational Psychology remaining in the School of Lifespan Development and Educational Sciences and Instructional Technology moving to the School of Teaching, Learning, and Curriculum Studies. As a result of this separation, the Educational Psychology Ph.D. concentration in Instructional Technology will be inactivated.

The Instructional Technology program **approves** the removal of its concentration from the Educational Psychology doctoral program. The Educational Psychology program **approves** the addition of the Instructional Technology concentration to the Curriculum and Instruction doctoral program. In addition, The LDES and TLC FAC have reviewed and approved these changes.

Interim Dean Kretovics imposed one condition on the change: that current students be affected as little as possible. To fulfill that condition, the two programs have agreed to the following:

- Students currently at the dissertation level with existing committees will be able to keep those committees and complete the degrees and concentrations that they began.
- Pre-dissertation students will be able to complete the coursework for the degrees and concentrations they began and will be able to substitute courses from the new programs to fulfill their degree requirements. Committees for comprehensive examinations and dissertations will be chaired by faculty from the appropriate concentration. Students may still include members from the other concentration but would not be required to.
- New students in either concentration will be advised about the change, and the advisor will work with them to develop programs of study that reflect the changes being implemented.
- Subsequent changes to the Master's programs in each department are also approved and included in this agreement.

Albert Ingram
Program Coordinator,
Instructional Technology

Bradley J. Morris
Program Coordinator,
Educational Psychology

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **24-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Teaching, Learning and Curriculum Studies**
 College **EH - Education, Health and Human Services**
 Degree **MA - Master of Arts**
 Program Name **Reading Specialization** Program Banner Code **READ**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Inactivate program**

Description of proposal:

This action inactivates the M.A. in Reading Specialization. The M.Ed. will remain active

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: **32** Proposed total credit hours **0**

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

None.

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

No other units have been consulted about this proposal and this decision has no affect on other campuses, programs, or departments.

REQUIRED ENDORSEMENTS

Alysa J. Anderson 11, 27, 17
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) / /

S. Mitchell 12, 18, 17
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) / /

 Senior Vice President for Academic Affairs or Provost (or designee) / /

Proposal Summary

M.A. Reading Specialization Inactivation

Description of Action, Including Intended Effect

The purpose of this proposal is to inactivate the Master of Arts in Reading Specialization [MA READ] major housed in the School of Teaching, Learning and Curriculum Studies [TLC] within the College of Education, Health and Human Services [EH].

The M.A. has a thesis requirement. In 7 years as Program Coordinator, we have never had a student select the thesis option. The M.Ed in Reading Specialization is the route our students choose.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

No impact

Fiscal, Enrollment, Facilities and Staffing Considerations

None; without active enrollment, this is not a concern.

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

There are no students currently enrolled in this major; therefore, no provisions are needed. Once the inactivation is approved by Kent State's Board of Trustees and the Ohio Department of Higher Education, all necessary changes will be made to all university websites and materials. Further written concurrent communications will be sent out to key persons in student advising, admission and financial aid.

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2018. The following is the anticipated schedule:

Literacy program approval: May 2017

TLC SCC approval: November 13, 2017

presented to EHHS for approval: December 15, 2017

presented to EPC for approval: January 22, 2018

presented to Faculty Senate/President/Board of Trustees for approval: spring 2018

Submitted by: Denise N. Morgan
Professor, Literacy Education
2-0663; dmorgan2@kent.edu

INACTIVE

Kent State University Catalog 2017-2018

1

READING SPECIALIZATION - M.A.

College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
404 White Hall
Kent Campus
330-672-2580
www.kent.edu/ehhs/tlcs

Description

The Master of Arts degree in Reading Specialization develops practical and professional knowledge that is essential for educators concerned with the improvement of literacy at all instructional levels. Students study the nature of the reading and writing processes; the interrelationships between language, literature and literacy; literacy learning and teaching; the nature and needs of students who find reading and writing difficult; reading and writing as vehicles for learning and enjoyment; and the role of research in literacy instruction.

Fully Offered At:

- Kent Campus

Admission Requirements

- Official transcript(s)
- Goal statement
- Two letters of recommendation

English Language Proficiency Requirements for International

Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 550 TOEFL score (79 on the Internet-based version), minimum 77 MELAB score, minimum 6.5 IELTS score or minimum 58 PTE Academic score. For more information on international admission, visit the Office of Global Education's admission website. **Effective spring 2018.**

For more information about graduate admission, please visit the Graduate Studies website.

Program Learning Outcomes

Graduates of this program will be able to:

1. Demonstrate outstanding or satisfactory knowledge of the foundations of reading and writing processes and instruction.
2. Demonstrate outstanding or satisfactory use a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction.
3. Demonstrate outstanding or satisfactory use of a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Demonstrate understanding and awareness of how to create and engage their students in literacy practices that develop awareness, understanding, respect and valuing of differences in society.
5. Demonstrate an outstanding or satisfactory ability to create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches

and methods, curriculum materials and the appropriate use of assessments.

6. View professional development as a career long effort and responsibility.

Program Requirements

major requirements

[EH-MA-READ]

Major Requirements

CI 60199	THESIS I	6
CI 67310	THEORY AND PRACTICE IN THE TEACHING OF READING ¹	3
CI 67319	DIAGNOSIS AND REMEDIATION IN READING ¹	3
CI 67320	TEACHER AS LITERACY RESEARCHER	3
CI 67330	READING IN CONTENT AREAS	3
CI 67351	PERSPECTIVES ON LITERACY RESEARCH	3
CI 67352	LITERACY COACHING	3
CI 67353	MULTICULTURAL VOICES IN TEACHING CHILDREN'S AND YOUNG ADULT LITERATURE	3
or CULT 69521	MULTICULTURAL EDUCATIONAL PRACTICE AND POLICY	
or CULT 69522	ETHICS IN PROFESSIONAL PRACTICE	
CI 67692	CLINICAL PRACTICUM IN CORRECTIVE READING ¹	4
Major Electives, choose from the following:		6
CI 67312	TEACHING WRITING AS A PROCESS	
CI 67314	SURVEY OF YOUNG ADULT LITERATURE	
CI 67315	SURVEY OF CHILDREN'S LITERATURE	
CI 67318	TEACHING DRAMA IN THE CLASSROOM	
CI 67517	NEW LITERACIES IN PRACTICE	
MCED 50005	EFFECTIVE USE OF PHONICS IN READING	
MCED 50007	TEACHING READING WITH LITERATURE IN MIDDLE CHILDHOOD	

Minimum Total Credit Hours: 37

- ¹ Courses must be taken in sequence and are required for reading endorsement. MCED 50005 may also be required for reading endorsement if the student has not taken a phonics course.

Graduation Requirements

The M.A. degree requires minimum 16 credit hours at the 60000 level and minimum 18 credit hours of coursework from the College of Education, Health, and Human Services.

Licensure information

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer to the Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type.



FORM

Branch Campus and Additional Location(s)

Substantive Change Application

Institution: Kent State University City, State: Kent, Ohio

Name of person completing this application: Dr. Robert Hisrich

Title: Associate Dean, College of Business Administration Phone: 330-672-2772 Email: rhisric1@kent.edu

Date Submitted: TBD

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if a change application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.hlcommission.org/change> to ensure that there have been no changes to the application form in the intervening time.

Submit the completed application as a single PDF file on the following webpage:
http://www.hlcommission.org/document_upload/.

Part 1: General Questions

1. Requested Change(s). Concisely describe the change for which the institution is seeking approval.

The requested change is to deliver the Executive MBA program at an academic institution in Istanbul, Turkey to business professionals from the Middle East, including countries such as Saudi Arabia, Turkey and the United Arab Emirates. One new cohort of up to forty students will begin on an annual basis. The program instruction will consist of in person instruction at a 70 percent level and online instruction at a 30

percent level. This flexible delivery format is the same as the format used in the current Executive MBA program. Curriculum and admissions requirements will remain the same, and current EMBA accreditation practices and policies will be followed. Acceptance decisions and faculty selection will be the sole responsibility of the KSU College of Business.

2. **Is this application being submitted in conjunction with another application?**

Yes

No

3. **Classification of Change Request.**

Note: not every institutional change requires prior review and approval. Review the "Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval" to make certain that current HLC policy requires the institution to seek approval.

Location(s):

New additional location(s)

New campus(es)

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out plan if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. **Special conditions.** Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

- a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?

No

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If "Yes," attach documentation of the approval to the request. If "No," attach evidence that approval is not needed.

- | | | | |
|-------------------------------------|---|--|--|
| Internal (faculty, board) approvals | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| System approvals | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Applicable |
| State approval | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | |
| Foreign country(ies) approvals | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Applicable |

For Distance or Correspondence Education only:

Process in place to ascertain and secure state approval(s) as required Yes No

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See <http://www.hlcommission.org/change-visit> for more information.

- Request to add a proposed change to an already scheduled visit. **Note:** Such requests must be submitted at least six months before the visit date.

Specify type of visit and date scheduled: _____

The institution's full change application should be submitted along with other materials required for the visit.

b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL: _____

Catalog URL: _____

Part 2: Topic-Specific Questions

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

As many as three new additional locations, or one branch campus, may be requested in a single proposal. If more than one location is being requested in this application, please be sure to sufficiently address each location when answering the following questions.

Type of request: Additional location(s) Branch campus

Note: The change must be reported the same to HLC and the U.S. Department of Education as either an additional location(s) or branch campus.

Campus or Branch Campus Definition (Same as the federal definition): A location of an institution that is geographically apart and independent of the main campus of the institution. HLC considers a location of an institution to be independent of the main campus if the location has all four of the following attributes:

- It is permanent in nature.
- It offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.
- It has its own faculty and administrative or supervisory organization.
- It has its own budgetary and hiring authority.

Additional Location Definition: A place, geographically separate from any main or branch campus, where instruction takes place and students can do one or more of the following:

- Complete 50 percent or more of the courses leading to a degree program.
- Complete 50 percent or more of the courses leading to a Title IV eligible certificate.
- Complete a degree program that they began at another institution even if the degree completion program provides less than 50 percent of the courses leading to a degree program.

There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location under this definition.

An additional location typically does not have a full range of administrative and student services staffed by the facilities personnel. Such services may be provided from the main campus or another campus.

A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video, or online teaching. It is considered an additional location when 50 percent or more of a distance delivery program is available through one or more of these modalities at that facility.

Section A. Characteristics of the Change Requested

1. Provide the **name** and **street address** of each location requested. (No PO Box addresses.)

Tulip Academy for Science and Technology
Gamze Sk. No:3 Yenibosna
Merkez Mahallesi

34197 Bahcelievle
Istanbul, Turkey

2. Provide for each location the following information:

- a) The date at which the location is projected to begin operation. (MM/DD/YYYY)

January 11, 2019

- b) Whether the location will offer Title IV eligible programs.

No

- c) The *Classification of Instructional Programs* terminology [CIP codes, program name, and additional description (optional)]. CIP codes are established by the U.S. Department of Education's National Center for Education Statistics. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

52.0201 Business Administration and Management, General

- d) Whether the location will be permanent or temporary (for a set number of cohorts).

This will be a permanent location.

- e) The level of degree completion at the new additional location. (Total Degree, Adult Degree completion or 50-99% completion.)

The total degree will be completed at Tulip Academy for Science and Technology in Istanbul, Turkey, of which 70 percent will be delivered on site in the traditional class setting, and 30 percent will be delivered online from Kent State's campus in Kent, Ohio. The online instruction will be delivered in an asynchronous manner.

3. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.

There is no change anticipated in the student mix as defined by the admission requirements of the program. Each applicant is currently required to have seven or more years of work experience and this will remain unchanged.

Section B. Institution's History with Branch Campus and Additional Location(s)

4. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments.

Yes there are currently three or more locations that have the same or greater scope/level of instruction as the proposed location at Tulip Academy for Science and Technology. They also have

the same or greater level of sophistication in facilities. Data for the three locations with the largest enrollment has been requested from Institutional Research.

5. If approved to open the additional location(s) or branch campus, what future growth does the institution anticipate (e.g., in the next six months, three years) for additional location(s) or branch campus and how does the institution plan to manage this growth?

The plan is to continue to operate the program for five years and to review contract renewal on or before this time. The program size will be a maximum of forty students for the first five years and it would be possible to negotiate an added enrollment or cohort after this time.

Section C. Institutional Planning for Branch Campus and Additional Location(s)

6. What impact might the proposed branch campus or additional location(s) have on the challenge(s) identified as part of or subsequent to the institution's last HLC review and how has the institution addressed the challenge(s)?

There should be no impact on challenges identified as part of or subsequent to Kent State University's last HLC review.

7. Briefly describe the planning process for the new branch campus or location(s), including the involvement of the various constituencies in that process, the management of the branch campus or location(s), and how the management of the branch campus or location(s) fits into the organizational structure of the main campus.

The planning process involved the foreign entity in discussions on location requirements and cost. The admissions requirements and faculty selection will be handled entirely by the Kent State College of Business Executive MBA program in alignment with the currently existing EMBA standards.

8. For each proposed branch campus or location(s), provide a description of physical facilities and equipment to support the programs that will be offered at the branch campus or location(s).

The physical facilities will include support which is similar to locations in our domestic programs.

The Blackboard teaching technology utilized will be the same as is offered at Kent State domestic locations.

9. What is the evidence that the facilities at the branch campus or location(s) will meet the needs of the students and the curriculum?

There have been specific discussions with the contracting entity in regard to the requirements involved at the Istanbul, Turkey location. This included the requirement that instructional facilities should be similar to those provided at a Kent State University campus and that the space resource should be more than sufficient for a maximum cohort size of forty students.

10. What controls are in place to ensure that the information presented to all the constituencies in advertising, brochures and other communications will be accurate?

Materials for the program will be produced by the College of Business Marketing Communications and Public Relations Department or Kent State University Communications and Marketing.

11. **For additional location(s) only:** How does the institution ensure that financial planning and budgeting for the additional location(s) is(are) realistic? What are the projected revenues and expenses? What are the projected enrollment and staffing needs?

The financial planning and budgeting for the location were developed by the College of Business Sr. RCM Manager. Development of the financial plan and budget is based on recent EMBA program expenses and College of Business expenses and overhead. Given that the plan was developed by the Sr. RCM Manager, it will be consistently reviewed and monitored using the same procedures followed EMBA programs in other locations and for the entire College of Business.

Gross projected revenues are \$1,250,000.00 on an annual basis. Gross projected expenses are \$879,110.00 on an annual basis.

The projected enrollment is up to forty students annually. Staffing needs for program administration will be managed as they are in other locations by the EMBA Program Director, EMBA Program Coordinator and EMBA Graduate Assistant. Faculty will be staffed in accordance with the current EMBA practices.

12. **For branch campus only:** Provide a business plan for the branch campus, including a budget projection for the first two years of operation. Please also:

- a) Show both gross income (including projected enrollments, gross tuition and fees, and any increase in state or federal subsidies generated by the new enrollment) and gross projected expenses.
- b) Describe clearly the contingency plans in case anticipated enrollments, income, or resources do not materialize.

Section D. Curriculum and Instructional Design

13. How will the institution effectively oversee instruction at the location(s) or branch campus?

Kent State University will be responsible for hiring and compensating all EMBA faculty. The faculty will consist of either full time or adjunct professors who are hired with qualifications in accordance with HLC and AACSB standards. The standard EMBA format for syllabi will be required and will be reviewed in advance by the EMBA Program Coordinator. The teaching technology will be Blackboard which is used by Kent State University. Additional training will be provided as needed to any EMBA professor who needs assistance with the use of the Blackboard teaching system and/or would like to utilize the live online technology as a way in which to communicate with students (Blackboard Collaborate). These are all current practices in the existing EMBA program.

14. What impact, if any, will the new branch campus or location(s) have on instructional capacity at existing approved branch campuses or location(s)?

There will be no impact on instructional capacity because the EMBA program is taught on an offload basis. If no Kent State faculty are available, the safeguard consists of hiring adjunct HLC and AACSB qualified faculty, as is the current EMBA practice.

15. Do the proposed branch campus or location(s) involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved.

No

Section E. Institutional Staffing, Faculty, and Student Support

16. How does the institution plan to staff the additional location(s) or branch campus, including judging faculty qualifications and full-time vs. part-time faculty? How does this differ from the institution's processes for staffing at the main campus?

The faculty staffing will be based on stringent requirements outlined by the HLC and AACSB. In some cases an exception can be made based on specialized faculty qualifications in their field of work.

17. What is the institution's process for selecting, training and orienting faculty for the additional location(s) or branch campus? What special professional development, support or released time does the institution provide for these faculty?

The selection process involves first reviewing a potential faculty member's CV including a history of their teaching and work experience in order to determine whether they meet required qualifications. After a successful review, the EMBA Director and sometimes Associate Dean, meet with a qualified candidate.

Once hired, the faculty member is contacted by the EMBA Program Coordinator to review syllabus requirements and course material needs. At this point in time training is supplied as needed with use of the Blackboard learning system including Collaborate, and a class roster is supplied to the faculty member.

On an ongoing basis, an EMBA faculty meeting is held two times annually to discuss program changes, rubrics, teaching resources and review the progress of each cohort. This meeting includes both full time Kent State University faculty, as well as adjunct faculty who currently join these meetings via WebEx from locations as far away as London.

Professional development funds are provided to faculty who are full time employees at the KSU College of Business. The use of these funds is subject to approval by the Associate Dean in accordance with developmental needs.

18. What is the evidence that the institution will effectively deliver, support and manage necessary academic and student services at the proposed branch campus or location(s)?

Kent State University has a long history of oversight for added locations. The KSU Executive MBA program has been a part of this history with programs held at multiple offsite locations.

The services provided have been equal to or better to those provided at the Kent campus.

Section F. Evaluation

19. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the offerings.

The overall program quality and course flow is monitored by the Program Director on a continual basis. It is also monitored in discussions at twice yearly EMBA faculty meetings. This includes discussions on course competencies.

Input on the quality of offerings is obtained from AACSB Assurance of Learning data and faculty input. It is obtained from a student perspective based on a combination of student evaluations of faculty which include added open ended questions, as well as by input gained from two class representatives who are elected democratically by their respective cohorts.

20. Describe the process for assessing and improving student learning, including student persistence and completion, in the offerings.

The AACSB Assurance of Learning measures are utilized to assess student learning in the areas of skills in teamwork, oral presentations (individual and group), written skills and decision making with analytics, ethics and legal aspects of each business situation. Based on the results offerings are adjusted to improve student learning.

21. How are the measures and techniques the institution uses for the location(s) or branch campus equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

There will be no differences in the measures used at the Kent campus compared to other locations. For example, a teamwork skill project assessment involving peer reviews is now conducted for one of the first courses which is Teamwork and Emotional Intelligence. The EMBA program goes over and above AACSB timing requirements for Assurance of Learning by repeating this assessment with the same cohort during the ending live capstone project in order to close the loop. This will be conducted in the same manner at the new locations.

**MBA Subcommittee (draft)
November 30, 2017 1:00 pm
Room 306 BSA**

Attending: Bob Hisrich, Louise Ditchey, Mark Altieri, Amy Kittle, Felecia Urbanek, Laurie Walker, Greta Polites, Mike Ellis, Dorothy (DJ) Smith

Unable to attend, proxy votes submitted: Eileen Bridges, David Dumpe

Meeting called to order: Bob Hisrich called the meeting to order at 1:00 pm

Approval of minutes from October 11, 2017:

Mike Ellis moved that the minutes be approved, Seconded by Greta Polites.
All approved. Motion passes, minutes are approved.

New Business:

1. International EMBA.

Bob Hisrich made a presentation about a project he has been working on to explore options to offer the EMBA program out of the US. He was approached by the United Arab Emirates (UAE) who proposed this program:

UAE would pay \$1,250,000 per year for 5 years. There is no risk for the payments. He expects a net gain of \$400,000 minimum each year. The money would be paid half at the beginning and half in the middle of the program. The College would pay for business class airfare and faculty salaries. UAE would cover the cost of lodging, ground transportation and all expenses. There would be a maximum of 40 students. It would be a one-year program, but with the same curriculum as the EMBA, minus the International Business Experience. The delivery structure will have to be hybrid, but with faculty holding longer in-person teaching sessions.

Laurie Walker added additional information. The program would be a hybrid with the majority of the teaching in person. Kent State professors would go to UAE. There was a discussion with EMBA faculty on November 17, and they expressed satisfaction with the proposal. This would be a voluntary teaching assignment, and would be paid on offload.

We will need to have the majority of teaching in person with Kent State, US or European professors. The program will be run through a governmental agency. The UAE would market the program and locate the students, but we would have final approval of who was admitted. The program may be held in Dubai, UAE; Abu Dhabi, UAE; or Istanbul, Turkey. Candidates would go through the regular admission process. There would be 9-week sessions, concentrated in the middle with the professor in person during those concentrated sessions. At the beginning there would be online classes, and the faculty would lead a professional in-depth project. Since international graduate students are not coming to Kent State, this program would give us the chance to take our program to them. The start date would be no earlier than March 2019.

A motion was made to approve the outline of the program, and move it to the next stage in the process. Motion made by Michael Ellis, Seconded by Mark Altieri.
Vote to approve – 3 Vote to deny – 0; Motion passes and the proposal will move to Graduate Council.

2. Combined degree: DPM-MBA with Podiatric Medical College

A CCP and Proposal Summary was distributed. The program would begin in Fall 2018. The MBA would be completed in the year before Year 1 of medical school. There are several courses in the DPM program which may be acceptable as MBA electives: CMD 80325, Public Health Jurisprudence (2 credits); CMD 80424, Business Administration (2 credits); PMD 80113, Medical Ethics (1 credit); PMD 80117, Podiatry, Professionalism and Society 1 (1 credit). In addition, the College of Podiatric Medicine will consider creating a Practicum after the MBA coursework is completed in the first summer to work in an area Podiatric office or clinic to gain practical administrative experience in managing a medical practice. All courses would need to be approved by the Chairs and Dean.

A motion to approve the Combined DPM-MBA program was made by Mark Altieri, Seconded by Michael Ellis.

Votes to approve: 3 in-person and 2 proxy; Votes to deny: 0

The motion passes and the proposal goes to Graduate Council in December 2017.

A motion was made to accept the MCAT in place of the GMAT or GRE for these students by Michel Ellis, and Seconded by Mark Altieri

Votes to approve: 3 in-person and 2 proxy; Votes to deny: 0

The motion passes and moves to Graduate Council.

3. Revision for Master in Library and Information Science (dual degree program).

Because we are a partner program for MLIS, their curricular changes need input from us. The proposal affects only MLIS courses, changes credit hours of some courses, and adds electives.

A motion was made to accept the changes proposed for the MLIS program by Greta Polites, Seconded by Mark Altieri

Votes to approve: 3 in-person and 2 proxy; Votes to deny: 0

The motion passes and the proposal goes to Graduate Council.

Old Business

1. Removal of work experience for Online MBA program.

Bob Hisrich announced that Mark Whitmore would teach a series of Saturday workshops in Professional Development for those candidates with under two years of full-time work experience. The full time program would keep Professional Development, BAD 68051, as it is.

A motion was made to eliminate the two years' work experience for the Online MBA with a solution for those students lacking it to get the professional development material in workshops. Motion made Mark Altieri, Seconded by Michael Ellis.

Those approved: 3 Those against: 0
Motion passes, moves to Graduate Council.

Announcements

We will host the following marketing events in Spring 2018:

- The Spring session of Graduate Programs Night will be held on Tuesday, March 6, 2018.
- The EMBA and Online MBA programs have had several webinars and in-person sessions and will continue these events in the Spring.
- We have contracted with Sixth City Marketing to develop a digital marketing campaign for all Master's programs.

There being no further discussion, the meeting adjourned at 2:00 pm.

*Respectfully submitted by Louise Ditchey
December 15, 2017*

Graduate Council meeting minutes (draft)
December 5, 2017
Room 314-B BSA

Attending: Felix Offodile, Robert Hisrich, Steve Dennis, Murali Shanker, John Thornton, Jennifer Wiggins, Robert Jewell, Dandan Liu, Louise Ditchey

Guest: Laurie Walker

Unable to attend: Wei Li, Linda Zucca, Christina Kuchmaner (student representative)

I. Call to order

A quorum was met. Bob Hisrich called the meeting to order at 11:15 a.m.

II. Approval of Minutes from October 19, 2017

A motion was made to approve by Felix Offodile, Seconded by Dandan Liu.

Votes to approve: 7

Votes to reject: 0

Abstain: 1

The minutes from October 19, 2017 are approved.

III. Dean's report

The Ph.D. flipbook and brochures are finished. Bob will send out to his list of colleagues worldwide. He encourages faculty to also send it to faculty friends and colleagues to help increase the number of Ph.D. applications.

IV. New business

International EMBA. Bob made a presentation about a successful program he was in when with another university. The United Arab Emirates (UAE) approached him about our EMBA program. They would like a hybrid EMBA program with the majority of teaching in person to be run in the UAE through a government organization. Laurie Walker had a discussion about the proposal at an EMBA faculty meeting and they expressed satisfaction with the program.

Because this program would also need Higher Learning Commission (HLC) approved, it could not be effective until March 2019. The program is designed to be completed in one calendar year, the faculty would be sent to locations selected by UAE. Places of interest are Abu Dhabi UAE and Istanbul, Turkey. The governments would recruit the students, but we have control over who is accepted. We will do all the delivery of the courses. This is a revenue-generating position. We would earn \$1.25 million a year for five years. Kent State's obligations would be for business class airfare and the faculty salary. Everything else would be paid by the host country.

The program would be optional for the faculty, and they would go for short blocks of time. The program would accommodate a maximum of 40 students. This is a degree program, not a certificate. Bob would prefer to have the program in multiple cities, and would like a general agreement so not to have to do his approval process for each future program. He would like a list of minimal requirements to share with future partners, possibly India.

The program would have 32 credit hours over 18 courses. The international business experience will be taken out of this program. Fewer EMBA faculty are now adjuncts. The assignment would be offload. Summer is a good time for our faculty to go. A question was raised how we would staff the Fall and Spring with the current faculty? They can work on breaks, but can't leave in the middle of a semester. These are condensed in-person teaching sessions, and could be done in a one-week time frame. We can pick the days. We will work on a schedule for review. Currently EMBA faculty earn \$3,000 per credit hours taught and have access to professional development funds of \$500 per credit hour taught (only full-time faculty).

A motion was made to approve the International EMBA concept by Felix Offodile, seconded by Murali Shanker.

All approved, motion passes.

Accounting Faculty Status requests:

The committee opted to vote for all three requests at once.

Jess Buchanan: new faculty member, requesting Associate Limited
Ben Hoffman: upgrade from Associate Limited to Full Limited
Shunlan Fang: upgrade from Associate Limited to Full Limited

A motion was made to approve the three accounting faculty status requests by Steve Dennis, it was Seconded by Dandan Liu.

All approved, motion passes.

Combined degree: DPM-MBA with Podiatric Medical College

The MBA Subcommittee approved this proposal, and the issue was brought before Graduate Council. The program would begin in Fall 2018. The MBA would be completed in the year before Year 1 of medical school. There are several courses in the DPM program which may be acceptable as MBA electives: CMD 80325, Public Health Jurisprudence (2 credits); CMD 80424, Business Administration (2 credits); PMD 80113, Medical Ethics (1 credit); PMD 80117, Podiatry, Professionalism and Society 1 (1 credit). In addition, the DPM will consider creating a Practicum after the MBA coursework is completed in the first summer to work in an area

Podiatric office or clinic to gain practical administrative experience in managing a medical practice. All courses would need to be approved by the Chairs and Dean.

The issue was raised that our teaching content may need to be adjusted to be beneficial for these students. These students would take the pre-MBA webinars in Accounting, Spreadsheets, Finance, Statistics and Economics, but the business faculty have limited exposure to medical issues. Laurie Walker, who has worked with two cohorts of the Health Care EMBA, assured the faculty that the medical administration work is behind the corporate world, and there shouldn't be any issues.

A motion to approve the Combined DPM-MBA program was made by Murali Shanker, Seconded by John Thornton.

All approved, the motion passes and the proposal goes to EPC in January 2018.

A motion was made to accept the MCAT in place of the GMAT or GRE for these students by John Thornton, and Seconded by Murali Shanker. Discussion: check on the percentile rates for the MCAT and make reasonable assumptions. The Podiatric College can provide insight.

All approved, the motion passes.

Revision for Master in Library and Information Science (dual degree program). Because we are a partner program for MLIS, their curricular changes need input from us. The proposal affects only MLIS courses, changes credit hours of several courses, and adds electives.

A motion was made to accept the changes proposed for the MLIS program by John Thornton, Seconded by Murali Shanker.

All approved, the motion passes.

Removal of work experience for Online MBA program. The MBA Subcommittee approved a series of Saturday workshops in Professional Development for those candidates with under two years of full-time work experience.

A motion was made to eliminate the two years' work experience for the Online MBA by John Thornton, Seconded by Murali Shanker. Discussion: work experience is not distinguishable in the classroom in some faculty members' experiences. Non-business undergraduates may have problem finding a job, and this could be a good and flexible option for them. Our program does not seem geared to exploiting that work experience background.

Those approved: 4 Those against: 1

Motion passes

V. Old Business

Journal list: Murali will send requests for additions to the Graduate Council electronically. In M&IS, they have faculty who have a new field of study. We can add journals at this point, but can't upgrade journals on the list until the 5 year review. Those will be reviewed in 2018 to go into effect in Fall 2019.

Which committee reviews the 5-year list? Is it a special committee or Graduate Council? Can we simply change the current language to "add journals or upgrade/downgrade" at any time? If so, we will need to keep track of dates when the journals change. It is easier to change the handbook for the department than it is for the college. The College Handbook list is used for graduate faculty status.

Graduate Council gave this task to Murali to sort through and report back.

There being no further items, the meeting adjourned at 12:10 p.m.

Respectfully submitted,

*Louise Ditchey
December 14, 2017*



June 21, 2013

Deborah F. Spake
 Dean
 Kent State University
 College of Business Administration & Graduate School of Management
 PO Box 5190, Summit Street at Terrace Drive
 Kent OH 44242-0001

Email: dspake@kent.edu

Dear Dean Spake:

It is my pleasure to inform you that the peer review team recommendation to extend maintenance of accreditation for the undergraduate, master's and doctoral degree programs in business offered by Kent State University is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of Kent State University.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, College of Business Administration & Graduate School of Management is to be commended on the following strengths and effective practices:

1. Dr. Deborah Spake joined Kent State as Dean, College of Business Administration, in January 2013. She will provide strong, permanent leadership to move the College forward. Past Interim Dean Kathy Wilson should be commended for her leadership in preparing the College for Maintenance of Accreditation review.
2. Academically qualified faculty who teach in the PhD program are now held to higher standards than those who teach at the master's level. Expectations for both the number and quality of intellectual contributions were increased and separated from the master's and undergraduate level qualifications.
3. College has established several advisory boards including Accounting Advisory Council (AAC), Center for Entrepreneurship and Business Innovation (CEBI), and Computer Information Systems (CIS). These boards are quite active and add value to the College's programs by providing advice on curriculum, internships opportunities, job placement opportunities, and scholarships.
4. Implementation of a new budgeting model -- Responsibility Centered Management (RCM), which has resulted in surpluses for the college over the last three years. RCM provides motivation for the College to pursue entrepreneurial programs that provide funds for strategic investments.
5. Entrepreneurship initiatives including new Entrepreneurship major, year-long entrepreneurship practice course, Entrepreneurial Lab, Entrepreneurs-in-Residence, Blackrock LaunchPad program.
6. Writing initiatives -- new Business Writing course; writing assignments in the "Exploring Business" and "Computer Applications" courses; and a new course "Evolution of Business" that will allow students to continue to work on written and oral communications skills.
7. Managerial Marketing major which provides hands-on experience in every major course.
8. RCM -- this new budgeting system where the College's budget is determined by the tuition and state subsidy that is generated from student credit hour enrollment is a unique feature that provides the College with the opportunity to generate more resources to invest in fulfilling its mission through appropriate enrollment and expense management. RCM puts the College in a position to have financial resources to grow and improve the College at a time when many universities and colleges are facing cuts.

Additionally, in the interest of continuous improvement, College of Business Administration & Graduate School of Management should closely monitor the following item and incorporate it in your ongoing strategic planning initiatives:

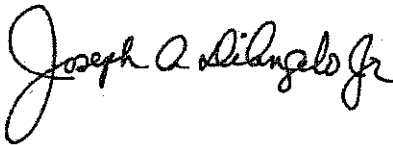
1. Continue to ensure that qualified faculty are deployed at all satellite campuses, including Geauga and Stark. (2003 Standards-Standard 10: Faculty Qualifications; 2013 Standards-Standard 15: Faculty Qualifications and Engagement)

Kent State University has achieved accreditation for five additional years. The next on-site maintenance review occurs in the fifth year, 2017-2018. A timeline specific to your visit year is attached. Please note that your Maintenance Review Application will be due on July 1st, two years prior to your review year. This application initiates the maintenance process. In this application you will be expected to provide an update on progress in addressing the concerns stated above in addition to other relevant information for initiation of the next maintenance review.

Please refer to the [AACSB Website](#) for more information regarding the processes for maintenance of accreditation. The 2013 standards process documents are being updated and will be available after July 1. Please monitor the website to make certain that you have the most current version.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the maintenance of accreditation process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,



Joseph DiAngelo, Chair
Board of Directors

cc: Peer Review Team
Joyce Elam, Chair, elamj@fiu.edu
Rajiv Grover, Team Member, rgrover@memphis.edu

SCOPE OF ACCREDITATION
Maintenance of Accreditation

Name of Institution: Kent State University

Name of Business Academic Unit: College of Business Administration & Graduate School of Management

List of Degree Programs Reviewed:

Undergraduate

BBA with majors in:

- Accounting
- Finance
- Marketing
- Managerial Marketing
- Entrepreneurship
- Business Management
- Human Resource Management
- Information Systems

Master's

- MBA (Full-Time, Professional, and Executive)
- MS-Accounting
- MS-Financial Engineering
- MA-Economics

Doctoral

- Accounting
- Finance
- Marketing
- Operations Management
- Human Resource Management
- Information Systems
- Strategy

REVIEW TIMELINE FOR ACCREDITED SCHOOLS

Visit 2017-2018 (July 1 – June 30)

<u>13-14</u> (July 1 – June 30)	<u>14-15</u> (July 1 – June 30)	<u>15-16</u> (July 1 – June 30)	<u>16-17</u> (July 1 – June 30)	<u>17-18</u> (July 1 – June 30)
<ul style="list-style-type: none"> Review and Refine Strategic Management Plan Complete Key Data and Accreditation Data Sections of the <i>Business School</i> Questionnaire for prior academic year 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan Complete Key Data and Accreditation Data Sections of the <i>Business School</i> Questionnaire for prior academic year 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan Complete Key Data and Accreditation Data Sections of the <i>Business School</i> Questionnaire for prior academic year 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan Complete Key Data and Accreditation Data Sections of the <i>Business School</i> Questionnaire for prior academic year 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan Complete Key Data and Accreditation Data Sections of the <i>Business School</i> Questionnaire for prior academic year
		<ul style="list-style-type: none"> July 1, 2015 - *Submit Review Application with signed cover letter requesting accreditation review and preferred visit dates. 	<ul style="list-style-type: none"> Work with AACSB to select Peer Review Team from nominations, peer and aspirant groups 	<ul style="list-style-type: none"> *Submit Fifth Year Report
		<ul style="list-style-type: none"> *Submit List of Degree Programs including Catalogs (or online link in lieu of Catalogs) 	<ul style="list-style-type: none"> Work with AACSB to set the visit date 	<ul style="list-style-type: none"> *Submit Executive Summary
		<ul style="list-style-type: none"> *Submit request for exclusion of degree programs including justification for the request 		<ul style="list-style-type: none"> * Submit Situational Analysis <p><i>*Submitted together</i></p>
		<ul style="list-style-type: none"> *Submit List of Comparison Groups (Peer, Competitive, and Aspirant) <p><i>*Submitted together</i></p>		<ul style="list-style-type: none"> Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only
		<ul style="list-style-type: none"> Committee on Accreditation Policy (CAP) rules on exclusions and the scope of the accreditation visit 		<ul style="list-style-type: none"> Work with Peer Review Team to prepare the Visit Schedule
		<ul style="list-style-type: none"> Return Date and Team Suggestions as Requested (March 2016) 		<ul style="list-style-type: none"> Peer Review Team Visit



TULIP ACADEMY
FOR SCIENCE & TECHNOLOGY

T S T &





KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Nov-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **School of Digital Sciences**
 College **CI - Communication and Information**
 Degree **MDS - Master of Digital Sciences**
 Program Name _____ Program Banner Code **MDS**
 Concentration(s) **Enterprise Architecture, Digital Systems Training Technology, Digital Systems Software Development, Digital Systems Telecommunication Networks, Digital Systems Management, Data Science**
 Concentration(s) Banner Code(s) **ENAR, DSTT, DSSD, DSTN, DSMT, DATA,**
 Proposal **Revise program**

Description of proposal:

- 1.) Add DSCI 62210 Web Development (3 hours) as an Approved Elective for all concentrations.**
- 2.) Achieve fully online program designation for the following MDS concentrations: Enterprise Architecture (ENAR), Data Science (DATA) and Digital Systems Training Technology (DSTT).**

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **32** Proposed total credit hours **32**

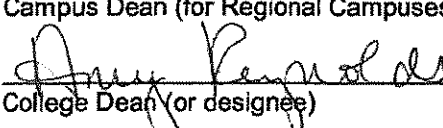
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

- 1.) No impact - this course is currently offered as a special topics course; a formal course number has been created for it.**
- 2.) The courses in these three concentrations are currently offered online. With judiciously chosen online electives, the degree can currently be completed online. This designation would allow the online option of the program to be more transparent and easier to find via the web and catalog by students.**

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

The Interdisciplinary Advisory Committee and the Interdisciplinary Curriculum Committee

REQUIRED ENDORSEMENTS

Department Chair / School Director	_ / _ / _
Campus Dean (for Regional Campuses proposals)	_ / _ / _
 College Dean (or designee)	12 / 11 / 17
Dean of Graduate Studies (for graduate proposals)	_ / _ / _
Senior Vice President for Academic Affairs and Provost (or designee)	_ / _ / _

Proposal Summary

Master of Digital Sciences – Revision to the Major and Request to Offer Three Concentrations Fully Online

Description of Action, Including Intended Effect

The School of Digital Sciences proposes adding the course DSCI 62210 Web Development to the current list of Approved Electives for the Master of Digital Sciences program. This class was previously being taught as a Special Topics course for seven semesters and has been established as a permanent course.

We also propose that the concentrations of Data Science, Enterprise Architecture and Digital Systems Training Technology be designated as fully online concentrations in the MDS program. The School would like to increase its enrollment and diversify its student population. Presently, these concentrations can be completed fully online and there is a need among working professionals for online programming. According to the Bureau of Labor Statistics, employment in computer-related occupations is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. These occupations are projected to add about 546,100 new jobs. Designating these concentrations as fully online will open our enrollment to working professionals who need the educational accessibility that an online program will offer. In addition, designating the Data Science, Enterprise Architecture and Digital Systems Training Technology concentrations as being fully online aligns the School of Digital Sciences with its sister programs in the School of Information, the College of Business Administration and the College of Education, Health and Human Services, who also have online programs, since we share significant overlap in coursework.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

We do not anticipate any impact with adding the DSCI 62210 course to the list of Approved Electives. The course has been regularly taught as a Special Topics for seven semesters with some semesters having more than one section.

Regarding the three online concentrations, there should be little impact on other programs, faculty and staff since the course offerings in these concentrations are currently offered online. As the program grows, the School will re-evaluate course and faculty needs via the Demand Analysis, and the School will keep all partners apprised of enrollment needs.

Fiscal, Enrollment, Facilities and Staffing Considerations

We do not anticipate any immediate impact for adding the course to the list of options. Regarding the online concentrations, the courses in these concentrations are currently offered online and we will re-evaluate the impact as the online delivery demands increase.

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Approved by Interdisciplinary Advisory Committee and Interdisciplinary Curriculum Committee,
November 1, 2017

Proposed to the GCC on December 14th, 2017

Proposed to Graduate Studies in December 2017

Proposed to EPC on January 22nd, 2018

DIGITAL SCIENCES - M.D.S.

College of Communication and Information
School of Digital Sciences
129 Taylor Hall
Kent Campus
330-672-9105
digital-science@kent.edu
www.kent.edu/dsci

Description

The Master of Digital Sciences degree is designed to augment a student's skill set, opening the door to new career opportunities for students from diverse undergraduate backgrounds. Introductory courses expose students to graduate topics outside their undergraduate field, and six concentrations allow them to study one area in more depth. Electives provide an opportunity for customization, and the degree culminates with either an individual capstone project or a formal thesis.

Due to the School of Digital Sciences' interdisciplinary nature, students have a unique opportunity to gain a graduate-level introduction to several areas aligned with digital sciences. A computer science course covers basic object-oriented programming, while an applied engineering course covers network management and design. An education course gives an overview of instructional design, and a management course explores the basic functions of a business. Digital Sciences courses provide an overview of the newly emerging areas of enterprise architecture and data science.

The Master of Digital Sciences degree comprises the following concentrations:

The **Data Science** concentration focuses on the data analysis and modeling needed by an organization and the processing of structured, semi-structured, and unstructured data using statistical and semantic analysis techniques to meet those needs.

The **Digital Systems Management** concentration focuses on the technical leadership needed by an organization and the management of information services in a rapidly changing global economy.

The **Digital Systems Software Development** concentration focuses on the software applications needed by an organization and the design and maintenance of software systems that are aligned with the goals of the business.

The **Digital Systems Telecommunication Networks** concentration focuses on the communication infrastructure needed by an organization and the design and management of a telecommunication system and computer network to meet those needs.

The **Digital Systems Training Technology** concentration focuses on the educational applications needed by an organization and the design and management of instructional systems to meet those needs.

The **Enterprise Architecture** concentration focuses on the business goals, processes, and technology infrastructure needed by an organization and the alignment of the processes and infrastructure with the goals of the business.

FULLY OFFERED AT:

- Kent Campus

Admission Requirements

- Official transcript(s)
- Minimum 3.000 undergraduate GPA (on a 4.000 point scale)¹
- GRE scores (required effective spring 2018)²
- Goal statement³
- Current résumé
- Three letters of recommendation
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following (effective spring 2018):
 - Minimum 550 TOEFL PBT score (paper-based version)
 - Minimum 79 TOEFL IBT score (Internet-based version)
 - Minimum 77 MELAB score
 - Minimum 6.5 IELTS score
 - Minimum 58 PTE score

For more information about graduate admissions, please visit the Graduate Studies website. For more information on international admission, visit the Office of Global Education website.

- ¹ Applicants with a lower GPA will be considered for conditional admission.
- ² GRE scores will be one of the factors considered in the admission process. A GRE composite score of 290 and above is preferred. The GRE may be waived if the applicant has earned a master's or higher degrees from an accredited U.S. institution or has three or more years of relevant, full-time work experience.
- ³ The goal statement should explain applicants' goals and objectives for pursuing this advanced degree. For example, applicants may want to better prepare for a particular career, to update knowledge in a specific area or to add expertise that will make them more valuable in a current career. In addition, applicants may submit a statement of plans for electives, which should explain how they plan to choose the digital sciences-related electives to complement their declared concentration and their undergraduate major. Applicants should explain how the electives will help to meet the goals and objectives listed in the their goal statement.

Program Learning Outcomes

Graduates of this program will be able to:

1. Augment their professional preparation with material from areas of digital sciences outside their former college and professional boundaries.
2. Demonstrate increased breadth in digital sciences outside their former college and professional boundaries. Depending on the courses chosen, they will be able to demonstrate basic familiarity with enterprise architecture, data science, software development, telecommunication networks, globalization and technology strategy and instructional design.
3. Demonstrate increased depth in one area of digital sciences.

Program Requirements

Major Requirements

Major Requirements

Choose from the following:

CS 61002	ALGORITHMS AND PROGRAMMING I
DSCI 61010	ENTERPRISE ARCHITECTURE
DSCI 64210	DATA SCIENCE
ITEO 67403	INSTRUCTIONAL DESIGN
MIS 64050	ESSENTIALS OF BUSINESS MGMT
TECH 56360	NETWORK MANAGEMENT AND DESIGN TECHNOLOGY

Approved Electives in Digital Sciences or related area ¹

Thesis or Non-Thesis Options, choose from the following:

Non-Thesis Option

DSCI 60998	CAPSTONE PROJECT IN DIGITAL SCIENCES
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Elective in Digital Sciences

Thesis Option

DSCI 69199	THESIS I
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Concentrations

Choose from the following:

- Data Science
- Digital Systems Management
- Digital Systems Software Development
- Digital Systems Telecommunication Networks
- Digital Systems Training Technology
- Enterprise Architecture

Minimum Total Credit Hours: 32

¹ A list of pre-approved electives is given below. Requests for consideration of other courses as approved electives should be submitted to the student's advisor in the School of Digital Sciences.

Graduation Requirements

- No more than 18 credits may be taken from any one subject area other than DSCI

Pre-Approved Electives in Digital Sciences or Related Area

Communication Studies

COMM 65661	COMMUNICATION IN AN INFORMATION SOCIETY	3
COMM 65675	COMMUNICATION, UNCERTAINTY AND PRIVACY MANAGEMENT	3
COMM 65685	COMMUNICATION AND COGNITION	3
COMM 65851	ORGANIZATIONAL COMMUNICATION	3

Computer Science

CS 53203	SYSTEMS PROGRAMMING ¹	3
CS 53401	SECURE PROGRAMMING ¹	3
CS 56101	DESIGN AND ANALYSIS OF ALGORITHMS ¹	3
CS 57205	INFORMATION SECURITY ¹	3
CS 57221	INTRODUCTION TO CRYPTOLOGY ¹	3
CS 61002	ALGORITHMS AND PROGRAMMING I	4
CS 61008	ALGORITHMS AND PROGRAMMING II	4
CS 63005	ADVANCED DATABASE SYSTEMS DESIGN ¹	3
CS 63201	ADVANCED OPERATING SYSTEMS ¹	3
CS 63301	PARALLEL AND DISTRIBUTED COMPUTING ¹	3
CS 63304	CLUSTER COMPUTING ¹	3
CS 63901	SOFTWARE ENGINEERING METHODOLOGIES	3

CS 64201	ADVANCED ARTIFICIAL INTELLIGENCE ¹	3	
CS 64401	IMAGE PROCESSING ¹	3	
CS 67101	ADVANCED COMPUTER GRAPHICS ¹	3	
CS 67301	SCIENTIFIC VISUALIZATION ¹	3	
9-10	Digital Sciences		
DSCI 51510	PROJECT MANAGEMENT AND TEAM DYNAMICS	3	
DSCI 51610	DIGITAL SYSTEMS SECURITY	2	
DSCI 59910	EMERGING TECHNOLOGIES IN DIGITAL SCIENCES	1-3	
DSCI 59995	SPECIAL TOPICS IN DIGITAL SCIENCES	1-4	
DSCI 60998	CAPSTONE PROJECT IN DIGITAL SCIENCES	3	
6-8	DSCI 61010	ENTERPRISE ARCHITECTURE	3
6	DSCI 61310	ENTERPRISE ARCHITECTURE; ENTERPRISE ARCHITECTURE CENTER OF EXCELLENCE METHODOLOGY	2
DSCI 61510	PROJECT MANAGEMENT LEADERSHIP	3	
DSCI 62010	BUSINESS ARCHITECTURE	3	
DSCI 64010	DATA ARCHITECTURE	3	
DSCI 64210	DATA SCIENCE	3	
9-10	DSCI 66010	APPLICATION AND TECHNOLOGY ARCHITECTURE	3
DSCI 69992	INTERNSHIP IN DIGITAL SCIENCES ²	1-3	
DSCI 69995	SPECIAL TOPICS IN DIGITAL SCIENCES	1-4	
DSCI 69996	INDIVIDUAL INVESTIGATION IN DIGITAL SCIENCES	1-3	
	Evaluation and Measurement		
EVAL 65510	STATISTICS I FOR EDUCATIONAL SERVICES	3	
	Geography		
GEOG 59070	GEOGRAPHIC INFORMATION SCIENCE	4	
GEOG 59076	SPATIAL PROGRAMMING	3	
GEOG 59080	ADVANCED GEOGRAPHIC INFORMATION SCIENCE	3	
GEOG 59085	WEB AND MOBILE GEOGRAPHIC INFORMATION SCIENCE	3	
GEOG 59162	CARTOGRAPHY AND GEOVISUALIZATION	3	
GEOG 59163	CARTOGRAPHY AND GEOVISUALIZATION LABORATORY	1	
GEOG 69007	SPATIOTEMPORAL ANALYTICS	3	
GEOG 69082	CYBERGIS	3	
GEOG 69083	GEODATABASES	3	
	Health Informatics		
HI 60401	HEALTH INFORMATICS MANAGEMENT	3	
HI 60402	LEGAL ISSUES IN HEALTH INFORMATICS	3	
HI 60403	HEALTH INFORMATION SYSTEMS	3	
HI 60410	HEALTH RECORDS MANAGEMENT	3	
HI 60411	CLINICAL ANALYTICS	3	
HI 60412	CLINICAL DECISION SUPPORT	3	
	Instructional Technology		
ITEC 57413	DIGITAL VIDEO IN EDUCATION	3	
ITEC 57427	TECHNOLOGY AND LEARNING	3	
ITEC 57430	COMPUTER APPLICATIONS IN EDUCATION	3	
ITEC 67403	INSTRUCTIONAL DESIGN	3	
ITEC 67410	SIMULATION-GAMES IN EDUCATION	3	
ITEC 67425	MANAGING TECHNOLOGICAL CHANGE	3	
ITEC 67432	DESIGNING MULTIMEDIA FOR INSTRUCTION	3	
ITEC 67435	VIRTUAL REALITY	3	
ITEC 67437	WEB DEVELOPMENT FOR EDUCATORS	3	

Add: DSCI 62210 Web Development

ITEC 67438	INSTRUCTIONAL APPLICATIONS OF THE INTERNET	3	VCD 60121	USER EXPERIENCE DESIGN IN PRACTICE	3
ITEC 67442	DESIGNING ONLINE COURSES	3	User Experience Design		
ITEC 67444	TEACHING ONLINE COURSES	3	UXD 60001	USER EXPERIENCE DESIGN PRINCIPLES AND CONCEPTS	3
ITEC 67449	RESEARCH IN ONLINE LEARNING	3	UXD 60002	USER EXPERIENCE DESIGN IN PRACTICE	3
Knowledge Management			UXD 60101	INFORMATION ARCHITECTURE I	3
KM 60301	FOUNDATIONAL PRINCIPLES OF KNOWLEDGE MANAGEMENT	3	UXD 60103	RESEARCHING THE USER EXPERIENCE I	3
KM 60305	COMMUNITIES OF PRACTICE	3	UXD 60104	USABILITY I	3
KM 60311	BUSINESS PROCESS MANAGEMENT	3	UXD 60110	INFORMATION TECHNOLOGIES	3
KM 60312	BUSINESS INTELLIGENCE-COMPETITIVE INTELLIGENCE	3	UXD 60113	RESEARCHING USER EXPERIENCE II	3
KM 60315	FOUNDATIONS OF DOCUMENT MANAGEMENT	3	UXD 60114	USABILITY II	3
KM 60316	ORGANIZATIONAL CULTURE ASSESSMENT	3	¹ Recommended only for students from a computer science background.		
KM 60370	SEMANTIC ANALYSIS METHODS AND TECHNOLOGIES	3	² No more than 3 credit hours of DSCI 69992 may be applied toward approved electives in the Master of Digital Sciences.		
Library and Information Science			Data Science Concentration Requirements		
LIS 60613	INFORMATION NEEDS, SEEKING AND USE	3	[CI-MDS-DS-DATA]		
LIS 60636	KNOWLEDGE ORGANIZATION STRUCTURES, SYSTEMS AND SERVICES	3	Concentration Requirements		
LIS 60637	METADATA ARCHITECTURE AND IMPLEMENTATION	3	DSCI 64010	DATA ARCHITECTURE	3
LIS 60639	DIGITAL LIBRARIES	3	KM 60370	SEMANTIC ANALYSIS METHODS AND TECHNOLOGIES	3
LIS 60644	INFORMATION SCIENCE	3	LIS 60636	KNOWLEDGE ORGANIZATION STRUCTURES, SYSTEMS AND SERVICES	3
LIS 60645	DATABASE SYSTEMS	3	<hr/>		
Management and Information Systems			Minimum Total Credit Hours: 9		
MIS 64042	GLOBALIZATION AND TECHNOLOGY STRATEGY	2	Digital Systems Management Concentration Requirements		
MIS 64080	EMERGING HARDWARE AND SOFTWARE TECHNOLOGIES	3	[CI-MDS-DS-DSMT]		
MIS 64081	DATA COMMUNICATIONS AND NETWORKING IN BUSINESS	3	Concentration Requirements		
MIS 64082	DATABASE MANAGEMENT AND DATABASE ANALYTICS	3	MIS 64042	GLOBALIZATION AND TECHNOLOGY STRATEGY	2
MIS 64083	INFORMATION SECURITY: A MANAGERIAL PERSPECTIVE	3	MIS 64080	EMERGING HARDWARE AND SOFTWARE TECHNOLOGIES	3
MIS 64158	LEADERSHIP AND MANAGERIAL ASSESSMENT	2	MIS 64158	LEADERSHIP AND MANAGERIAL ASSESSMENT	2
Technology			Choose from the following:		
TECH 53222	COMPUTER HARDWARE ENGINEERING AND ARCHITECTURE	3	DSCI 51510	PROJECT MANAGEMENT AND TEAM DYNAMICS	3
TECH 56330	VISUAL BASIC PROGRAMMING IN ENGINEERING TECHNOLOGY	3	DSCI 51610	DIGITAL SYSTEMS SECURITY	3
TECH 56350	NETWORK MANAGEMENT AND DESIGN TECHNOLOGY	3	MIS 64083	INFORMATION SECURITY: A MANAGERIAL PERSPECTIVE	3
TECH 56411	REQUIREMENTS ENGINEERING AND ANALYSIS TECHNOLOGY	3	<hr/>		
TECH 63010	COMPUTER HARDWARE	3	Minimum Total Credit Hours: 10		
TECH 63020	FIBER OPTIC SYSTEMS	3	Digital Systems Software Development Concentration Requirements		
TECH 63031	PROGRAMMABLE LOGIC CONTROLLERS	3	[CI-MDS-DS-DSSD]		
TECH 63032	ADVANCED PROGRAMMABLE LOGIC CONTROLLERS	3	Concentration Requirements		
TECH 63050	TRIZ-THEORY OF INVENTIVE PROBLEM SOLVING	3	CS 61003	ALGORITHMS AND PROGRAMMING II ¹	4
TECH 64312	ADVANCED WIRELESS TELECOMMUNICATION SYSTEM AND NETWORK TECHNOLOGIES	3	DSCI 65010	APPLICATION AND TECHNOLOGY ARCHITECTURE	3
TECH 55330	ADVANCED VISUAL BASIC PROGRAMMING IN ENGINEERING TECHNOLOGY	3	Choose from the following:		
TECH 66380	ADVANCED NETWORKING	3	CS 63901	SOFTWARE ENGINEERING METHODOLOGIES ²	3
Visual Communication Design			DSCI 51510	PROJECT MANAGEMENT AND TEAM DYNAMICS ²	3
VCD 55000	GRAPHIC DESIGN PERSPECTIVES	3			

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MIS 64082	DATABASE MANAGEMENT AND DATABASE ANALYTICS ³	
Minimum Total Credit Hours:		10
¹	May be replaced by another CS course on the Pre-Approved Elective list for students with an undergraduate degree in Computer Science.	
²	Recommended for students from a computer science background.	
³	Recommended for students from a non-computer science background.	

Digital Systems Telecommunication Networks Concentration Requirements

[CI-MDS-DS-DSTN]

Concentration Requirements

TECH 56411	REQUIREMENTS ENGINEERING AND ANALYSIS TECHNOLOGY	3
TECH 64312	ADVANCED WIRELESS TELECOMMUNICATION SYSTEM AND NETWORK TECHNOLOGIES	3
TECH 66380	ADVANCED NETWORKING	3
Minimum Total Credit Hours:		9

Digital Systems Training Technology Concentration Requirements

[CI-MDS-DS-DSTT]

Concentration Requirements

ITEC 67425	MANAGING TECHNOLOGICAL CHANGE	3
ITEC 67410	SIMULATION-GAMES IN EDUCATION	3
or ITEC 67435	VIRTUAL REALITY	
ITEC 67432	DESIGNING MULTIMEDIA FOR INSTRUCTION	3
or ITEC 67437	WEB DEVELOPMENT FOR EDUCATORS	
Minimum Total Credit Hours:		9

Enterprise Architecture Concentration Requirements¹

[CI-MDS-DS-ENAR]

Concentration Requirements

DSCI 62010	BUSINESS ARCHITECTURE	3
DSCI 64010	DATA ARCHITECTURE	3
DSCI 65010	APPLICATION AND TECHNOLOGY ARCHITECTURE	3
Minimum Total Credit Hours:		9

Note #1: This concentration is offered fully online. Please see your advisor for appropriate course options.

Online - Part time

Enterprise Architecture Roadmap

Fall Admit		Hours		Spring Admit		Hours	
Fall	DSCI 64210 - Data Science	Major	3	Spring	DSCI 61010 - Enterprise Arch	Major	3
	EVAL 65510 - Stats	ELEC	3		DSCI Elec - DSCI 51510 - Project Mgmt	DSCI	3
Spring	DSCI 61010 - Enterprise Arch	Major	3	Spring	DSCI 61010 - Enterprise Arch	Major	3
	DSCI 51510 - Project Mgmt	DSCI	3		DSCI Elec - DSCI 51510 - Project Mgmt	DSCI	3
Summer	I TEC 67403 - Instructional Tech	Major	3	Summer	I TEC 67403 - Instructional Tech	Major	3
Fall	DSCI 62010 - Business Arch	CONC	3	Fall	DSCI 62010 - Business Arch	CONC	3
	DSCI 65010 - App. & Tech Arch	CONC	3		DSCI 65010 - App. & Tech Arch	CONC	3
Spring	DSCI 64010 - Data Arch	CONC	3	Spring	DSCI 64010 - Data Arch	CONC	3
	DSCI 61510 - Project Mgmt Leadership	ELEC	2		DSCI 61510 - Project Mgmt Leadership	ELEC	2
Summer				Summer			
Fall	KM 60370 - Sem. Analysis Meth & Tech	ELEC	3	Fall	DSCI 64210 - Data Science	Major	3
	DSCI 60998 - Capstone		3		EVAL 65510 - Stats	ELEC	3
Spring				Spring	LIS 60636 - Knowledge Org Structure	ELEC	3
					DSCI 60998 - Capstone		3

32

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Online - Part time

Data Science Roadmap

Fall Admit		Hours		Spring Admit		Hours	
Fall	DSCI 64210 - Data Science	Major	3	Spring	DSCI 61010 - Enterprise Arch	Major	3
	EVAL 65510 - Stats	ELEC	3		LIS 60636 - Knowledge Org Structure	CONC	3
Spring	DSCI 61010 - Enterprise Arch	Major	3	Summer	ITEC 67403 - Instructional Tech	Major	3
	LIS 60636 - Knowledge Org Structure	CONC	3				
Summer	ITEC 67403 - Instructional Tech	Major	3	Fall	DSCI 64210 - Data Science	Major	3
					EVAL 65510 - Stats	ELEC	3
Fall	KM 60370 - Sem. Analysis Meth & Tech	CONC	3	Spring	DSCI 64010 - Data Arch	CONC	3
	MIS 64042 - Global Tech Strat.	ELEC	2		DSCI 51510 - Project Mgmt	DSCI	3
Spring	DSCI 64010 - Data Arch	Major	3	Summer			
	DSCI 51510 - Project Mgmt	DSCI	3				
Summer							
Fall	LIS elective	ELEC	3	Fall	KM 60370 - Semantic Analysis Meth & Tech	CONC	3
	DSCI 60998 - Capstone		3		LIS elective	ELEC	3
				Spring	DSCI 61510 - Project Mgmt Leadership	ELEC	2
					DSCI 60998 - Capstone		3
			32				32

Online - Part time

Training Technology

Fall Admit		Hours	Spring Admit		Hours
ITEC 67403 - Instructional Tech	Major	3	ITEC 67403 - Instructional Tech	Major	3
DSCI 64210 - Data Science	Major	3	DSCI 61010 - Enterprise Architecture	Major	3
Spring			Spring		
DSCI 61010 - Enterprise Architecture	Major	3	ITEC 67425 - Managing Tech Change	Major	3
ITEC 67425 - Managing Tech Change	CONC	3	Summer		
Summer			Summer		
ITEC or LIS elec	ELEC	3	ITEC or LIS elec	ELEC	3
Fall			Fall		
ITEC 67437 - Web Dev. For Educators	CONC	3	DSCI 64210 - Data Science	Major	3
EVAL 65510 - Stats	ELEC	3	ITEC 67437 - Web Dev. For Educators	CONC	3
Spring			Spring		
DSCI Elec - DSCI 51510 - Project Mgmt	DSCI	3	ITEC 67410 - Simulation Games in Ed	CONC	3
ITEC 67410 - Simulation Games in Ed	CONC	3	ITEC 67425 - Managing Tech Change	CONC	3
Summer			Summer		
Fall			Spring		
MIS 64042 - Glob. Tech Strat	ELEC	2	DSCI 51510 - Project Management	DSCI	3
DSCI 60998 - Capstone		3	DSCI 60998 - Capstone		3
		32			32



Board of Regents
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor

Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: December 20, 2017

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:
Master of Digital Sciences – Concentrations: Data Science, Digital Systems Training Technology and Enterprise Architecture

Primary institutional contact for the request

Name: Melody J. Tankersley
Title: Dean of Graduate Studies
Phone number: 330-672-2220
E-mail: mtankers@kent.edu

Proposed start date: Fall 2018

Date that the request received final approval from the appropriate institutional committee:
Approved by the Educational Policies Council,
a subcommittee of the Faculty Senate on [DATE]

Institution has Higher Learning Commission approval for online or blended/hybrid delivery: Yes

Educator preparation program that leads to licensure or endorsement: No

¹ For this document, the following definitions will be used:

Online: A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

Blended/hybrid: Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings.

Web-facilitated: Course that uses web-based technology to facilitate what is essentially a face-to-face course.

Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

On-ground (aka traditional or face-to-face): Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

1. INSTITUTIONAL SUPPORT

1.1 Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.

The learning management system that will be utilized for the MDS online course offerings is Blackboard Learn. Blackboard Learn is the official LMS at Kent State University. Blackboard is used to host course materials and activities for face-to-face, hybrid and online courses.

1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

4-16 University policy regarding electronic and information technology accessibility would apply to faculty and students in the online program. The Kent State Student Accessibility Services (SAS) provides assistance to students and faculty with disabilities in order to help them maximize educational opportunities and their academic potential. Kent State provides a wide variety of assistance from templates to captioning and training for faculty to help prepare accessible courses, and works with vendors to ensure that their resources are accessible. All students receive notification of SAS services via their syllabi.

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

As members of the Kent State University community, all students and faculty will have access to these support services.

Kent State manages help desk support services for all its faculty and students. These services can be accessed by phone at (330) 672-HELP (4357), or online at support.kent.edu via an automated support request system, a collection of self-service articles and through live chat.

Other support services for Kent State University students include Blackboard Learn tutorials, online tutoring through the Academic Success Center, online resources in Career Services Center, Online Academic Advising; Student Accessibility Services, and the Online Writing Commons. Services available for online students can be accessed at: <https://onlinedegrees.kent.edu/support/student-services>.

Support services for Kent State University faculty teaching online courses can be found at: <http://www.kent.edu/onlineteaching/support>.

1.4 Explain the institution's policies and procedures related to ensuring the integrity of student work in online programs (e.g., for establishing student identity, for controlling the conditions of examinations, etc.).

Students must utilize Kent State's Flashline system to verify their identity; Flashline is the University's online portal. The University offers test proctoring through a software service, Proctor U, which provides remote test proctoring services. Faculty have access to SafeAssign to ensure the integrity of students' written work. SafeAssign is an online tool that compares written submissions against a set of sources to identify overlap.

1.5 Indicate whether the institution has entered into a collaborative agreement with a 3rd party provider to provide content/curriculum or resources/services to support the delivery of the program. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.

Kent State has not entered into an agreement with a 3rd party provider to provide content/curriculum or resources/services to support the delivery of this program..

1.6 Have the appropriate accreditation agencies been informed of the proposed change?

The accrediting agency for the proposed change is The Higher Learning Commission (HLC), which will be notified of this proposed change following OBR's approval.

2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

2.1 Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:

- **Administrative services (admissions, financial aid, registration, student records)**
Online students may access links to all online resources through:
<http://www.kent.edu/onlinelearning/students-getting-started-your-online-course>.
- **Advising regarding program planning and progress**
The School has full-time and part-time academic advisors available for counsel. Student advising will be provided via email at DSadvising@kent.edu, phone at 330-672-9069 or in person. Students will also have access to a Blackboard site with information such as the Digital Sciences Graduate Student Handbook, roadmaps, and contact information for key people.
- **Library resources**
Off campus access to electronic resources is provided through "KSU Proxy," a service for off-campus and remote access to the University Libraries' electronic resources. Students and Faculty can connect to databases, electronic journals, ebooks and streaming media services at <http://www.library.kent.edu/help/connect-from-off-campus>.
- **Psycho-social counseling**
Psycho-social counseling is available through Kent State Psychological Services. The website and contact information can be found at: <http://www.kent.edu/psych>. Online students can telephone or email.
- **Career advising and Placement services**
Career Advising is provided by the School via advisors, through our School's Blackboard site and through University Resources, such as the Career Exploration and Development Office. The Career Exploration and Development Office has resources online at career@kent.edu, in person or phone at 330-672-2360.

2.2 Describe the admission requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.

The online MDS admission requirements are the same as the in person degree program:

- Applicants for the Master of Digital Sciences degree are expected to have an undergraduate grade point average (GPA) of at least 3.0 on a 4.0 point scale. Applicants with a lower GPA will be considered for conditional admission. The GRE is not required but if taken will be considered in the admission process.
- Applicants must submit official transcript(s), current resume, three letters of recommendation, a statement of goals and objectives for pursuing this degree, and (optionally) a statement of plans for electives.
- English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 550 TOEFL score (79 on the Internet-based version), minimum 77 MELAB score, minimum 6.5 IELTS score or minimum 58 PTE Academic score. For more information on international admission, visit the Office of Global Education's admission website.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?

The online program will be offered in addition to the onsite program. The courses in the concentration are currently offered in both an online and in person format.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

The online and on-ground programs are equivalent with respect to curriculum, expected outcomes and number of credit hours (32).

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

Students will typically have asynchronous interaction with the instructor due to the potential variety of time zones the students and faculty we be in. Interaction can take place via discussion questions, videos, recorded lectures, etc. Students can also call or email the instructor via the contact information on the course syllabus. We are following the model of the Information School, which does not have synchronous interaction between the instructors and students.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

Support for online students is the same as for face-to-face students as far as the quality of the instructors and program, and interaction with faculty and advisors are concerned. Students have access to academic advisors to guide them through the degree program. The advisors can be reached via phone, email or in person. Faculty will ensure learning outcomes are met to determine whether students are gaining the skills and competencies needed via papers, projects and exams.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

As in the onsite program, faculty evaluations will be utilized. Kent State University has the Student Survey of Instruction (SSI) instrument for evaluating all its courses in all its degree programs. After graduation, employment surveys will be issued to ensure the program has been effective (ie: student has a job in their field).

3.5 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) *Please provide a syllabus for each new course as an appendix item.*

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
CONCENTRATION: DATA SCIENCE					
DSCI 64010 Data Architecture	■	■		Yes	Course can be an Approved Elective for other concentra tions
LIS 60636 Knowledge Org. Struct., Sys & Services	■			Yes	Course can be an Approved Elective for other concentra tions
KM 60370 Semantic Analysis Methods & Technologies	■			Yes	Course can be an Approved Elective for other concentra tions
CONCENTRATION: DIGITAL SYSTEMS TRAINING TECHNOLOGY					
ITEC 67425 Managing Tech. Change	■			Yes	Course can be an

					Approved Elective for other concentrations
ITEC 67410 Simulation Games in Ed. or ITEC 67435 Virtual Reality	■			Yes	Course can be an Approved Elective for other concentrations
ITEC 67432 Designing Multimedia. for Instr. or ITEC 67437 Web Dev. For Educators	■			Yes	Course can be an Approved Elective for other concentrations
CONCENTRATION: ENTERPRISE ARCHITECTURE					
DSCI 62010 Business Architecture	■	■		Yes	Course can be an Approved Elective for other concentrations
DSCI 64010 Data Architecture	■	■		Yes	Course can be an Approved Elective for other concentrations
DSCI 65010 Application & Tech. Arch.	■	■		Yes	Course can be an Approved Elective for other concentrations
APPROVED ELECTIVES					
CS 56010 Design and Analysis of Algorithms		■			
CS 57205 Information Security		■			
CS 57221 Introduction to Cryptology		■			
CS 61002 Algorithms and Programming I		■			

CS 61003 Algorithms and Programming II		■			
CS 63005 Advanced Database Systems Design		■			
CS 63201 Advanced Operating Systems		■			
CS 63301 Parallel & Distributed Computing		■			
CS 63304 Cluster Computing		■			
CS 63901 Software Engineering Methodologies		■			
CS 64201 Advanced Artificial Intelligence		■			
CS 64401 Image Processing		■			
CS 67101 Advanced Computer Graphics		■			
CS 67301 Scientific Visualization		■			
DSCI 51510 Project Management & Team Dynamics		■			
DSCI 59910 Emerging Technologies in Digital Sciences (1-3)		■			
DSCI 59995 Special Topics in Digital Sciences (1-4)		■			
DSCI 60998 Capstone Project in Digital Sciences	■	■			
DSCI 61010 Enterprise Architecture	■	■			
DSCI 61310 Entr Arch Cntr of Excellence Method. (2)	■	■			
DSCI 61510 Project Management Leadership (3)		■			
DSCI 64210 Data Science	■	■			
DSCI 65010 Application & Tech. Arch.		■			
DSCI 69992 Internship in Digital Sciences (1 – 3)	■	■			
DSCI 69995 Special Topics in Digital Sciences (1 – 4)		■			
DSCI 69996 Individual Investigation in Digital Sciences (1-3)		■			
EVAL 65510 Statistics I for Educational Services	■				

GEOG 59070 Geographic Information Science		■			
GEOG 59076 Spatial Programming		■			
GEOG 59080 Advanced Geographic Information Science		■			
GEOG 59085 Web & Mobile Geographic Information Science		■			
GEOG 59162 Cartography & Geovisualization		■			
GEOG 59163 Cartography & Geovisualization Laboratory		■			
GEOG 69007 Spatiotemporal Analytics		■			
GEOG 69082 CyberGIS		■			
GEOG 69083 Geodatabases		■			
HI 60401 Health Informatics Management	■				
HI 60402 Legal Issues in Health Informatics	■				
HI 60403 Health Information Systems	■				
HI 60410 Health Records Management	■				
HI 60411 Clinical Analytics	■				
HI 60412 Clinical Decision Support	■				
ITEC 57413 Digital Video in Education	■				
ITEC 57427 Technology and Learning	■				
ITEC 57430 Computer Applications in Education	■				
ITEC 67403 Instructional Design	■				
ITEC 67417 Advanced Instructional Design	■				
ITEC 67435 Virtual Reality	■				
ITEC 67438 Instructional Applications of the Internet	■				
ITEC 67442 Designing Online Courses	■				
ITEC 67444 Teaching Online Courses	■				

ITEC 67449 Research in Online Learning	■				
KM 60301 Foundational Principles of Knowledge Management	■				
KM 60305 Communities of Practice	■				
KM 60306 Organizational Culture Assessment	■				
KM 60311 Business Process Management	■				
KM 60312 Business Intelligence-Competitive Intelligence	■				
KM 60315 Foundations of Document Management	■				
KM 60370 Semantic Analysis Methods and Technologies	■				
LIS 60613 Information Needs, Seeking and Use	■				
LIS 60637 Metadata Architecture and Implementation	■				
LIS 60636 Knowledge Org, Structure, Sys & Services	■				
LIS 60638 Digital Libraries	■				
LIS 60644 Information Science	■				
LIS 60645 Database Systems	■				
LIS 60646 User Interfaces for Information Retrieval Systems	■				
MIS 64042 Globalization and Technology Strategy	■	■			
MIS 64050 Essentials of Business Management		■			
MIS 64080 Emerging Hardware and Software Technologies		■			
MIS 64081 Data Communications & Networking in Business		■			
MIS 64082 Database Management Systems		■			
MIS 64083 Info. Sec.: Managerial Pers.		■			
MIS 64158 Leadership and Managerial Assessment	■	■			

TECH 53222 Computer Hardware Engineering & Architecture		■			
TECH 56330 Visual Basic Programming in Engineering Tech		■			
TECH 56350 Network Management and Design Technology		■			
TECH 56411 Requirements Engineering & Analysis Technology		■			
TECH 63031 Programmable Logic Controllers		■			
TECH 63032 Advanced Programmable Logic Controllers		■			
TECH 63010 Computer Hardware		■			
TECH 63020 Fiber Optic Systems		■			
TECH 63050 TRIZ-Theory of Inventive Problem Solving		■			
TECH 64312 Adv. Wireless Telecommunication System & Network Tech		■			
TECH 65330 Adv. Visual Basic Programming in Engineering Technology		■			
TECH 66380 Advanced Networking		■			
UXD 60001 User Experience Design Principles & Concepts	■				
UXD 60002 User Experience Design in Practice	■				
UXD 60101 Information Architecture I	■				
UXD 60103 Researching the User Experience I	■				
UXD 60104 Usability I	■				
UXD 60110 Information Technologies	■				
UXD 60113 Researching the User Experience II	■				
UXD 60114 Usability II	■				
VCD 55000 Graphic Design Perspectives	■				

VCD 60121 User Experience Design in Practice	■				
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4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

The DSCI Director has major responsibility for the administration and coordination of the program, including working with faculty on course development and curriculum as well as coordinating administrative support with instructional design staff and the Office of Continuing and Distance Education. The current Director, Jeff Fruit, has overseen development and administration of several online graduate programs over the past decade. In the School of Journalism and Mass Communication, he worked with faculty on development of the nation's only master's concentration in Journalism Education, which is completely online, and on a master's concentration in public relations, also online. In the School of Information (formerly the School of Library and Information Science), he worked with the university's largest graduation program. Its four master's degree options (in Library and Information Science, User Experience Design, Health Informatics and Knowledge Management) are all completely online. (See Appendix A)

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

The School of Digital Sciences' unique interdisciplinary program relies on faculty expertise from across campus and on outside professional adjuncts to both develop and deliver courses. We expect to hire additional full-time faculty as joint hires with other departments on campus, primarily within the College of Communication and Information (CCI), the School's administrative home. The School contracts for a portion of full-time faculty workload to engage in instruction and course development. We anticipate extra time and expense to be required in moving current face-to-face coursework online and perhaps some extra course sections where face-to-face coursework is required (primarily to support international students who require face-to-face classes). Additional hiring will be in the form of partial load for full-time faculty in other departments or adjunct faculty. Some faculty will teach exclusively online, while others may teach fully online, face-to-face or in blended modes.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production

and management of online courses, as well as institutional support for all essential technology.

Faculty teaching in online environments have extensive training resources available from the Office of Continuing and Distance Education (OCDE). New faculty are vetted for online experience, and those who require additional training engage with OCDE resources. Kent State University fully supports the Blackboard Learn platform with robust capabilities, including enhanced video support through Kaltura software. Support for faculty in design and production of online and blended courses is available through CCI Educational Technology staff as well as OCDE Instructional Design Staff. Information Services staff and CCI Educational Technologists both support management of online courses.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member’s CV must be included as an appendix item.

Name of instructor	Rank or title	Full-time/part-time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/professional development in DL	Number of courses instructor will teach/year (include traditional and DL)
Robert Eckman	Instructor	PT	MBA, 2007, University of Phoenix, PMP Certification May 2010	DSCI 51510 Project Management and Team Dynamics, DSCI 51610 Digital Systems Security		2
Stephen Hujarski	Instructor	PT	MS in Military Strategy, Naval War College, Aug 1995, Masters certificate in Project Management, George Washington University; PMP certification, Oct 1999; Six Sigma Green Belt	DSCI 51510 Project Management and Team Dynamics		2
David Gusman	Instructor	PT	MBA (Information	DSCI 51510 Project		2

			Systems Technology), George Washington University, Washington, DC, 1982; PMP certificate; Masters certificate in PM, PMCentersUSA	Management and Team Dynamics		
Lisa Harper	Instructor	PT	MBA, Baldwin-Wallace College, Berea, OH, 2001; PMP certificate	DSCI 51510 Project Management and Team Dynamics		2
Coleen Santee	Instructor	PT	MS; PhD (ABD)	DSCI 61010 Enterprise Architecture, DSCI 65010 Application and Technology Architecture	1	2
Gary Young	Instructor	PT	MDS (Enterprise Architecture), Kent State University, Kent, OH; PM certificate; Six Sigma Green Belt	DSCI 61010 Enterprise Architecture	2	2
Stephen Verba	Instructor	PT	BA (Anthropology and Psychology), Level 5 Accreditation in the Oracle Unified Method (OUM) — one of only a few people worldwide, Post-graduate coursework / training in multivariate methods (University of	DSCI 61010 Enterprise Architecture	2	2

			Illinois at Urbana-Champaign), semiotics (International Institute for Semiotic and Structural Studies), organization and systems development (Gestalt Institute of Cleveland), and object-oriented analysis and design (Martin Marietta).			
Tristian Cuevas	Instructor	PT	Master of Computer Science, KSU, May 2015	DSCI 62210 Web Development		2
Prasanna Joshi	Instructor	PT	MDS (Enterprise Architecture) Kent State University, May'15 MBA (Management & Information Systems) Kent State University, Dec'07 MTech (Computer Applications) Kent State University, Aug'03	DSCI 64010 Data Architecture, DSCI 62010 Business Architecture	2	2
Jason Colon	Instructor	PT	MBA, Franklin University, Columbus, OH	DSCI 64210 Data Science		2

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Wayne Schneider	Instructor	PT	MBA (Finance) University of Akron, 1988	DSCI 64210 Data Science		2
Robert Walker	Professor with Tenure	FT	Ph.D. in Electrical and Computer Engineering, Carnegie Mellon University, 1988	DSCI 60998 Capstone Project in Digital Sciences, DSCI 69199 Thesis 1	2	6
Jeff Fruit	Director	FT	M.A. Journalism, The Ohio State University, 1977 (passed General Examinations toward interdisciplinary Ph.D., The Ohio State University	DSCI 69992 Internship in Digital Sciences	2	2
Yesim Kaptan				COMM 65661 Communication in an Information Society		
Michael Beam			PhD., Communication from The Ohio State University, 2011	COMM 65675 Communication, Uncertainty and Privacy Mgmt		
Janet Meyer				COMM 65685 Communication and Cognition		
Suzy D'Enbeau	Assistant Professor	FT	PhD, Organizational Communication, Purdue University, 2009	COMM 65851 Organizational Communication		4
Edward Bolden	Instructor	PT	Ph.D. (Evaluation and Measurement) Kent State University, August 2015	EVAL 65510 Statistics I for Educational Services	1	2
Chris Hudak	Professor	FT	PH.D Urban Education Administration	HI 60401 Health Informatics Management		6

Paul Ylvisaker	Instructor	PT	Doctorate (Nursing), PH.D. Urban Education Administration	HI 60402 Legal Issues in Health Informatics		1
Chelsea Lawton	Instructor	PT	M.S. Health Informatics	HI 60410 Health Records Management		1
John Sharp	Instructor	PT	M.S. Social Administration	HI Clinical Analytics		1
James Lockshaw	Instructor	PT	M.B.A.	HI 60412 Clinical Decision Support		1
Gandolfi	Assistant Professor, NTT	FT	Ph.D. Social Theory and Research, La Sapienza University of Rome, 2014	ITEC 57427 Technology and Learning, ITEC 67403, ITEC 67435 Virtual and Augmented Realities, ITEC 6740 Simulations and Games in Education, ITEC 67434 Emerging Learning Technologies	2 years teaching online courses for Kent State	Up to 3 to 4 per year
Ingram	Associate Professor, TT	FT	Ph.D. Educational Technology, Arizona State University, 1984	ITEC 67403 Instructional Design, ITEC 67442 Designing Online and Blended Courses, ITEC 67449 Research in Online and Blended Courses		2 to 3 per year
Kuo	Associate Professor NTT	FT	Doctor of Philosophy, Instructional Technology Major, Ohio University, 2005	ITEC 67403 Instructional Design	Several years of teaching online grad courses at Kent State	Up to 1 – 2 per year
Novak	Assistant Professor TT	FT	PhD in Instructional Systems, Florida State University, 2012	ITEC 67403 Instructional Design, ITEC 67442 Designing Online and Blended Courses, ITEC 67444 Teaching Online and Blended Courses, ITEC 67449 Research in Online and Blended Courses, ITEC 67432 Designing	10 years experience teaching online courses at three institutions	3 – 4 per year

				Multimedia for Instruction		
Ferdig	Professor, Tenure Track	FT	Ph.D. Michigan State University	ITEC 67435 Virtual and Augmented Realities, ITEC 67449 Research in Online and Blended Courses, ITEC 6740 Simulations and Games in Education,,ITEC 67434 Emerging Learning Technologies		1 – 2 per year
Patricia Michalski	Instructor	PT	M.S. (Knowledge Management)	KM 60301 Foundational Principles of KM		1
Bairatchniya	Instructor	PT	Ph.D. (Linguistics)	KM 60306 Organizational Culture Assessment		1
Yao Zhang	Post-Doctoral Fellow	FT	Ph.D. (Library and Information Science)	KM 60312 Business Intelligence-Competitive Intelligence, LIS 60313 Information Needs, Seeking and Use Knowledge Org, Structure, Systems and Services		4
Sean Dolan	Instructor	PT	M.L.I.S./M.A in Information Architecture and Knowledge Management	KM 60370 Semantic Analysis Methods and Technologies		2
Marcia Zeng	Professor	FT	Ph.D. (Information Science)	LIS 60636 Knowledge Org, Structure, Sys & Services, LIS 60637 Metadata Architecture, LIS 60645 Database Systems		4
Catherine Smith	Assistant Professor	FT	Ph.D. Information Science	LIS 60645 Database Systems		4
Paul Sherman	Assistant Professor	FT	Ph.D. Psychology	UXD 60001 User Experience Design Principles and Concepts, UXD		6

				60002 User Experience Design in Practice, UXD 60110 Information Technologies		
Ben Woods	Lecturer	FT	M.S. in Information Architecture and Knowledge Management/ M.B.A.	UXD 60101 Information Architecture, UXD 60103 Researching the User Experience I, UXD 60113 Researching the User Experience II		8
David Roll	Assistant Professor	FT	M.A., Visual Communication Design	UXD 60104 Usability I, UXD 60114 Usability II		4
Pratim Datta	Associate Professor	FT	Ph.D., Information Systems, Louisiana State University, 2003	MIS 64042, 64083	5	4
Alan Brandyberry	Associate Professor	FT	DBA, Operations Management, Southern Illinois University, 1995	MIS 64042, 64080, 64081, 64082	5	4
Alan Smith	Professor	PT	Ph.D., Business Administration, Kent State University, 2004	MIS 64050	7	3
Mary Hogue	Associate Professor	FT	Ph.D., Industrial/Organizational Psychology, University of Akron, 2002	MIS 64158	5	4
Jessica Barnes	Associate Professor	FT	MFA, University of Minnesota	VCD 55000 Graphic Design Perspectives	3	5

Note: The Information School (providing coursework in HI, KM, LIS and UXD) and Instructional Technology (ITEC) currently have the fully online program designation and fully online degree programs.

Note: For the most up-to-date teaching criteria for Approved Electives in Computer Science, Geography, and Technology, please contact the Department. These classes are taken by our on-the-ground students.

APPENDICES

Appendix Description

- A Director Fruit CV
- B Faculty CV's

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

signed after EPC

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost



Department of
Higher Education

John R. Kasich, Governor
John Carey, Chancellor

**CHANGE REQUEST FORM
ONLINE OR BLENDED/HYBRID DELIVERY**

This form must be used when a CCGS affiliated institution intends to deliver 50% or more of a previously approved degree program via electronic or other distance learning means.

CCGS institutions submitting requests for graduate programs should submit the request to Steve Nameth (snameth@highered.ohio.gov) and copy Matt Exline (mexline@highered.ohio.gov). Documents may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents.

Institution offering the degree program Kent State University

Degree designation (e.g. M.S. in Biotechnology) Master of Digital Sciences concentrations in Data Science, Enterprise Architecture and Digital Systems Training Technology

In order to make this request, please confirm that the program will satisfy the following criteria:

- Program will use Quality Matters or similar metric-driven online course design/assessment tools
- All instructors will be trained in offering online content and online assessments
- The offering university has an institutionally approved plan for securing authorizations to deliver distance learning content in other states (e.g., NC-SARA membership).
- The offering university has approved all online courses for this program as academically appropriate for graduate study

Is this degree program subject to approval/accreditation by a governing body beyond ODHE and HLC (e.g., CAEP, CCNE, ABET, AACSB)?

- No
- Yes (If yes, please name the accrediting body here.)

Does this degree program include the creation of original research or scholarship?

- No
- Yes (If yes, please complete question 1 on the following Supplementary Information form.)

Does this degree program include an experiential component (e.g., clinical or professional development experience)?

- No
- Yes (If yes, please complete question 2 on the following Supplementary Information form.)

25 South Front Street
Columbus, Ohio 43215

phone 614.466.6000
fax 614.466.5866
web www.OhioHigherEd.org

Will the program be offered in partnership with a third-party commercial on-line service provider?

No

Yes (if yes, please provide name of provider and their responsibilities [e.g., content creation, recruitment, admissions, advising])

Approximately what percentage of program content will be completed on-line? 100%

Signature of the official (Graduate Dean or equivalent) below confirms that the information above is accurate.

Melody Tankersley signature 1/10/18 date

Melody Tankersley, Senior Associate Provost and Dean of Graduate Studies name and title

SUPPLEMENTARY INFORMATION FORM

1.) A. On a separate page, describe how program faculty will oversee and direct original research performed by students in the program. At a minimum, address the following areas:

- how students will gain access to required facilities and resources
- how students will be trained in necessary procedures
- how students will present their progress
- how the progress and quality of student projects will be assessed

Include any additional information needed to provide assurance that the quality of the research performed will be equivalent to the face-to-face offering of this degree.

B. On a separate page, describe how program faculty will mentor students, and how students will participate in the socialization that is necessary for the effective scholarly exchange of ideas at the level appropriate for the degree sought. At a minimum, address the following areas:

- how students will select a primary mentor and members of any required oversight committee
- frequency of any mandatory interactions between program faculty and students
- opportunities that exist for students to develop and refine ideas through scholarly exchange with faculty and others in the field
- career development opportunities will be provided

Include any additional information needed to provide assurance that student mentoring will be effective and assure professional competence and exposure in the field.

2.) On a separate page, describe how professional or clinical experiences are implemented and assessed. At a minimum address the following areas:

- criteria for selecting the location(s) of such experiences
- qualifications of preceptors or faculty
- provide a list of competencies that will be evaluated
- assessment strategies used to evaluate student performance

Include any additional information needed to provide assurance that the quality of the experiential component will be equivalent to that of students who are overseen in local environments.

Supplementary Information:

1.) A. Describe how program faculty will oversee and direct original research performed by students in the program. At a minimum, address the following areas:

- how students will gain access to required facilities and resources
- how students will be trained in necessary procedures
- how students will present their progress
- how the progress and quality of student projects will be assessed

Kent State University has been engaged in distance learning for many years, particularly in graduate programs.

- We have a robust and fully configured distance learning platform in Blackboard Learn.
- Our Office of Continuing and Distance Learning (OCDE) and Center for Teaching and Learning (CTL) work with faculty to develop courses with engaged and accessible learning environments that follow Quality Matters best practices. Both OCDE and CTL offer extensive training in online learning for full-time and adjunct faculty.
- University Libraries offer students full access to both traditional print and digital research resources as well as access to subject expert librarians to assist in their classroom and independent research.
- Students and faculty have a range of common tools and media available for communication, collaboration and consultation. In fact, most students today, whether face-to-face or online, normally communicate using university provided email, voice or collaborative online communication tools such as Skype, Webex, Googledocs or Blackboard-related assets.

Students learn to use these tools in the course of their graduate programs, and are accustomed to presenting their progress using digital means

Likewise, faculty are accustomed to receiving, accessing and communicating on progress and quality issues using these tools.

Our College of Communication and Information has successfully offered all-online graduate degrees for many years, with hundreds of graduates in fields such as Library and Information Sciences, User Experience Design, Public Relations and Scholastic Journalism. Online students graduate with a variety of culminating experiences, ranging from capstone classes to individual projects and the master's thesis. As our program is an interdisciplinary one, many of our classes are taught by faculty experienced in online environments.

Supplementary Information:

1.) B. On a separate page, describe how program faculty will mentor students, and how students will participate in the socialization that is necessary for the effective scholarly exchange of ideas at the level appropriate for the degree sought. At a minimum, address the following areas:

- how students will select a primary mentor and members of any required oversight committee
- frequency of any mandatory interactions between program faculty and students
- opportunities that exist for students to develop and refine ideas through scholarly exchange with faculty and others in the field
- career development opportunities will be provided

Include any additional information needed to provide assurance that student mentoring will be effective and assure professional competence and exposure in the field.

Most students in the MDS degree program take a capstone class from a senior faculty member in their area of study. These capstone classes meet once a week, whether online or face-to-face, so interaction with faculty occurs frequently. Student work on research papers is typically broken into several modules, with faculty and peers reviewing drafts and revisions in each module prior to the final paper submission. Students have access to University Library resources and subject librarians. We also have adjunct faculty who are working professionals as well as industry practitioners who guest lecture to classes and seek out students to hire in our high-demand technical fields. They are often available for student consultation.

A few students (perhaps one or two a year) choose a thesis option. Those students have a faculty thesis director (usually a full-time faculty member who has had them in class) and two faculty committee members chosen in conjunction with the director. They follow normal university processes for thesis development and completion, whether online or face-to-face.

DSCI Graduate students have access to full-time DSCI advisors for both completion of their course of study and advice on career options. We also work with the University's Career Services staff. The University offers several career fair opportunities each semester, some geared particularly for technical fields. We also have offered targeted events for DSCI graduate students offering career advice and resume workshops.

Supplementary Information:

2.) Describe how professional or clinical experiences are implemented and assessed. At a minimum address the following areas:

- criteria for selecting the location(s) of such experiences
- qualifications of preceptors or faculty
- provide a list of competencies that will be evaluated
- assessment strategies used to evaluate student performance

Include any additional information needed to provide assurance that the quality of the experiential component will be equivalent to that of students who are overseen in local environments.

Students can take internships for credit. We provide leads for students to pursue internships appropriate to their goals, and career training on networking and seeking both internships and jobs. Many of our internships are paid as students have in-demand technical skills.

We do not select locations, but students must fill out a form that sets out our expectations for internships, the learning outcomes and appropriate supervision of the internships by a qualified employee of the organization offering the internship.

Students in the internship class must submit weekly reports summarizing their work. Their employer also must submit answers to a survey rubric requesting detail on the nature and quality of the student's work. The faculty member assigned to the internship class evaluates this data according to the rubric, and often will follow up with both students and the organization supervisor regarding the work.

In addition, students are required to submit an up-to-date resume and have a career advising session with one of our full-time graduate advisors.

Only if all these requirements are completed can students be graded for the internship.

We including a copy of the form all MDS students must complete and have approved before beginning an internship for credit.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Sep-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **NURS**
 College **NU - Nursing**
 Degree **DNP - Doctor of Nursing Practice**
 Program Name _____ Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Revise program**

Description of proposal:

- 1) Suspend admissions for and discontinue the on-campus program for the DNP; continue a 100% online offering.
- 2) Increase credit hours for NURS70620 Doctorate of Nursing Practice Seminar from 1 credit hour to 3 credit hours, which will increase the total credit hours for the DNP program from 32 to 34.
- 3) Remove the admission requirement for GRE for applicants who have an MSN and hold national APRN certification.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **32** Proposed total credit hours **34**

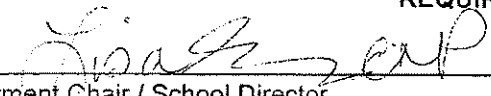

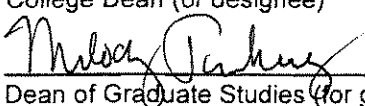
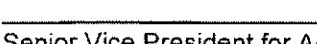
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

There will be no impact on other programs, policies or procedures. There are currently no students enrolled in the on campus DNP program.

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

Associate Dean of the College of Nursing

REQUIRED ENDORSEMENTS

	<u>11/7/17</u>
Department Chair / School Director	
	<u>1/1</u>
Campus Dean (for Regional Campuses proposals)	
	<u>11/8/17</u>
College Dean (or designee)	
	<u>1/1</u>
Dean of Graduate Studies (for graduate proposals)	
Senior Vice President for Academic Affairs and Provost (or designee)	

Proposal Summary

Revise Doctorate of Nursing Practice (DNP) Program

Description of Action, Including Intended Effect

This proposal seeks to:

1. Change the program total hours from 32 to 34 as the course NURS70620 will increase from 1 credit hour to 3 credit hours to reflect expanded content necessary to prepare students to enter the DNP Scholarly Project Practicums (I-IV) NURS71392-74392.

In Fall of 2016, NURS70620 was offered to several DNP students who then progressed to NURS71392 in the Spring. It was apparent that most, if not all the students were not prepared with a developed, scholarly review of literature (ROL) relevant to their topic of interest and were not ready for the Proposal Defense that is scheduled mid-end of this semester as a requirement to passing this practicum successfully. Many ended up taking an "IP" and working into the summer. To solve this, it was thought that in the Fall semester, hours should be dedicated to teaching and assisting students to complete a thorough ROL to ensure a solid start to beginning the process of developing their DNP Scholarly Project Proposal. DNP Seminar (NURS70620) has content related to the history of the DNP and a brief overview of the DNP Scholarly Project process, however, not in-depth dedicated course content related to developing the beginning phases of the project, particularly the ROL. Students at this level have the some difficulty with collecting, synthesizing and analyzing the existing evidence and require some further guidance to assist them to be successful in the Spring semester. This added content would require an increase from the current 1 credit hour to 3 credit hours.

2. Discontinue the on campus/face to face DNP program and continue an all-online DNP program. There has been no request or admission application for the face-to-face DNP program and there are currently no students enrolled. All DNP courses are offered online.
3. Omit the admission requirement of GRE scores for Post-Masters DNP applicants. If they have completed an accredited MSN program, they have exhibited a level of success in graduate school that exemplifies their chance of success in the DNP program.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

None; workload for faculty advisors is not affected as part of this change. There are currently no students enrolled in the on campus program.

Fiscal, Enrollment, Facilities and Staffing Considerations

No additional faculty or personnel will be required. This will increase total credit hours for

completion of the DNP from 32 to 34 and therefore increase the cost of tuition for students by 2 credit hours. Although the total credit hours will increase, they are comparable to other programs in the state and surrounding areas; therefore, we do not anticipate that these changes will affect enrollment.

In reviewing other DNP programs in the state and surrounding regions, many do not require a GRE as part of admission criteria (ie, Case Western Reserve University, Wright State) or have guidelines such as a “must have GRE scores if GPA<3.25” (University of Cincinnati, Rush University). We currently use the scores as a small part of the total application process in determining success.

Evidence of Need and Sustainability if Establishing

The DNP program will be affected by the actions in this proposal.

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required:

Graduate Curriculum Committee approval:	October 9, 2017
Faculty discussion:	October 9, 2017
College Advisory Council approval:	October 23, 2017
Education Policies Council approval:	November 20, 2017



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

REQUEST FOR SUSPENSION OF ADMISSIONS OR DISCONTINUATION OF GRADUATE PROGRAM

Institutions use this form to notify the Chancellor of a change of status for a graduate program.

Note: Institutions that intend to suspend admissions or discontinue a graduate program that leads to educator preparation licenses or endorsements should contact Matt Exline (mexline@highered.ohio.gov) for direction on completing the Program Dormancy form.

Please check one:

Suspension of Admissions

A university may suspend admissions into a graduate degree program if 1) the institution plans to reactivate admissions into the program within five (5) years of the suspension (seven (7) years if requested before October 21, 2015), or 2) the program has existing students that need to complete their degrees prior to discontinuation of the program.

If, after suspension of admissions into a graduate degree program, the program is not reactivated within the specified period, the program will be declared permanently discontinued. Reinstatement of a discontinued program will require formal approval as a new graduate degree program.

Immediate Discontinuation

An institution may immediately discontinue a program if there are no students currently enrolled in the program, and there is no intent to reactivate the program in the future. Reinstatement of a discontinued program will require formal approval as a new graduate degree program.

Date of Request:

9/12/17

Implementation Date:

Fall 2018

Name of institution:

Kent State University

Name of program: (one form per program)

Doctorate of Nursing Practice (on campus delivery)

Primary institutional contact for this request:

Name	Lisa Echeverry
Title	DNP Program Director

25 South Front Street
Columbus, Ohio 43215

phone 614.466.6000
fax 614.466.5866
web www.OhioHigherEd.org

Phone number	330-672-8878
E-mail	lechever@kent.edu

Please respond to the following:

1. Provide a rationale for the suspension of admission or immediate discontinuation of the program.
2. Indicate number of students currently enrolled in the program.
3. Describe how the suspension of admissions and any plan for discontinuation of program will affect the program and the students currently in the program. Explain plans for notifying current students and assisting them in the completion of their degrees, when applicable.
4. Will there be a loss of faculty or staff positions? If so, indicate when the faculty or staff members were or will be informed.
5. Describe the plan for communicating the suspension of admissions or discontinuation.

The signature below verifies that this request has received the necessary institutional approval and that this information is truthful and accurate.

Respectfully,

Signature of the institution's Provost or Graduate School Dean

Name (printed)

Title

CCGS institutions submitting requests for graduate programs should submit the request to Steve Nameth (snameth@highered.ohio.gov) and copy Matt Exline (mexline@highered.ohio.gov). Documents may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents.

*Revised by CCGS, May 20, 2016

1. **Rationale:** This request is to discontinue the face-to-face/on-campus option for the Doctorate of Nursing Practice (DNP) Program. When the DNP was first offered at Kent State University, it was available both online and face-to-face; however, due to student demand, we have offered fewer and fewer face-to-face courses over time. Currently, all of the courses are being offered online, and all students are enrolled in the 100% online option. We have not offered a face-to-face course in the DNP program since the spring of 2015. We do not plan to teach face-to-face DNP courses in the future, and will no longer offer the face-to-face enrollment option to applicants
2. **Indicate number of students currently enrolled in the program:** There are no students enrolled currently in the face-to-face DNP program.
3. **Describe how the suspension of admissions and any plan for discontinuation of program will affect the program and the students currently in the program:** There will be no affect to the program other than that it will not be an option for future students applying to and enrolled in the DNP program. The DNP program will be offered 100% online.
4. **Will there be a loss of faculty or staff positions?** No
5. **Describe the plan for communicating the suspension of admissions or discontinuation:** There does not need to be communication as all current students are enrolled in the 100% online DNP program. The face-to-face option will be removed from the university catalog, website, and all marketing materials, and will no longer be an option for applicants.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Dec-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **College of Nursing**
 College **NU - Nursing**
 Degree **DNP - Doctor of Nursing Practice**
 Program Name **Doctor of Nursing Practice** Program Banner Code **VNU-DNP-APN NURS**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Revise program**

Description of proposal:

We propose to create a variable credit-hour (i.e., 1 to 2 credit hours) DNP Practicum course that is repeated for credit; it will replace the current series of 4 DNP Scholarly Project Practicum I-IV courses. We will also establish a policy that stipulates how students in the DNP program enroll in the DNP Practicum course and progress through the completion of the scholarly project.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **32** Proposed total credit hours **32**

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

We do not anticipate that these changes will affect other programs in the CON or University. Students who do not complete their scholarly projects in 7 credit hours will need to take extra credit hours (i.e., 1 credit hours of DNP Practicum each semester, including summers) until the project is successfully defended. We do not anticipate the need for more faculty because of these revisions.

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

REQUIRED ENDORSEMENTS

Wendy Amberger 12/15/17
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) _ / _ / _

Barbara Broome _ / _ / _
 College Dean (or designee)

Melba Clark 01/02/18
 Dean of Graduate Studies (for graduate proposals)

 Senior Vice President for Academic Affairs and Provost (or designee) _ / _ / _

Proposal Summary for a Policy

Establish a Policy for Progression through Doctor of Nursing Practice (DNP) Practicum Courses

Subject Specification: We propose to create a variable credit-hour (i.e., 1 to 2 credit hours) DNP Practicum course that is repeated for credit; it will replace the current series of 4 DNP Scholarly Project Practicum I-IV courses. We will also establish a policy that stipulates how students in the DNP program enroll in the DNP Practicum course and progress through the completion of the scholarly project.

Background Information: Students in the Kent State University DNP program must develop and implement a scholarly project in a clinical setting and complete a minimum of 525 practicum hours to meet *The Essentials of Doctoral Education for Advanced Nursing Practice* stipulated by the American Association of Colleges of Nursing. Currently, students take a series of 4 practicum courses (NURS 71392 DNP Scholarly Project Practicum I, NURS 72392 DNP Scholarly Project Practicum II, NURS 73392 DNP Scholarly Project Practicum III, and NURS 74392 DNP Scholarly Project Practicum IV) totaling 7 academic credit hours and 525 clinical clock hours (Table 1).

Table 1. Current DNP curriculum.

Year 1- Fall Semester		
NURS70630	Research Methods for Evidence Based Practice	3
NURS70620	Doctor of Nursing Practice Seminar	1
	Total	4
Year 1 - Spring Semester		
NURS70635	Application of Evidence Based Practice	3
NURS70640	Advanced Leadership in Healthcare	3
NURS71392	DNP Scholarly Project Practicum I	2
	Total	8
Year 1 - Summer Semester		
NURS70650	Organizational Systems	3
HI80411	Clinical Analytics	3
NURS72392	DNP Scholarly Project Practicum II	2
	Total	8
Year 2 - Fall Semester		
NURS70670	Quality Improvement in Healthcare Delivery	3
NURS70680	Population Health	3
NURS73392	DNP Scholarly Project Practicum III	2
	Total	8
Year 2 - Spring Semester		
NURS70685	Healthcare Finance and Economic Policy	3
NURS74392	DNP Scholarly Project Practicum IV	1
	Total	4
Total Program Credit Hours		32

Each practicum course has a set of objectives that are designed to move the student through the scholarly project proposal development and defense, Institutional Review Board approval, project implementation, analysis and dissemination of project findings, and successful final defense of the project. A student may receive a "IP" grade if he/she does not meet the specified objectives of each practicum course and cannot progress to the next practicum course until he/she successfully meets

the specific practicum course objectives and is assigned a Satisfactory (S) for the course. A challenge that has arisen for some students is failure to meet practicum course objectives within the allotted semester time period necessitating an IP grade and thus prohibiting them from registering for the next practicum course. We believe that completion of a scholarly project is achievable in a 7 credit hour/525 clock hour time allotment and this time allotment is comparable to other DNP programs throughout the country. Causes for IP grades in these 4 practicum courses are mainly related to clinical site issues (e.g., clinical site may prolong the start of project implementation because of other system needs) and/or project-specific issues (e.g., difficulty recruiting participants).

We are proposing to replace the 4-series DNP Scholarly Project practicum courses with one variable credit (1 to 2 credit hours), repeatable DNP Practicum course. Each student will be required to take a minimum of 7 credit hours of DNP Practicum and complete a minimum of 525 practicum hours (Table 2) beginning in the spring semester of his/her first year of study. There will not be specific objectives/goals for each semester the student is enrolled in the DNP Practicum courses; rather, the scholarly project chair will work with the student and guide him/her through the process of proposal development and defense, project implementation, analysis and dissemination of findings, and project defense at a pace that accommodates clinical site and project-specific needs and challenges.

Table 1. Revised DNP curriculum.

Year 1 - Fall Semester		
NURS70630	Research Methods for Evidence Based Practice	3
NURS70620	Doctor of Nursing Practice Seminar	1
	Total	4
Year 1 - Spring Semester		
NURS70635	Application of Evidence Based Practice	3
NURS70640	Advanced Leadership in Healthcare	3
NURXXXXXX	DNP Practicum	2
	Total	8
Year 1 - Summer Semester		
NURS70650	Organizational Systems	3
HI80411	Clinical Analytics	3
NURXXXXXX	DNP Practicum	2
	Total	8
Year 2 - Fall Semester		
NURS70670	Quality Improvement in Healthcare Delivery	3
NURS70680	Population Health	3
NURXXXXXX	DNP Practicum	2
	Total	8
Year 2 - Spring Semester		
NURS70685	Healthcare Finance and Economic Policy	3
NURXXXXXX	DNP Practicum	1
	Total	4
Total Program Credit Hours		32

Once the student has registered for DNP Practicum in the spring semester of his/her first year, it is expected that he/she will be continuously registered for the remainder of the required 7 credit hours of DNP Practicum as stipulated in Table 2. If the student is unable to complete his/her scholarly project after being enrolled continuously for 7 credit hours of DNP Practicum, he/she will continuously register for 1 credit hour of DNP Practicum each semester, including summer, until

the DNP scholarly project is successfully defended. The IP grade will be used until the student completes his/her scholarly project, at which time all IP grades in the DNP Practicum will be changed to Satisfactory (S) grades.

We do not anticipate that these changes will affect other programs in the CON or University. Students who do not complete their scholarly projects in 7 credit hours will need to take extra credit hours (i.e., 1 credit hours of DNP Practicum each semester, including summers) until the project is successfully defended. We do not anticipate the need for more faculty because of these revisions; in fact, continuous enrollment in DNP Practicum courses will offset the time that project chairs are already giving to students under the current curriculum (i.e., students who receive IP grades in current practicum courses do not enroll in the next practicum course until they successfully complete objectives, yet project chairs continue to work closely with them during this period of “non-enrollment”). Students admitted prior to the implementation of these changes will be given the option to change to the revised curriculum. Those students who are not willing to change will continue in the curriculum specified in Table 1 until they successfully defend their scholarly project and complete all requirements of the DNP degree.

Alternatives and Consequences: There are few alternatives to this proposal. The consequences of keeping the 4-course DNP Scholarly Project Practicum series (NURS 71392 DNP Scholarly Project Practicum I, NURS 72392 DNP Scholarly Project Practicum II, NURS 73392 DNP Scholarly Project Practicum III, and NURS 74392 DNP Scholarly Project Practicum IV) unchanged is continued confusion and time spent enrolling students in correct practicum courses (i.e., I through IV) when IP grades are given, disjointed progression through the process of designing, implementing, and defending the scholarly project, and lack of tuition reimbursement for faculty project chairs’ time and effort working with students who are not enrolled in practicum coursework because of IP grades.

Specific Recommendation and Justification: We propose to replace the 4-course series of DNP Scholarly Project Practicum with a variable credit, repeatable DNP Practicum course. Students enrolled in the DNP program will be expected to complete a minimum of 7 credit hours/525 practicum hours of the DNP Practicum course. Students will be expected to be continuously enrolled in the DNP Practicum course according to the program plan outlined in Table 2, and continuously register for 1 credit hour of DNP Practicum thereafter if the scholarly project is not completed and successfully defended.

These changes will allow students to progress more seamlessly through the DNP scholarly project process. Continuous enrollment in DNP practicum coursework will promote closer engagement with and supervision by the project chair. Finally, continuous enrollment in DNP coursework will guarantee that faculty project chair time and effort are fiscally covered through tuition.

Timetable and Actions Required:

Graduate Curriculum Committee approval	December 11, 2017
Faculty discussion	December 11, 2017
College Advisory Committee approval	December 11, 2017
Education Policies Council approval	January 25, 2018

Name: Wendy A Umberger

Submission Date: 12/13/2017

XI

Organization: College Of Nursing

Course Catalog Update

<< Go back to Course Catalog Update form

Print
STU0004

Course Catalog Update Information:

Reference Number: CCU013183

Date: 13-DEC-17

Level: of

Currently On The Worklist Of: , unassigned

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: Wendy Umberger

Requested Effective Term: 201880

Campus: Kent

College: NU-Nursing

Department: NURS-Nursing

Course Subject: NURS-Nursing

Course Number: 70592

Course Title: DNP Practicum

Title Abbreviation: DNP Practicum

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 1 to 2

Contact Hours: Lecture - Minimum Hours/Maximum Hours:

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours: 75 to 150

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:

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): The IP grade will be used until the student completes higher scholarly project and is successful at defending the scholarly project, at which time all IP grades in the NURS70592 DNP Practicum will be changed to Satisfactory (S) grades.

Schedule Type(s): 1. PRA-Practicum or Internship 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): This course will be repeated beginning the second semester of enrollment until the completion of the scholarly project. The Project Chair is the faculty of record. In these courses, the student will design a scholarly project, complete the project proposal defense, successfully obtain IRB approval if needed, implement the scholarly project and successfully defend the completed scholarly project. A minimum of 525 practicum hours are required for these scholarly project activities. The Project Chair will be responsible for the oversight of these activities.

Prerequisites (edited): NURS70630 NURS70620

Corequisites (edited):

Registration is by special approval only: No

Content Information

Variable Contact Hours: 7

Description: Once the student has registered for NURS70592 DNP Practicum in the spring semester of his/her first year, it is expected that he/she will be continuously registered for the remainder of the required 7 credit hours of NURS70592 DNP

Practicum as stipulated in Table 2. If the student is unable to complete his/her scholarly project after being enrolled continuously for 7 credit hours of NURS70592 DNP Practicum, he/she will continuously register for 1 credit hour of NURS70592 DNP Practicum each semester, including summer, until the DNP scholarly project is successfully defended. The IP grade will be used until the student completes his/her scholarly project and is successful at defending the scholarly project, at which time all IP grades in the NURS70592 DNP Practicum will be changed to Satisfactory (S) grades.

Textbook(s) used in this course: None

Writing Expectations: Write a scholarly project proposal and final scholarly project paper of publishable quality.

Instructor(s) expected to teach: Project Chairs

Instructor(s) contributing to content: Lisa Echeverry

Proposal Summary

Explain the purpose for this proposal:

Create a variable credit, repeatable DNP Practicum course.

Explain how this proposal affects program requirements and students in your unit:

Students who do not complete their scholarly projects in 7 credit hours will need to take extra credit hours (i.e., 1 credit hour of NURS70592 DNP Practicum each semester, including summers) until the project is successfully defended.

Explain how this proposal affects courses, program requirements and student in other units:

There are no effects on other courses, program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

We do not anticipate the need for more faculty because of these revisions; in fact, continuous enrollment in NURS70592 DNP Practicum courses will offset the time that project chairs are already giving to students under the current curriculum (i.e., students who receive IP grades in current practicum courses do not enroll in the next practicum course until they successfully complete objectives, yet project chairs continue to work closely with them during this period of "non-enrollment").

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

None.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Submit

You must click the submit button to submit your catalog update request for approval. After the document is successfully submitted, a printable confirmation page will appear.



NURSING - D.N.P.

College of Nursing

Henderson Hall

Kent Campus

330-672-7930

noss@kent.edu

www.kent.edu/nursing

Description

The Doctor of Nursing Practice degree in Nursing is the terminal degree for nurses who want to advance their knowledge of nursing practice, gain leadership and technology skills and become clinical scholars. Students develop leadership skills to affect health outcomes for individuals and populations by translating scientific evidence into clinical interventions, managing healthcare systems and collaborating with other health care providers.

FULLY OFFERED AT:

ONLINE

~~Kent Campus~~ → REMOVE

Accreditation

Commission on Collegiate Nursing Education

Admission Requirements

Active, unrestricted registered nurse license in the state in which the student's practica will be completed

Bachelor's¹ degree in nursing or master's degree in advanced practice nursing that is accredited by the Commission on Collegiate Nursing Education or the National League for Nursing Accrediting Commission

Minimum overall 3.0 GPA on a 4.0 point scale

For students with a master's degree: current, national certification as an advanced practice registered nurse (proof of the appropriate certification must be submitted within the student's first semester, or prior to beginning practicum hours, whichever comes first)

Completion of an undergraduate- or graduate-level statistics course with a minimum C grade

GRE scores (no more than five years old) *FOR POST-BSN APPLICANTS ONLY,*

Résumé or vita that demonstrates professional experience in nursing

Three letters of reference from health care professionals or academic faculty who can speak to the applicant's professional and academic abilities

Essay (300 words) describing professional goals and reasons for seeking the professional practice doctorate

Pre-admission interview

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 560 TOEFL score (83 on the Internet-based version), minimum 78 MELAB score, minimum 6.5 IELTS score or minimum 55 PTE Academic score. For more information on international admission, visit the [Office of Global Education's admission website](#).

Students selected for admission to the nursing program must meet the College of Nursing's Clinical Compliance Policy. For more information about graduate admission, please visit the [Graduate Studies website](#).

¹ Upon admission to the D.N.P. degree, students who hold only a CCNE- or

NLNAC-accredited bachelor's degree in nursing will be admitted also to the M.S.N. degree. This will allow students to complete M.S.N. coursework and enroll in some D.N.P. coursework after successfully completing their first two full-time semesters of graduate study. Students must first complete M.S.N. coursework, earn the M.S.N. degree and obtain APRN national certification before they can continue with D.N.P. coursework and earn the D.N.P. degree.

Program Learning Outcomes

Graduates of this program will be able to:

- 1 Develop systems and strategies to promote health and fiscal outcomes across the healthcare continuum.
- 2 Provide expert, advanced nursing care to select populations within a variety of settings based on evidence, ethics, theory, professional standards and models of care.
- 3 Provide leadership and interdisciplinary consultation and collaboration to plan, implement and evaluate programs of care delivery to improve health outcomes.
- 4 Synthesize and translate evidence for implementation and dissemination to improve healthcare outcomes.

Program Requirements

MAJOR REQUIREMENTS

[NU-DNP-NURS]

Major Requirements

<u>HL 80411</u>	CLINICAL ANALYTICS	3
<u>NURS 70620</u>	DOCTOR OF NURSING PRACTICE SEMINAR	13
<u>NURS 70630</u>	RESEARCH METHODS FOR EVIDENCE BASED PRACTICE	3
<u>NURS 70635</u>	APPLICATION OF EVIDENCE BASED PRACTICE	3

<u>NURS 70640</u>	ADVANCED LEADERSHIP IN HEALTHCARE	3
<u>NURS 70650</u>	ORGANIZATIONAL SYSTEMS	3
<u>NURS 70670</u>	QUALITY IMPROVEMENT IN HEALTHCARE DELIVERY	3
<u>NURS 70680</u>	POPULATION HEALTH	3
<u>NURS 70685</u>	HEALTHCARE FINANCE AND ECONOMIC POLICY	3
NURS 71392	DOCTOR OF NURSING PRACTICE SCHOLARLY PROJECT PRACTICUM I	2
NURS 72392	DOCTOR OF NURSING PRACTICE SCHOLARLY PROJECT PRACTICUM II	2
NURS 73392	DOCTOR OF NURSING PRACTICE SCHOLARLY PROJECT PRACTICUM III	2
NURS 74392	DOCTORAL OF NURSING PRACTICE SCHOLARLY PROJECT PRACTICUM IV	1

NURS 70592 DNP Practicum
Minimum Total Credit Hours:

7
 32 34

¹ Students must be continuously enrolled in NURS 70592 DNP Practicum and complete a minimum of 7 semesters or 525 clock hours of practicum in a clinical setting. If the student is unable to complete and successfully defend the scholarly project after being enrolled continuously for 7 semesters (525 clock hours), the student must continuously enroll in 1 credit of NURS 70592, DNP Practicum each semester, including summers, until the scholarly project is successfully defended. The IP grade will be used until the scholarly project is successfully defended, at which time all IP grades in NURS 70592 DNP Practicum will be changed to Satisfactory (S) grades.

GRADUATION REQUIREMENTS

- Minimum 3.000 overall GPA
- Minimum B grade in all courses¹
- Completion of 525 clinical practice hours
- Submission and defense of a scholarly project to a committee that includes, at minimum, the student's academic advisor and two other doctoral-prepared members. The project must result in a manuscript suitable for publication.

¹ If the student does not earn a minimum B grade, the student must repeat the course and cannot take other courses that require that course as a prerequisite until the course is successfully repeated. If the student repeats the course and does not earn a minimum B grade, the student may be dismissed from the D.N.P. degree.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2-Nov-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Applied Engineering**
 College **AR - Aeronautics and Engineering**
 Degree **BS - Bachelor of Science**
 Program Name **Computer Engineering Technology** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

The college of Aeronautics and Engineering is seeking approval to establish a Bachelor of Science Degree in Computer Engineering Technology. This new program is based on the existing Computer Engineering Technology concentration under the Bachelor of Science in Applied Engineering program. The purpose of this change is to create a program that is relevant and responsive to industry needs. The computer engineering technology curriculum has developed to the point where it no longer shares 50% of its major courses with the other Applied Engineering concentrations and is out of compliance in regards to concentration content within a major.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **120** Proposed total credit hours **120**

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

There will be no impact, because the program already exists as a concentration.

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

CS, MIS, CompT

REQUIRED ENDORSEMENTS

Jackie Bueler 12 / 4 / 17
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) / /

Robert G. Sweeney 12 / 7 / 17
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) / /

 Senior Vice President for Academic Affairs and Provost (or designee) / /



FORM

New Programs

Substantive Change Application

Institution: Kent State University City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: Executive Director, Curriculum Services Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted:

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Submit the completed application as a single PDF file on the following webpage:
http://www.hlcommission.org/document_upload/.

Part 1: General Questions

- Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

The College of Aeronautics and Engineering is seeking approval to move the Computer engineering technology concentration under the Bachelor of Science in Applied Engineering to a major.

Computer Engineering Technology, currently, is one of four concentrations in the ATMAE-accredited Applied Engineering major.

Due to the gradual development of the concentrations in the Applied Engineering major to meet their respective market needs, the percentage of major courses for each of the concentrations has reduced to be 10 percent of the entire curriculum. Since the Ohio Department of Higher Education requires concentrations to comprise a minimum 50 percent of the major curriculum, this program is not in compliance.

The noncompliance primarily is due to the program's incremental development to keep up with the perpetually developing nature of technology. For this field of study to remain relevant to students and employers, it must continue to develop and diverge from its fellow concentrations of study. The program is currently ATMAE-Accredited and the college will design this curriculum such that students will graduate with industry recognized certifications to ensure the highest quality of instruction and value to students and employers. Thus, the concentration must evolve to become its own major to remain an asset to the state and its population and to meet the market needs.

2. Is this application being submitted in conjunction with another application?

Yes

No

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Review the "Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval" to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

Certificate

Bachelor's

Diploma

Master's/specialist

Associate's

Doctorate

Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out plan if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No.

c) Has the institution’s senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No.

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If “Yes,” attach documentation of the approval to the request. If “No,” attach evidence that approval is not needed.

- | | | | |
|-------------------------------------|---|-----------------------------|--|
| Internal (faculty, board) approvals | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| System approvals | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Applicable |
| State approval | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Foreign country(ies) approvals | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Applicable |

For Distance or Correspondence Education only:

Process in place to ascertain and secure state approval(s) as required Yes No

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. Changes Requiring Visits. This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, HLC will advise the institution based on the information provided in both Part 1 and Part 2 of the change application.)

- Request to schedule a Change Visit.
- Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled: _____

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

- Part 1 of this change form must be submitted at least four months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.
- The institution files Part 2 of this change form at least two months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit. Provide URLs to the Faculty/Staff Handbook and Catalog below. If the URLs are not available, please do not submit the full handbook or catalog as attachments. HLC will provide directions on how to submit electronic versions of these documents prior to the visit.

Faculty/Staff Handbook URL: _____

Catalog URL: _____

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if a Change Application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.hlcommission.org/change> to ensure that there have been no changes in the application form in the intervening time.

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

Bachelor of Science in Computer Engineering Technology *Contact Therese Tillett for CIP code.*

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

There are 120 total credit hours in the program. This program is based on semesters.

- c) Normal or typical length of time for students to complete the program

The program is designed to be completed in eight semesters.

- d) Proposed initial date for implementation of the program

The proposed date of implementation of the program is fall 2018.

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The primary target audience is full-time, traditional college age, transfer and part-time students.

- f) Projected life of the program (single cohort or ongoing)

This will be an ongoing program.

- g) Whether the program will be part of contractual or consortial arrangement

Not applicable.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request.

Not applicable.

3. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested below and complete the Contractual Screening Form for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.) If the screening form indicates contractual approval is required, complete the full contractual application and submit it in conjunction with the program application. If the screening form indicates no further action is required, attach the confirmation email from HLC.

Type of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Recruitment and admission of students	Not applicable	
B. Course placement and advising of students	Not applicable	
C. Design and oversight of curriculum	Not applicable	
D. Direct instruction and oversight	Not applicable	
E. Other support for delivery of instruction	Not applicable	

Section B. Institution’s History With Programs

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Contact Therese Tillett for the information.

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

Contact Therese Tillett for the information.

Section C. Institutional Planning for Program Change

6. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

No identified challenges. Kent State University has adequate faculty and other resources for existing programs and the proposed program.

7. Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

The College of Aeronautics and Engineering offers the Computer Engineering Technology concentration under the Bachelor of Science in Applied Engineering (BSAE). The enrollment has steadily increased. Currently, the BSAE has four concentrations: Computer Engineering Technology, Applied Engineering and Technology Management, Mechatronics and Computer Engineering Technology. The lead faculty member for each concentration, periodically reviews the curriculum to ensure its relevancy. Due to the gradual modifications in the curriculum of the concentrations in the BSAE program to meet their respective market needs, the percentage of common courses of in the four concentrations has gradually reduced to be 10% of the entire curriculum. Since the state requires that the common courses of different concentrations of the same major be at least 50% of the entire curriculum and it is impossible to meet this requirement due to different market needs of each concentration, it is necessary to change the CET concentration to a Major of Bachelor of Science in Computer Engineering Technology. In addition, while the program is currently ATMAE accredited, the curriculum has been updated by the faculty to include material necessary for students to sit for industry certifications. Any changes made are discussed and voted on by the other Applied Engineering faculty. If approved, the college curriculum committee discusses and votes on changes.

8. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

Since the program already exists, there will be no impact on the physical resources and laboratories currently supporting the program.

9. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

This area of study continues to remain relevant to the economic future of Ohio. Industry relies heavily on information technology systems to deliver better service and cost savings to operational bottom lines. The Bureau of Labor Statistics analysis for the decade between 2014 and 2024 proves this by indicating a continued growth of between eight percent (as fast as average) and 27 percent (much faster than

average) for various labor markets in IT employment, including those for web developers¹, computer systems analysts², computer network architects³, information security analysts⁴ and network and computer systems administrators⁵. This range of growth, at its minimum, is on par or with that of other healthy labor markets and, at its maximum, far exceeds the average growth for the labor market in general.

In addition, Ohio is ranked fifth in the nation with the highest employment for computer systems analysts and ninth overall with the highest concentration of jobs in this occupation⁶

These trends and data have not been ignored by other college and universities in Ohio. Every major state institution in Ohio offers an array of computer science, computer engineering, computer information systems and similar programs of study. However, few of these institutions offer a program that merges the core concepts of engineering design and computer technology as defined by industry. Students also have noticed the relevance of this field of study. The appeal of the existing concentration has been reflected in a threefold increase in enrollment from fall 2012 to fall 2016.

**Fall Semester Student Enrollment (15th Day Census)
Computer Engineering Technology Concentration**

2012	2013	2014	2015	2016
28	43	61	57	65

10. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

If the program request is approved, future growth is expected to be at about the same rate as shown above or slightly higher because the program will be more visible (as a major compared to a concentration). The resources are currently available to manage the program now, but if the program continues to grow as expected, it may eventually be necessary to hire additional faculty.

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Web Developers. Retrieved from www.bls.gov/ooh/computer-and-information-technology/web-developers.htm.

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Computer Systems Analysts. Retrieved from www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm.

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Computer Network Architects. Retrieved from www.bls.gov/ooh/computer-and-information-technology/computer-network-architects.htm.

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Information Security Analysts. Retrieved from www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm.

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Network and Computer Systems Administrators. Retrieved from www.bls.gov/ooh/computer-and-information-technology/network-and-computer-systems-administrators.htm.

⁶ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment Statistics, May 2016*, Computer Systems Analysts. Retrieved from www.bls.gov/oes/current/oes151121.htm#st.

11. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then?

This proposal is to convert our existing technology concentration in Computer Engineering Technology to a Computer Engineering Technology major.

The college is seeking approval to convert this and two other applied engineering concentrations to engineering technology majors. These three programs along with the proposed new Mechatronics Engineering program form a portfolio that share courses, faculty and physical resources. Computer engineering connects to the University's digital sciences program and is bridged to mechanical engineering technology by mechatronics engineering and mechatronics engineering technology.

The fiscal impact sought through the Computer Engineering Technology major is an increase in enrollment as the program migrates from a concentration in the technology program to a major. At present the program is financially self-sufficient. This will enhance that position. The college has allocated a portion of the income growth to promote this area as part of an overall portfolio of related programs: Mechatronics Engineering, Mechatronics Engineering Technology, Mechanical Engineering Technology, and Computer Engineering Technology. This portfolio of closely related programs supports enhanced student recruitment and thus growth in all four areas. Computer engineering technology also shares resources with digital science, which provides an additional path for enrollment growth, and support of financial stability.

12. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

Any materials generated by the college will be reviewed by several, appropriate faculty and staff.

Section D. Curriculum and Instructional Design

13. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

The new courses in the Computer engineering technology program are as follows:

TECH 26200– Programming for Engineers I (PENG I)-3 credits. This course has been developed to serve as the introductory programming course for engineering students. This course applies traditional programming concepts towards the engineering discipline of applied problem solving.

TECH 36200– Programming for Engineers II (PENG II)- 3 credits. This course was developed to build upon TECH 26200, Programming for Engineers I and furthers the instruction of computational problem solving and data manipulation for engineering problem solving.

TECH 26301-Networking Hardware I -4 credits. This course currently exists but been changed from a three credit to a four credit hour course to allow for sufficient time to prepare students for the CCNA I exam.

TECH 36336 - IT SECURITY -3 Credit Hours. This course provides the foundation for understanding the key issues associated with protecting information assets. This course was added to the curriculum because it further supports the mission of the program and prepares students to take the CompTIA's Security+SYO-501 certification exam.

TECH 46300-NETWORK SECURITY - 3 Credit Hours. This course is an introduction to network security with emphasis in identifying, analyzing and preventing various threats and attack patterns on computer networks. Students will gain practical knowledge on network security protocols, firewalls, VPN, intrusion detection and prevention systems. Prepares students for the CCNA Security industry certification.

TECH 46316 Server Administration and Configuration -3 credit hours. This course emphasizes on administering and configuring server operating systems to solve engineering problems. Students are expected to learn MS server management, Active Directory, OUs and server roles by utilizing a variety of on-based and cloud based solutions.

This course has replaced a 3-credit tech elective in the CET curriculum.

The proposed courses in this program were chosen based on the updated program mission, which is- To give students the knowledge of human-computer interaction and software-hardware interface so that they are capable of analyzing the problems in the computer and networking industry and producing subsequent computer engineering, networking, and software solutions. COMT 36320 (COMPUTER FORENSICS) is being replaced by IT Security, TECH 36336, which is a broader course that emphasizes hands-on network tools and topics covered by the COMPTIA Security+ certification such as access control, cryptography, physical security, perimeter defenses, host defenses and application defenses.

COMT 36330 (LOCAL AREA NETWORK SECURITY FUNDAMENTALS) is being replaced by the higher level TECH 46300-Network Security course which not only teaches LAN 1, but also teaches user security and preparation for the CCNA Security certification.

Computer Engineering Technology

COMM 15000 INTRODUCTION TO HUMAN COMMUNICATION (KADL) 3 Credit Hours

An inquiry into the nature and function of human communication in interpersonal, group and public contexts.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

ECON 22060 PRINCIPLES OF MICROECONOMICS (KSS) 3 Credit Hours

Course covers principles and policies affecting prices, including factor incomes, under alternative market structures. Students develop tools to examine social problems, including poverty, crime, pollution and international relations.

Prerequisite: Minimum 45 ALEKS math score; or minimum 22 ACT math score; or minimum 530 SAT math score; or one course from MATH 00023 to 49999.

Schedule Type: Lecture

Contact Hours: 3 lecture

ENG 20002 INTRODUCTION TO TECHNICAL WRITING 3 Credit Hours

Introduction to communication practices within technical communities. Planning, drafting, revising and editing. Process descriptions, object descriptions, instructional texts, technical correspondence, problem reports, critical reflection.

Prerequisite: ENG 11011 or HONR 10197.

Schedule Type: Lecture

Contact Hours: 3 lecture

MATH 11022 TRIGONOMETRY (KMCR) 3 Credit Hours

Solution of triangles, trigonometric equations and identities.

Prerequisite: Minimum 67 ALEKS math score; or minimum C grade in MATH 10774 or MATH 10775 or MATH 11010.

Schedule Type: Lecture

Contact Hours: 3 lecture

MATH 11012 INTUITIVE CALCULUS (KMCR) 3 Credit Hours

Designed to give an overview of differential and integral calculus to business and life-science majors. Does not include trigonometric functions. No credit earned toward a degree for this course if the student already earned credit for MATH 12002.

Prerequisite: Minimum 67 ALEKS math score; or minimum C grade in MATH 10774 or MATH 10775 or MATH 11010.

Schedule Type: Lecture

Contact Hours: 3 lecture

MIS 24056 FUNDAMENTALS OF BUSINESS STATISTICS 3 Credit Hours

(Equivalent to BMRT 21004) Introduction to concepts in statistical methods and their applications to real world problems. Examines both the theoretical and practical side of the different methods.

Prerequisite: MATH 11010 or MATH 11012 or MATH 12002.

Schedule Type: Lecture

Contact Hours: 3 lecture

MIS 24163 PRINCIPLES OF MANAGEMENT 3 Credit Hours

(Equivalent to BMRT 11009) Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. The course covers the principles that most management professors have come to expect in an introductory course: planning, organizing, leading, and controlling. In addition, the students need to be aware of critical issues managers must be aware of to succeed: diversity, globalization, ethics, technology, among them. The course serves as an introduction to many upper level business courses.

Prerequisite: minimum sophomore standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

PHY 13001 GENERAL COLLEGE PHYSICS I (KBS) 4 Credit Hours

Principles of mechanics, heat and sound.

Prerequisite: Minimum C grade in MATH 11022 or MATH 12001; or pre/corequisite MATH 12002 or MATH 12012 or MATH 12021.

Corequisite: PHY 13021.

Schedule Type: Lecture, Recitation

Contact Hours: 3 lecture, 1 other

PHY 13002 GENERAL COLLEGE PHYSICS II (KBS) 4 Credit Hours

Principles of electricity and magnetism, optics and modern physics. Three hours lecture and one hour recitation weekly.

Prerequisite: PHY 13001 or PHY 23101.

Corequisite: PHY 13022.

Schedule Type: Lecture, Recitation

Contact Hours: 3 lecture, 1 other

PHY 13021 GENERAL COLLEGE PHYSICS LABORATORY I (KBS) (KLAB) 1 Credit Hour

Introductory lab to accompany PHY 13001 or PHY 13011.

Corequisite: PHY 13001 or PHY 13011.

Schedule Type: Laboratory

Contact Hours: 2 lab

PHY 13022 GENERAL COLLEGE PHYSICS LABORATORY II (KBS) (KLAB) 1 Credit Hour

Introductory lab to accompany PHY 13002 or PHY 13012.

Corequisite: PHY 13002 or PHY 13012.

Schedule Type: Laboratory

Contact Hours: 2 lab

TECH 21021 SURVEY OF ELECTRICITY AND ELECTRONICS 4 Credit Hours

Survey of DC and AC circuits, semiconductors, and electronic devices, including diodes and transistors. Includes laboratory.

Prerequisite: PHY 13002.

Schedule Type: Laboratory, Lecture

Contact Hours: 3 lecture, 2 lab

TECH 23010 COMPUTER HARDWARE I 3 Credit Hours

Introduction to the hardware, architecture and operation of the personal computer and associated devices. Topics include personal computer architecture and operation fundamentals; basic hardware;

data buses and ports; hardware component packaging; auxiliary hardware components; computer assembly; basic hardware installation and configuration; and basic troubleshooting.

Prerequisite: DSCI 26010 or TECH 26010.

Schedule Type: Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 26200 PROGRAMMING FOR ENGINEERING I 3 Credit Hours

Introduction to engineering problem solving and use of programming language to solve those problems is the base of this course. Students with engineering major (including mechatronics, mechanical engineering technology and CET) are expected to develop basic mathematical modeling and engineering problem solving skills using mathematical and conventional computational tools. Developing modeling and logical thinking are the core objective of this course.

Pre/corequisite: Sophomore Status

Schedule Type: LLB

Contact Hours: 2 lecture, 2 Lab

TECH 26301 NETWORKING HARDWARE I 3 Credit Hours

A hands-on, applied engineering-focused course emphasizing the operation, maintenance, and performance aspects of personal computer networking hardware. Topics include networking hardware operation, characteristics, configuration, and troubleshooting fundamentals. Course also includes network standards, protocols, configuration, topologies, and administrative fundamentals as related to networking hardware systems. Note: This course is part of the Networking Hardware course sequence required for students enrolled in the Computer Engineering Technology concentration.

Prerequisite: DSCI 26010 or TECH 21021 or TECH 26010.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 31000 CULTURAL DYNAMICS OF TECHNOLOGY (DIVD) (WIC) 3 Credit Hours

Study of technology and the forces it exerts upon society.

Prerequisite: ENG 21011.

Schedule Type: Lecture

Contact Hours: 3 lecture

TECH 33222 DIGITAL DESIGN FOR COMPUTER ENGINEERING 3 Credit Hours

Introduction to digital design. The operation and use of digital devices and components as used in microprocessors and digital computers. Topics include binary arithmetic operations, Boolean algebra, logic gates, combinational and sequential logic, buffers, registers, memory devices, counters, latches, timers, comparators, encoders, decoders, multiplexers and demultiplexers.

Prerequisite: TECH 21021.

Schedule Type: Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 33223 ELECTRONIC COMMUNICATION 3 Credit Hours

Principles of digital and analog telecommunications and data signals. Topics include electromagnetic signal time and frequency characteristics, signal propagation, signal modulation, transmission lines, wireless signals, antennas, digital signal characteristics and protocols, signal multiplexing, microwave devices and applications.

Prerequisite: TECH 21021.

Schedule Type: Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 33320 Applied Embedded Systems I

This course builds upon the content of several other applied engineering courses to establish a foundation for students to utilize embedded systems for engineering problem solving. The course will expose the student to the history of the microcontroller that is at the heart of modern embedded systems. Student will learn about the different classes of embedded systems and will form a foundation from which the student can begin to develop solutions to simple real world problems using simple embedded microcontrollers, electronic devices and sensors. Basic coding principals are explained from an engineering problem solving perspective.

TECH 36200 PROGRAMMING FOR ENGINEERING II 3 Credit Hours

Emphasizes engineering problems and applications of programming language and mathematical tools to analyze and solve them. Students with engineering major (including mechatronics, mechanical engineering technology and computer engineering technology) are expected to learn problem solving techniques, modeling, simulation and presentation of engineering application oriented problems using conventional computation and mathematical tools. Advanced modeling, simulations and analysis are the core objectives of this course.

Prerequisite: Junior Status, TECH 26200

Schedule Type: LLB

Contact Hours: 2 Lecture, 2 Lab

TECH 36302 NETWORKING HARDWARE II 3 Credit Hours

Continuation of TECH 26301. In-depth coverage of personal computer-based enterprise networking systems hardware with a focus on network hardware and software configuration, fault analysis, diagnostics, and troubleshooting. Topics include router and switch operation, programming, configuration, and troubleshooting, along with overall enterprise network maintenance, troubleshooting, and repair. Course also includes WAN and VLAN fundamentals, intermediate TCP_IP, and network administration and maintenance as related to fielding and maintaining networking hardware components and systems.

Prerequisite: TECH 26301.

Schedule Type: Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 36336 IT SECURITY

3 Credit Hours

This course provides the foundation for understanding the key issues associated with protecting information assets. It covers the essential principles for information security and risk management; making it an important stepping stone of an IT security career. This course is supported with case-based security problems in the industry and in-depth simulations to solve these problems. Additionally, it prepares students for CompTIA's Security+SYO-501 certification exam.

Prerequisite: NA

Schedule Type: Lecture

Contact Hours: 3 lecture

TECH 43222 COMPUTER HARDWARE ENGINEERING AND ARCHITECTURE 3 Credit Hours

Internal architecture and operation of digital computers. Topics include computer processor datapaths and control, computer memory datapaths and control, pipelining and parallel processing, memory architecture and management, IO control, system bus architecture and properties, and computer control timing and synchronization.

Prerequisite: DSCI 26010 or TECH 33222.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 46000 COMPUTER ENGINEERING TECHNOLOGY CAPSTONE (ELR) 3 Credit Hours

The course provides students with an integrative experience, applying aspects of the student's required coursework in computer engineering technology. Students gain experience in developing requirements in engineering specifications for a practical problem in networking and or telecom-related projects. This course will address emerging issues, capabilities and challenges in the current field of study. A minimum C grade TECH 46330 or an approved object-oriented programming language is required for enrollment in the course.

Prerequisite: senior standing.

Corequisite: TECH 36620 and TECH 46350.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 46300 NETWORK SECURITY

3 Credit Hours

This course is an introduction to network security with emphasis in identifying, analyzing and preventing various threats and attack patterns on computer networks. Students will gain practical knowledge on network security protocols, firewalls, VPN, intrusion detection and prevention systems. Prepares students for industry certification.

Prerequisite: TECH 26301 and TECH 36302

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 46316 SERVER ADMINISTRATION AND CONFIGURATION 3 Credit Hours

This course emphasizes on administering and configuring server operating systems to solve engineering problems. Students are expected to learn MS server management, Active Directory, OUs and server roles by utilizing a variety of on-based and cloud based solutions.

Prerequisite: TECH 26301

Schedule Type: Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

UC 10097 DESTINATION KENT STATE: FIRST YEAR EXPERIENCE 1 Credit Hour

(Equivalent to UC 10002 or UC 20007) Course assists students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first year students. Not required of transfer students with 25 or more credit hours.

Prerequisite: none.

Schedule Type: Colloquium

Contact Hours: 1 other

14. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Program Requirements: Computer Engineering Technology

Adjust the table to the proposed curriculum, including the Kent Core and general elective requirements.

Major Requirements (courses count in major GPA)			
Course	Title		Credits
TECH	26010	Introduction to Computer Engineering Technology	3
TECH	21021	Survey of Electricity and Electronics	4
TECH	23010	Computer Hardware I	3
TECH	26301	Networking Hardware I	4
TECH	26200	Programming for Engineers I	3
TECH	36200	Programming for Engineers II	3
TECH	31000	Cultural Dynamics of Technology	3

TECH	36302	Networking Hardware II	3
TECH	33222	Digital Design for Computer Engineering	3
TECH	33223	Electronic Communications	3
TECH	36620	Project Management in Engineering Technology	3
TECH	33320	Applied Embedded Systems I	3
TECH	36336	IT Security	3
TECH	43222	Computer Hardware Engineering and Architecture	3
TECH	46000	Computer Engineering Technology Capstone	3
TECH	46300	Network Security	3
TECH	46312	Wireless Networks and Telecommunications Systems	3
TECH	46316	Server Administration and Configuration	3
TECH	46350	Network Management and Design	3
TECH		CET Elective	3
TECH		TECH Elective-upper division	6
Additional Program Requirements			
US	10097	Destination Kent State: First Year Experience	1
COMM	15000	Introduction to Human Communication	3
MATH	11022	Trigonometry	3
MATH	11012	Intuitive Calculus	3
MIS	24056	Fundamentals of Business Statistics	3
MIS	24163	Principles of Management	3
PHY	13001	General College Physics I	4
PHY	13002	General college physics II	4
PHY	13021	General College Physics Laboratory	1
PHY	13022	General College Physics Laboratory II	1
ENG	20002	Introduction to Technical Writing	3
Kent Core Composition			6
Kent Core Humanities and Fine Arts (minimum one course from each)			9
Kent Core Social Sciences			6
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)			3
			121

Graduation Requirements:

Minimum Major GPA: 2.25

Minimum Overall GPA: 2.00

Additional Graduation Requirements: A minimum C grade must be earned to fulfill the writing-intensive requirement.

Roadmap*Adjust the table to the proposed curriculum, including Kent Core and general electives.*

Course Subject and Title	Credit Hours
Semester One: [16 Credit Hours]	
MATH 11022 Trigonometry	3
TECH 26010 Introduction to Computer Engineering Technology	3
US 10097 Destination Kent State: FYE	1
Kent Core Requirement	3
Kent Core Requirement	3
Kent Core Requirement	3
Semester Two: [17 Credit Hours]	
MATH 11012 Intuitive Calculus	3
COMM 15000 Introduction to Human Communication	3
PHY 13001 General College Physics I	4
PHY 13021 General College Physics Laboratory I	1
Kent Core Requirement	6
Semester Three: [14 Credit Hours]	
ENG 20002 Introduction to Technical writing	3
PHY 13002 General College Physics II	4
PHY 13022 General College Physics Laboratory II	1
TECH 23010 Computer Hardware I	3
TECH 26200 Programming for Engineers I	3
Semester Four: [16 Credit Hours]	
TECH 21021 Survey of Electricity and Electronics	4
MIS 24163 Principles of Management	3
TECH 36200 Programming for Engineers II	3
Kent Core Requirement	3
Kent Core Requirement	3
Semester Five: [15 Credit Hours]	
TECH 36620 Project Management in Engineering Technology	3
TECH 33222 Digital Design for Computer Engineering	3
TECH 33223 Electronic Communication	3
General Electives (lower or upper division)	2
TECH 26301 Networking Hardware I	4
Semester Six: [15 Credit Hours]	
TECH 33320 Applied Embedded Systems I	3

TECH 36336 IT security	3
TECH 31000 Cultural Dynamics of Technology	3
TECH 36302 Networking Hardware II	3
MIS 24056 Fundamentals of Business Statistics	3
Semester Seven: [15 Credit Hours]	
TECH 46350 Network Management and Design Technology	3
TECH 46300 Network security	3
TECH 46316 Server Administration and Configuration	3
Technology upper division	3
Technology upper division	3
Semester Eight: [12 Credit Hours]	
TECH 46000 Computer Engineering Technology Capstone	3
TECH 43222 Computer Hardware Eng and Architecture	3
TECH 46312 Wireless Networks and Telecommunications Systems	3
TECH elective (CET course)	3
	120

CET TECH Elective Group (3 credits)-Choose one of the following:

TECH 26310 WEB DESIGN AND DEVELOPMENT

TECH 33020 COMPUTER HARDWARE II

TECH 33095 ADVANCED ANDROID APPS

TECH 43320 APPLIED EMBEDDED SYSTEMS II

15. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats, or other approaches to learning, explain how the institution will ensure that student work and the levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

For Tech Prep -all programs are required to use the Career Field Technical Content Standards documents. Every Career Tech/Tech Prep program in the state follows the same curriculum which was developed by both HS and college faculty and business and industry representatives. Thus, the competencies are the same for all programs in a particular career field state-wide. All students are tested via the same state EOC (End of Course) exams which were developed by HS and college faculty.

Section E. Institutional Staffing, Faculty, and Student Support

16. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

There are 2 part-time and 7 full-time faculty that support the TECH courses in this program.

17. What will the impact of the new initiative be on faculty workload?

The program is currently underway as a concentration so there will not be additional workload.

18. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member's course load in the new program, and the course work each teaches in other programs currently offered. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member.)

Shown below.

19. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

20. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

The Science Librarian, determined that the collection of print and electronic resources were adequate enough to support the program proposed. The Science Librarian works closely with the library representative from the college to determine the need for additional resources as needed, and fulfills direct requests from faculty in need of additional resources. There is an annual budget allocated by the library and administered by the Science Librarian to support the resource needs of the college. In addition, the Science Librarian teaches information literacy classes that focus on the usage of these materials.

Section F. Evaluation

21. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

The goal for this program is to be able to offer students the opportunity to receive such industry credentials as juniper, cisco, dell, etc.

The program outcomes are as follows:

- 1) an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities; (skills, tools)

- 2) an ability to design a system, component, or process to meet desired needs within realistic constraints.
- 3) an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes; (cond. tests)

See attached Learning Outcomes pages for additional information

22. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

While the traditional means to assess learning are employed with this program, such as quizzes, exams, papers and problem sets, the nature of an engineering technology program lends itself to a natural assessment process. So many of the courses in this program have a lecture and a lab component to them, which provides students the opportunity to learn the material during the lecture and then apply what they have learned during the lab. Labs provide an active way to learn which helps students stay engaged. This along with designing the course material so that students will understand how the material is relevant to them, how it applies to their everyday life and how it improves their chances of getting the job they may someday want, increases persistence.

Another way student learning is assessed is through internships. While this program does not require that every student participate in an internship, they are encouraged to do so. If the student chooses to receive credit for working an internship, he/she is required to journal about his/her experience weekly and write a paper at the end of the semester. This encourages the student to articulate what they have learned. This is a good assessment tool. The employer is also asked to evaluate the student and provide feedback about the student's knowledge and performance. Having a "real-world" experience provides the student with the opportunity to understand why they take the courses that they do, implement what they have learned and determine what they may like to do in the future, which increases persistence.

Md Amiruzzaman, Ph.D.

Assistant Professor

Dr. Amiruzzaman is an Assistant Professor at College of Aeronautics and Engineering. Before accepting the teaching position at Kent State University, he has worked as a computer programmer for almost 10 years for several companies (both nationally and internationally). Also, he has worked as a research assistant at Sejong University, and at Korea University. He completed his Bachelor's degree in Computer Science from National University. He completed his Master's degrees in following fields: computer engineering, computer science, and technology. He completed his Doctorate degree from Kent State University. Prior to Kent State University, he taught at the National University and Korea University.

Dr. Amiruzzaman teaches 15 credits in the applied engineering programs each semester. He will teach the Programming for Engineers I and II courses in the Computer Engineering Technology program.

COMPUTER HARDWARE ENGINEERING AND ARCHITECTURE
 VISUAL BASIC PROGRAMMING IN ENGINEERING TECHNOLOGY
 REQUIREMENTS ENGINEERING AND ANALYSIS
 WEB DATABASE INTEGRATION
 PROGRAMMING FOR ENGINEERS I & II
 ADVANCED ANDROID APPS

Aminur Chowdhury, Ed.D.

Dr. A. R. Chowdhury is a Professor in Applied Science and Technology Division, in the area of Quality Control/Reliability Engineering and Manufacturing Systems. In his over 30 years of higher education professional career, he has served as the Academic/Faculty Dean at three major universities in USA (i.e. Kent State University, Minnesota State University and Texas Southern University), and as Department Head/Chair at North Carolina A&T State University and Bowling Green State University, Ohio, and coordinator of graduate studies of Industrial Education and Technology at Eastern Kentucky State University in USA. His teaching, scholarship and research interests include; Project Management, Quality Control, Reliability Engineering, Burn-in/Stress Testing for Component/System Reliability, and the Six-Sigma applications in Industrial Productivity/Measurement and Analysis. In addition to his Industrial Management and Manufacturing Systems background, his teaching and research also includes Technology Assessment, Technology Forecasting, Logistics, Value Engineering, Process/production Control, and, Production Planning and Decision Making. He has published and presented extensively in areas of his technical expertise, and technology based higher education curriculum. In recent years, he has integrated STEM (Science, Technology, Engineering and Mathematics) as fundamental concepts into the curriculum of Technology based education programs at Kent State University.

Dr. Chowdhury teaches 12 credit hours per semester in the applied engineering and master of technology programs. He will be teaching cultural dynamics of technology for the computer engineering technology program.

CULTURAL DYNAMICS OF TECHNOLOGY
 AUTOMATED MANUFACTURING
 APPLIED RELIABILITY ENGINEERING
 SIX-SIGMA: TOOLS AND APPLICATIONS FOR TECHNOLOGY MANAGEMENT
 QUALITY SYSTEMS AND INDUSTRIAL PRODUCTIVITY

Brian Gardner, Mtec

Professor Gardner has worked in the I.T. industry since 1998, During that time, he has focused on client network integration. With the rapid evolution and industry adoption of wireless systems, Professor Gardner has studied extensively on extending the functionality of wireless network systems beyond the typical client access model. These efforts involve detailed analysis of wireless systems requirements engineering based on environmental factors and client needs with an ultimate goal of enhanced performance over traditional guided media systems. He received his Master of Technology degree in 2013.

Brian Gardner is a full-time faculty member who teaches 15 credit per semester.

DIGITAL DESIGN FOR COMPUTER ENGINEERING
 COMPUTER HARDWARE ENGINEERING AND ARCHITECTURE
 WIRELESS NETWORK AND TELECOMMUNICATION SYSTEMS
 ELECTRONIC COMMUNICATION
 COMPUTER ENGINEERING TECHNOLOGY CAPSTONE
 ADVANCED WIRELESS TELECOMMUNICATION SYSTEM AND NETWORK
 TECHNOLOGIES
 APPLIED ENBEDDED SYSTEMS I&II

Evren Koptur, Ph.D.

Dr. Koptur is an Assistant Professor. His internship experience includes:

IT Support and Technical Service where he developed and tested new financial reporting system using Visual Basic, built local area networks, developed and tested the new inventory management system using SQL, provided object-oriented design, programming and implementation support to the customer billing system, written in C++, prepared test plans and data, and user documentation for customer billing system. Dr. Koptur earned an undergraduate degree in 2003 in Computer Engineering at the University of Bahcesehir, Istanbul, Turkey, Master's in 2005 in Technology at Kent State University, and Ph.D. in Instructional Technology at College of Education, Kent State

Dr. Koptur teaches 15 credits each semester and will teach introduction to computer engineering technology for the mechanical engineering technology program. The other courses he teaches supports the computer engineering technology program and the master of technology program.

INFORMATION TECHNOLOGY
 INTRODUCTION TO COMPUTER ENGINEERING TECHNOLOGY
 COMPUTER HARDWARE I
 COMPUTER HARDWARE II
 IT SECURITY
 SERVER ADMINISTRATION AND CONFIGURATION
 NETWORK MANAGEMENT AND DESIGN

Sarath Kunda, MS

Mr. Kunda Graduated from JNTU Hyderabad with Bachelors in Technology with Electronics and Communications Engineering as his major. He graduated from Kent State University with a Masters of Digital Science degree in Telecommunications and Computer Networks. He has been working with the College of Aeronautics and Engineering since 2016. His areas of expertise include Telecommunications, Computer Networking, Cisco Technologies, Juniper Networks, Embedded systems.

Certifications:

CCNA, CCNA security, JNCIA

Intro to Telecommunications, Networking Hardware I, Networking Hardware II, Network Management and Design Technologies, Advanced Networking, Advanced Wireless Technologies, Juniper Networks- JNCIA, and Network Security. "

Chuck Ivan, MBA

Mr. Ivan has his Bachelor of Science in Electrical Engineering from Youngstown State and his MBA from the University of Akron. He is a certified quality auditor by the American Society of Quality (ASQ) and a RAB certified in quality management. He is a member of the American Society of Quality. He has worked as a chief engineer for The Superior Technology Company, a manager of assembly with the Vistar/King Company, a technical support manager with Diebold, an electrical assembly manager for The Meta Fab Company and the Director of TQM/QA for the Will Burt Company. He also has extensive experience as an ISO 9000 Management Representative.

Mr. Ivan is a part-time faculty member and will be teaching Quality Techniques for the mechatronics engineering technology program.

QUALITY TECHNIQUES

PROJECT MANAGEMENT IN ENGINEERING AND TECHNOLOGY INTRODUCTION TO LEAN SIX SIGMA

Nuttapong Phantkankum, ME

Master of Technology in Computer and Electronics technology: Kent State University - 2015, Master of Engineering in Mechanical Engineering: Chiang Mai University, Chiang Mai, Thailand - 2008; Bachelor of Engineering in Electronics Engineering: King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand - 2004; Mr. Nuttapong Phantkankum has been a part time instructor at Kent State University since 2016.

Mr. Phantkankum is a part-time faculty member and usually teaches 9 credit per semester. He will teach engineering graphics I and the lab portion of the survey of electricity and electronics course for the mechanical engineering technology program.

ENGINEERING GRAPHICS I SURVEY OF ELECTRICITY AND ELECTRONICS

Jackie Ruller, MS

Jackie Ruller graduated from Alfred University with a Bachelor of Science degree in Ceramic Engineering and a Master of Science degree in Glass Science. Ms. Ruller has had a very diverse, technical career with experience in hands-on research, university interface and marketing, project management and intellectual property. She is a co-author on over 15 publications, including a patent. She is currently the interim Director of Applied Engineering at Kent State University in the College of Aeronautics and Engineering. During her time at Kent State, she has implemented an internship program for the college and developed a co-op course that allows students to leave for a semester to work full time in their field of study while maintaining full time student status. The course is now offered to all students at Kent State University. She has worked to secure grants from the state of Ohio for internship development and infrastructure as well as capital equipment for the engineering programs in the college. Providing quality programs to students and increasing industry partnerships are her top priorities. She teaches the first year experience course for all of the applied engineering students in the college so that she is familiar with the new students in the program.

UC - 10097 DESTINATION KENT STATE: FIRST YEAR EXPERIENCE

Mike Testa, MBA, MSM

Mr. Testa earned an M.B.A. from Youngstown State University (1994) in general business and an M.S.M. from The University of Akron (1997) in information systems. He has over 25 years of experience working in the technology field with experiences as a business professional and instructor. In the private sector and in higher education, Mike has held technical and management level positions, including leading IT departments as the Director of IT and Director

of Infrastructure. Mike has planned, designed, and implemented many complex projects using a wide variety of software and hardware technologies. Areas of expertise and experience include:

Networking

- 802.11a/b/g/n/ac wireless networking
- server virtualization
- data center design and renovation
- project management
- department and project based budgeting
- management of personnel

Mr. Testa is active in educating students, customers, and peers in technical and business subjects. In the classroom, Mike has taught various subjects including computer networking, wireless networking, network security, virtualization, computer hardware, operating systems, office applications, accounting, payroll, and management.

Mr. Tesa is a Cisco Network Academy Instructor (CCAI) for CCNA Routing & Switching and CCNA Security. Industry certifications held are Cisco CCNA Routing and Switching; Juniper JNCIA-Junos; Cisco CCDA (past); and Microsoft MCSE (past).

Mr. Testa is a full-time professor who teaches 15 credits per semester. The courses he teaches support the computer engineering technology program and the masters of technology.

INTRODUCTION TO COMPUTER ENGINEERING TECHNOLOGY
 NETWORK MANAGEMENT AND DESIGN
 COMPUTER HARDWARE I, II
 ADVANCED WIRELESS TELECOMMUNICATION SYSTEM AND NETWORK
 TECHNOLOGIES
 ADVANCED NETWORKING
 NETWORK SECURITY

Roberto Uribe, Ph.D.

Roberto Uribe, Ph.D., is a professor whose research interests are in the areas of radiation effects in materials as well as in radiation measurements and standards specifically in the development of techniques used to measure the energy absorbed by materials during electron beam irradiations. Work related to this area comprises experiments in the NEO Beam facility for several research institutions as well as private companies interested in studying the effects of radiation in semiconductor and solar cell materials for space applications as well as in food and polymeric materials.

Dr. Uribe is a full-time faculty member who will teach survey of electricity and electronics for the computer engineering technology program. The other courses he teaches support the master of technology program and the proposed mechatronics engineering program.

SURVEY OF ELECTRICITY AND ELECTRONICS

FUNDAMENTALS OF CIRCUIT ANALYSIS
ELECTRONIC DEVICES
ELECTRIC MACHINERY
RADIATION DOSIMETRY AND SAFETY
DESIGN AND ANALYSIS OF EXPERIMENTS IN TECHNOLOGY

ADDENDUM TO HIGHER LEARNING COMMISSION SUBSTANTIVE CHANGE APPLICATION TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM

Proposed Major: Computer Engineering Technology
Proposed Degree: Bachelor of Science
Administrating College: College of Aeronautics and Engineering
Administrating Department: Applied Engineering

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

Kent State's College of Aeronautics and Engineering, functions as one organizational unit with two separate and distinct program areas (aeronautics and engineering); each program area is led by a program director. The proposed Computer Engineering Technology degree program will reside in the engineering program area under the leadership of Jackie Ruller, interim Director. She is responsible for the administrative duties of the engineering programs such as course scheduling.

Indicate whether any institutions of higher education offer the proposed program within a 30-mile radius of the campus(es) at which the proposed program will be offered. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this campus.

There are no BS in Computer Engineering TECHNOLOGY programs within 30 miles.

CATALOG COPY

Description of Program:

Describe the program as you would to a prospective student.

The curriculum for the computer engineering technology major is designed to give graduates the human-computer interaction and software-hardware interface so that they are capable of analyzing the problems in the computer and networking industry and producing computer engineering, networking, and software solutions.

Fully Offered At:

List all campuses/locations and methods (e.g., online, accelerated) for which a student can fully complete the program.

A student may fully complete this program at the Kent State University, Kent campus.

Accreditation:

List specialized or professional accreditor for the program if applicable.

The computer engineering technology concentration is currently accredited by ATMAE.

Admission Requirements:

If program does not have additional admission criteria above and beyond the minimum to be admitted to a Kent State associate or bachelor's degree, write "standard admission criteria for the degree." If program has additional admission criteria (e.g., audition, 3.0 high school GPA, 2.75 overall GPA for transfer students), list those requirements.

Standard admission criteria for the degree.

Program Learning Outcomes:

List the specific knowledge and skills directly related to the program's discipline that you expect students to acquire as part of their educational experience in the program. The outcomes must be observable and measureable, rather than what students "know," "think," "understand," "appreciate," etc.

Student Learning Outcome 1: an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities; (skills, tools)

Student Learning Outcome 2: an ability to design a system, component, or process to meet desired needs within realistic constraints.

Student Learning Outcome 3: an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes; (cond. tests)

Program Requirements:

Adjust the table to the proposed curriculum, including the Kent Core and general elective requirements.

Major Requirements (courses count in major GPA)			
Course	Title		Credits
TECH	26010	Introduction to Computer Engineering Technology	3
TECH	21021	Survey of Electricity and Electronics	4
TECH	23010	Computer Hardware I	3
TECH	26301	Networking Hardware I	4
TECH	26200	Programming for Engineers I	3
TECH	36200	Programming for Engineers II	3
TECH	31000	Cultural Dynamics of Technology	3
TECH	36302	Networking Hardware II	3
TECH	33222	Digital Design for Computer Engineering	3
TECH	33223	Electronic Communications	3
TECH	36620	Project Management in Engineering Technology	3
TECH	33320	Applied Embedded Systems I	3
TECH	36336	IT Security	3
TECH	43222	Computer Hardware Engineering and Architecture	3
TECH	46000	Computer Engineering Technology Capstone	3
TECH	46300	Network Security	3
TECH	46312	Wireless Networks and Telecommunications Systems	3
TECH	46316	Server Administration and Configuration	3
TECH	46350	Network Management and Design	3
TECH		CET Elective	3
TECH		TECH Elective-upper division	6
Additional Program Requirements			
US	10097	Destination Kent State: First Year Experience	1
COMM	15000	Introduction to Human Communication	3
MATH	11022	Trigonometry	3

MATH	11012	Intuitive Calculus	3
MIS	24056	Fundamentals of Business Statistics	3
MIS	24163	Principles of Management	3
PHY	13001	General College Physics I	4
PHY	13002	General college physics II	4
PHY	13021	General College Physics Laboratory	1
PHY	13022	General College Physics Laboratory II	1
ENG	20002	Introduction to Technical Writing	3
Kent Core Composition			6
Kent Core Humanities and Fine Arts (minimum one course from each)			9
Kent Core Social Sciences			6
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)			2
			120

Graduation Requirements:

Minimum Major GPA: 2.25

Minimum Overall GPA: 2.00

Additional Graduation Requirements: A minimum C grade must be earned to fulfill the writing-intensive requirement.

Roadmap*Adjust the table to the proposed curriculum, including Kent Core and general electives.*

Course Subject and Title		Credit Hours
Semester One: [16 Credit Hours]		
MATH 11022	Trigonometry	3
TECH 26010	Introduction to Computer Engineering Technology	3
US 10097	Destination Kent State: FYE	1
Kent Core Requirement		3
Kent Core Requirement		3
Kent Core Requirement		3
Semester Two: [17 Credit Hours]		
MATH 11012	Intuitive Calculus	3
COMM 15000	Introduction to Human Communication	3
PHY 13001	General College Physics I	4
PHY 13021	General College Physics Laboratory I	1
Kent Core Requirement		6

Semester Three: [14 Credit Hours]		
ENG 20002	Introduction to Technical writing	3
PHY 13002	General College Physics II	4
PHY 13022	General College Physics Laboratory II	1
TECH 23010	Computer Hardware I	3
TECH 26200	Programming for Engineers I	3
Semester Four: [16 Credit Hours]		
TECH 21021	Survey of Electricity and Electronics	4
MIS 24163	Principles of Management	3
TECH 36200	Programming for Engineers II	3
Kent Core Requirement		3
Kent Core Requirement		3
Semester Five: [15 Credit Hours]		
TECH 36620	Project Management in Engineering Technology	3
TECH 33222	Digital Design for Computer Engineering	3
TECH 33223	Electronic Communication	3
General Electives (lower or upper division)		2
TECH 26301	Networking Hardware I	4
Semester Six: [15 Credit Hours]		
TECH 33320	Applied Embedded Systems I	3
TECH 36336	IT security	3
TECH 31000	Cultural Dynamics of Technology	3
TECH 36302	Networking Hardware II	3
MIS 24056	Fundamentals of Business Statistics	3
Semester Seven: [15 Credit Hours]		
TECH 46350	Network Management and Design Technology	3
TECH 46300	Network security	3
TECH 46316	Server Administration and Configuration	3
Technology upper division		3
Technology upper division		3
Semester Eight: [12 Credit Hours]		
TECH 46000	Computer Engineering Technology Capstone	3
TECH 43222	Computer Hardware Eng and Architecture	3

TECH 46312	Wireless Networks and Telecommunications Systems	3
TECH	elective (CET course)	3
		120

CET TECH Elective Group (3 credits)-Choose one of the following:

TECH 26310 WEB DESIGN AND DEVELOPMENT
 TECH 33020 COMPUTER HARDWARE II
 TECH 33095 ADVANCED ANDROID APPS
 TECH 43320 APPLIED EMBEDDED SYSTEMS II

**Computer Engineering Technology – B.S.
Student Learning Outcomes – Major Course Mapping**

Major Course ID and Title	Student Learning Outcome 1: an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities; (skills, tools)			Student Learning Outcome 2: an ability to design a system, component, or process to meet desired needs within realistic constraints.			Student Learning Outcome 3: an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes; (cond. tests)		
	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered
TECH 26010 Introduction to Computer Engineering Technology	X						X		
TECH 26200 Programming for Engineers I		X			X			X	
TECH 36200 Programming for Engineers II			X			X			X
TECH 33222 Digital Design for Computer Engineering		X			X			X	
TECH 21021 Survey of Electricity and Electronics	X			X			X		
TECH 23010 Computer Hardware I		X		X				X	
TECH 26301 Networking Hardware I		X			X			X	
TECH 36302 Networking Hardware II			X			X			X
TECH 36336 IT security	X			X			X		
TECH 33223 Electronic Communication	X			X			X		

Summary of Program Assessment Plan

PROGRAM MISSION

The mission of the Computer Engineering Technology (CET) program is to train engineering students with a high level of technology problem solving skills and develop an engineering mindset to create solutions in information technology issues. Our bachelor's program is the practice of engineering concepts, techniques and methods in order to develop, analyze and solve information systems.

The program aims at training students with modern engineering tools and applications. The students will have a knowledge on human-computer interaction and software-hardware interface so that they are capable of analyzing the problems in the computer and networking industry and producing computer engineering, networking, and software solutions for them.

STUDENT LEARNING OUTCOMES:

Student Learning Outcome 1: an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities; (skills, tools)

TECH 36302 Networking Hardware II: Hands-on Lab Exercises, Exams, Quizzes
TECH 46312 Wireless Networks and Telecommunications Systems: Exams and Quizzes
TECH 46300 Network security: Hands-on Lab Exercises, Exams, Quizzes
TECH 36200 Programming for Engineers II: Lab Assignments and Final Project
TECH 46000 Computer Engineering Technology Capstone: Written Essays, Practicum and Final Project Presentation
TECH 43222 Computer Hardware Engineering and Architecture: Homework, Labs, Exams
TECH 33320 Applied Embedded Systems I: Homework, labs, final projects

Student Learning Outcome 2: an ability to design a system, component, or process to meet desired needs within realistic constraints

TECH 33320 Applied Embedded Systems I: Homework, labs, final projects
TECH 36302 Networking Hardware II: Hands-on Lab Exercises, Exams, Quizzes
TECH 36200 Programming for Engineers II: Lab Assignments and Final Project
TECH 43222 Computer Hardware Engineering and Architecture: Homework, Labs, Exams
TECH 46000 Computer Engineering Technology Capstone: Written Essays, Practicum and Final Project Presentation
TECH 46350 Network Management and Design Theory: Homework problems, exams, quizzes

Student Learning Outcome 3: an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes; (cond. tests)

TECH 33320 Applied Embedded Systems I: Homework, labs, final projects
TECH 36302 Networking Hardware II: Hands-on Lab Exercises, Exams, Quizzes
TECH 43222 Computer Hardware Engineering and Architecture: Homework, Labs, Exams
TECH 36200 Programming for Engineers II: Lab Assignments and Final Project
TECH 46000 Computer Engineering Technology Capstone: Written Essays, Practicum and Final Project Presentation

TECH 46316 Server Administration and Configuration: Homework, laboratory reports, final project

ASSESSMENT RESULTS:

Describe how assessment results will be used for future program improvement (how and by whom results are reviewed and analyzed and how resulting plan of action will be implemented).

Assessment on these three learning outcomes will be conducted biennially. Results will be presented to the faculty, the appropriate industrial advisory boards, the program director, and the dean. Faculty will use the results to guide curricular development.



November 14, 2017

Robert G. Sines, Jr.
Interim Dean
College of Aeronautics and Engineering
1400 Lefton Esplanade
Kent, Ohio 44240

Dear Dean Sines:

Dell EMC is pleased to lend our support through our External Research & Academic Alliances (ERAA) Education program to the engineering programs in the College of Aeronautics and Engineering (CAE) at Kent State University. As a member, CAE has received access to 'open' curriculum-based education and faculty training on technology topics applicable to any vendor environment such as cloud computing, big data analytics, and information storage & management at no cost.

We support CAE's recommendation to move the computer engineering technology concentration under the Bachelor of Science in Applied Engineering program for it to be recognized as its own major. As a major, the program would be more visible and there would be more flexibility in the curriculum.

Having graduates with the skills and certifications that the computer engineering program provides is invaluable in the industry.

Sincerely,

A handwritten signature in cursive script that reads "Ryan Fournier".

Ryan Fournier
VP, Portfolio Intelligence
Dell EMC | Office of the CTO
phone 508.293.6282
Ryan.Fournier@Dell.com

11/1/2017

Robert G. Sines, Jr.
Interim Dean
College of Aeronautics and Engineering
1400 Lefton Esplanade
Kent, Ohio 44240

Dear Dean Sines:

I am writing this letter on behalf of Juniper Networks, Inc. to express our support for the engineering programs in the College of Aeronautics and Engineering (CAE) at Kent State University. CAE would like to move the computer engineering technology under the Bachelor of Science in Applied Engineering program to its own major. As a major, the program would be more visible and there would be more flexibility in the curriculum.

Having graduates with the skills and certifications that the computer engineering program provides is invaluable in the industry. We at Juniper are continually searching for students who have the right mix of programming, network engineering, cybersecurity, virtualization, automation, and other skills taught by computer engineering technology program. We have been working with a group of instructors led by Professor Sarath Kunda for over two years now to provide students additional exposure to some of these skills, and we feel that moving the program to a full major would benefit the students at Kent State by making the industry take more notice of the fine work they are doing, and allowing the students to graduate even more well-prepared than they already are.

Juniper wholeheartedly endorses the proposal to move the computer engineering technology program to its own full major. Please do not hesitate to contact us if you have any questions.

Sincerely,

Adam Guglielmo

Global Program Manager
Juniper Networks Academic Alliance
+1 703.395-5672 (mobile)

Robert G. Sines, Jr.
Interim Dean
College of Aeronautics and Engineering
1400 Lefton Esplanade
Kent, Ohio 44240

Dear Mr. Sines:


AMETEK HKP would like to express its support of Kent State's proposed Mechatronics Engineering, Mechatronics Engineering Technology, Computer Engineering Technology and Mechanical Engineering Technology programs. Over the next 5 years, we will need to hire graduates with experience in CAD, controls expertise, applying and testing stepper and servo motors and controls, and systems design.

It is difficult to find young talent that has theoretical and hands on electro-mechanical expertise. Thus, these programs resulting in graduates with a high level of knowledge as well as graduates with significant experience in the application, design, and use of today's machine control system architectures would give them a significant competitive advantage entering the workforce. All programs would provide graduates that would be a valuable resource of future employees for AMETEK.

In addition to the in-class curriculum, we would be very interested in co-op or internship programs that expose your students to real world projects and opportunities. Again, this type of experience would provide your students with an important advantage when compared to other recent graduates.

Key industries such as consumer goods, life sciences, food and beverage, tire and automotive manufacturing are facing workforce shortages and the engineering and technical skills to design and maintain automated, mechanical and electrical systems is critical to their success.

Regards,



Phil Faluotico
330-357-6252



Phil Faluotico
Director of Engineering

www.ametekpmc.com
E-mail: phil.faluotico@ametek.com

100 East Erie Street
Kent, OH 44240
Phone: (330) 677-3741
Fax: (330) 677-3306
Cell: (330) 357-6252



Robert G. Sines, Jr.
Interim Dean
College of Aeronautics and Engineering
1400 Lefton Esplanade
Kent, Ohio 44240

Dear Mr. Sines:

My name is Kevin Ballard. I am 2010 graduate of your college and now serve as the Production Engineering Manager at Rambus' Lighting Division in Brecksville, OH. At Rambus, I lead a team that is charged with development of new manufacturing processes and technologies that enable our company to produce our industry leading product designs.

I would like to express my support of Kent State's proposed Mechatronics Engineering, Mechatronics Engineering Technology, Computer Engineering Technology and Mechanical Engineering Technology programs. Over the next five years, we will need to hire graduates with experience in articulated robotics, machine vision, machine safety, factory data analytics, and lean manufacturing.

It is difficult to find young talent that has any controls engineering expertise, or an understanding of how manufacturing systems, and the data they generate can be utilized to improve the operation of the business as a whole. It is also difficult to find people of any age that truly understand how the design of the equipment, robotics, and plant floor directly affect performance and uptime of the operation.

In addition to the in-class curriculum, we would be very interested in co-op or internship programs that expose your students to real world projects and opportunities. Again, this type of experience would provide your students with an important advantage when compared to other recent graduates.

With almost all Co-Ops, or traditional Mechanical Engineers that I have worked with thus-far, we have found very little comprehension of the concepts outlined above. The education background I received at Kent State has given me a unique advantage because I was able to build on the concepts from the moment I left school. We feel the lack of talent and knowledge in this field every day, whether it be through our own organization, or our suppliers of production equipment. With that being said, I believe that the prospects will continue to improve, for graduates of your programs.

Sincerely,

Kevin Ballard
Production Engineering Manager
Rambus Lighting Division
6611 W. Snowville Rd.
Brecksville, OH 44319
Kballard@rambus.com





North Central State College

October 18, 2017

Chancellor John Carey
Department of Higher Education
25 South Front Street
Columbus, Ohio 43215

Dear Chancellor Carey:

I am writing this letter on behalf of North Central State College to express support for the engineering programs in the College of Aeronautics and Engineering (CAE) at Kent State University. A goal of ours is to provide our students with different pathways and good opportunities when they leave North Central State College. Consequently, we have been working with staff and faculty at Kent State to create pathways for our students in which they would earn college credit from our institution that may be applied to programs in CAE. In particular, CAE would like to move three of the concentrations (mechatronics engineering technology, computer engineering technology and mechanical engineering technology) under the Bachelor of Science in Applied Engineering program to their own major. As majors, the programs would be more visible and there would be more flexibility in the curriculum. These programs complement our associate level programs and can provide a valuable next step in a student's career pathway.

One of the reasons that the programs in CAE are such a good fit for our programs is their applied nature. I understand that CAE is participating in the NEO RAPIDS 2 proposal in the hope of acquiring a FANUC Integrated Cell. Our students in our engineering tech programs have the opportunity to receive training on FANUC robots. Having the opportunity to work with the FANUC Integration Cell at Kent State is again, the perfect complement to the training they receive with us.

In addition, I understand that CAE would like to offer the more theoretical mechatronics engineering program beginning fall of 2018. This program will offer a higher level of math and theory providing an additional pathway for our students who are progressing along calculus pathways in engineering and may prefer careers with a stronger theoretical focus.

In short, we are impressed with the work being done to move CAE forward and make it a stronger partner with community colleges.

Respectfully,

Greg Timberlake, Psy.D.
Dean of Business, Industry, Technology, &
Workforce Development
North Central State College

2441 Kenwood Circle
Mansfield, OH 44906
419.755.4800
888.755.4899

Computer Engineering Technology Concentration Requirements

[AR-BS-AENG-CET]

Concentration Requirements (courses count in major GPA)

COMT 36320	COMPUTER FORENSICS	3
COMT 36330	LOCAL AREA NETWORK SECURITY FUNDAMENTALS	3
ENG 20002	INTRODUCTION TO TECHNICAL WRITING	3
MIS 24056	FUNDAMENTALS OF BUSINESS STATISTICS	3
TECH 23010	COMPUTER HARDWARE I	3
TECH 26010	INTRODUCTION TO COMPUTER ENGINEERING TECHNOLOGY	3
TECH 26200	NETWORKING HARDWARE I	3
TECH 26301	NETWORKING HARDWARE I	3
TECH 26310	WEB DESIGN AND DEVELOPMENT	3
TECH 31000	CULTURAL DYNAMICS OF TECHNOLOGY (DIVD) (WIC) ¹	3
TECH 33222	DIGITAL DESIGN FOR COMPUTER ENGINEERING	3
TECH 33223	ELECTRONIC COMMUNICATION	3
TECH 36300	NETWORKING HARDWARE II	3
TECH 36302	NETWORKING HARDWARE II	3
TECH 36336	PROJECT MANAGEMENT IN ENGINEERING AND TECHNOLOGY	3
TECH 36620	PROJECT MANAGEMENT IN ENGINEERING AND TECHNOLOGY	3
TECH 43060	MANAGEMENT OF TECHNOLOGY INNOVATION	3
TECH 43222	COMPUTER HARDWARE ENGINEERING AND ARCHITECTURE	3
TECH 46000	COMPUTER ENGINEERING TECHNOLOGY CAPSTONE (ELR)	3
TECH 46300	WIRELESS NETWORK AND NETWORK SECURITY	3
TECH 46312	WIRELESS NETWORK AND NETWORK SECURITY	3
TECH 46316	TELECOMMUNICATION SYSTEMS SERVER ADMINISTRATION + CONFIGURATION	3
TECH 46350	TELECOMMUNICATION SYSTEMS NETWORK MANAGEMENT AND DESIGN TECHNOLOGY	3

Technology (TECH) Elective 3
 Technology Upper-Division Elective (TECH 30000 or 40000 level) 6

Additional Requirements (courses do not count in major GPA)

MATH 11012	INTUITIVE CALCULUS (KMCR)	3
MATH 11022	TRIGONOMETRY (KMCR)	3
MIS 24163	PRINCIPLES OF MANAGEMENT ²	3
PHY 13001	GENERAL COLLEGE PHYSICS I (KBS)	4
PHY 13002	GENERAL COLLEGE PHYSICS II (KBS)	4
PHY 13021	GENERAL COLLEGE PHYSICS LABORATORY I (KBS) (KLAB)	1
PHY 13022	GENERAL COLLEGE PHYSICS LABORATORY II (KBS) (KLAB)	1

Kent Core Social Sciences (must be from two disciplines) 6
 General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours) 3
 Minimum Total Credit Hours: 94

¹ A minimum C grade must be earned to fulfill the writing-intensive requirement.
² Equivalent to BMRT 11009

Mechanical Engineering Technology Concentration Requirements

[AR-BS-AENG-MERT]

Concentration Requirements (courses count in major GPA)

ENG 20002	INTRODUCTION TO TECHNICAL WRITING	3
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TECH 20002	MATERIALS AND PROCESSES	3
TECH 26010	INTRODUCTION TO COMPUTER ENGINEERING TECHNOLOGY	3
TECH 23581	COMPUTER-AIDED ENGINEERING GRAPHICS	3
TECH 31000	CULTURAL DYNAMICS OF TECHNOLOGY (DIVD) (WIC) ²	3
TECH 33031	PROGRAMMABLE LOGIC CONTROLLERS	3
TECH 33033	HYDRAULICS/PNEUMATICS	3
TECH 33111	STRENGTH OF MATERIALS	3
TECH 33363	METALLURGY AND MATERIALS SCIENCE	3
TECH 34002	ADVANCED COMPUTER-AIDED DESIGN II	3
TECH 43080	INDUSTRIAL AND ENVIRONMENTAL SAFETY	3
TECH 43550	COMPUTER-AIDED MANUFACTURING	3
TECH 43580	COMPUTER-AIDED MACHINE DESIGN	3
TECH 43800	APPLIED ENGINEERING TECHNOLOGY SEMINAR (ELR)	3

Technology (TECH) Elective 3
 Technology Upper-Division Elective (TECH 30000 or 40000 level) 3
 Technical Electives, choose from the following: 12

<i>Elective Group I (9-12 credits)</i>		
TECH 33040	MOTORS AND CONTROLLERS	3
TECH 43030	MECHATRONICS	3
TECH 43031	MECHATRONICS II	3
TECH 43096	INDIVIDUAL INVESTIGATION IN APPLIED SCIENCE AND TECHNOLOGY	3
TECH 43700	COMPUTER INTEGRATED MANUFACTURING	3
TECH 47200	SYSTEMS ENGINEERING	3
TECH 47210	SUSTAINABLE ENERGY I	3
TECH 47211	SUSTAINABLE ENERGY II	3
<i>Elective Group II (0-3 credits)</i>		
TECH 31065	CAST METALS	3
TECH 36620	PROJECT MANAGEMENT IN ENGINEERING AND TECHNOLOGY	3

Additional Requirements (courses do not count in major GPA)

ACCT 23020	INTRODUCTION TO FINANCIAL ACCOUNTING	3
CHEM 10050	FUNDAMENTALS OF CHEMISTRY (KBS)	3
ECON 22060	PRINCIPLES OF MICROECONOMICS (KSS)	3
MATH 11010	ALGEBRA FOR CALCULUS (KMCR)	3
MATH 11022	TRIGONOMETRY (KMCR)	3
MATH 12002	ANALYTIC GEOMETRY AND CALCULUS I (KMCR)	5
PHY 13001	GENERAL COLLEGE PHYSICS I (KBS)	4
PHY 13002	GENERAL COLLEGE PHYSICS II (KBS)	4
PHY 13021	GENERAL COLLEGE PHYSICS LABORATORY I (KBS) (KLAB)	1
PHY 13022	GENERAL COLLEGE PHYSICS LABORATORY II (KBS) (KLAB)	1

Kent Core Social Sciences (cannot be ECON) 3
 General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours) 1
 Minimum Total Credit Hours: 94

¹ Equivalent to BMRT 11009
² A minimum C must be earned to fulfill the writing-intensive requirement.

Mechatronics Concentration Requirements

[AR-BS-AENG-MECH]



FORM

New Programs

Substantive Change Application

Institution: Kent State University City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: Executive Director, Curriculum Services Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted:

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Submit the completed application as a single PDF file on the following webpage:
http://www.hlcommission.org/document_upload/.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

The College of Aeronautics and Engineering is seeking approval to move the Computer engineering technology concentration under the Bachelor of Science in Applied Engineering to a major.

Computer Engineering Technology, currently, is one of four concentrations in the ATMAE-accredited Applied Engineering major.

Due to the gradual development of the concentrations in the Applied Engineering major to meet their respective market needs, the percentage of major courses for each of the concentrations has reduced to be 10 percent of the entire curriculum. Since the Ohio Department of Higher Education requires concentrations to comprise a minimum 50 percent of the major curriculum, this program is not in compliance.

The noncompliance primarily is due to the program's incremental development to keep up with the perpetually developing nature of technology. For this field of study to remain relevant to students and employers, it must continue to develop and diverge from its fellow concentrations of study. The program is currently ATMAE-Accredited and the college will design this curriculum such that students will graduate with industry recognized certifications to ensure the highest quality of instruction and value to students and employers. Thus, the concentration must evolve to become its own major to remain an asset to the state and its population and to meet the market needs.

2. Is this application being submitted in conjunction with another application?

- Yes
 No

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Review the "[Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval](#)" to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

- Certificate Bachelor's Diploma Master's/specialist
 Associate's Doctorate Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out plan if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No.

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No.

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If "Yes," attach documentation of the approval to the request. If "No," attach evidence that approval is not needed.

Internal (faculty, board) approvals	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
System approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
State approval	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Foreign country(ies) approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable

For Distance or Correspondence Education only:

Process in place to ascertain and secure state approval(s) as required Yes No

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. Changes Requiring Visits. This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, HLC will advise the institution based on the information provided in both Part 1 and Part 2 of the change application.)

- Request to schedule a Change Visit.
- Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled:

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

- Part 1 of this change form must be submitted at least four months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.
- The institution files Part 2 of this change form at least two months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit. Provide URLs to the Faculty/Staff Handbook and Catalog below. If the URLs are not available, please do not submit the full handbook or catalog as attachments. HLC will provide directions on how to submit electronic versions of these documents prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if a Change Application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.hlcommission.org/change> to ensure that there have been no changes in the application form in the intervening time.

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

Bachelor of Science in Computer Engineering Technology *Contact Therese Tillett for CIP code.*

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

There are 120 total credit hours in the program. This program is based on semesters.

- c) Normal or typical length of time for students to complete the program

The program is designed to be completed in eight semesters.

- d) Proposed initial date for implementation of the program

The proposed date of implementation of the program is fall 2018.

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The primary target audience is full-time, traditional college age, transfer and part-time students.

- f) Projected life of the program (single cohort or ongoing)

This will be an ongoing program.

- g) Whether the program will be part of contractual or consortial arrangement

Not applicable.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request.

Not applicable.

3. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested below and complete the [Contractual Screening Form](#) for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.) If the screening form indicates contractual approval is required, complete the full contractual application and submit it in conjunction with the program application. If the screening form indicates no further action is required, attach the confirmation email from HLC.

Type of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Recruitment and admission of students	Not applicable	
B. Course placement and advising of students	Not applicable	
C. Design and oversight of curriculum	Not applicable	
D. Direct instruction and oversight	Not applicable	
E. Other support for delivery of instruction	Not applicable	

Section B. Institution's History With Programs

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Contact Therese Tillett for the information.

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

Contact Therese Tillett for the information.

Section C. Institutional Planning for Program Change

6. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

No identified challenges. Kent State University has adequate faculty and other resources for existing programs and the proposed program.

7. Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

The College of Aeronautics and Engineering offers the Computer Engineering Technology concentration under the Bachelor of Science in Applied Engineering (BSAE). The enrollment has steadily increased. Currently, the BSAE has four concentrations: Computer Engineering Technology, Applied Engineering and Technology Management, Mechatronics and Computer Engineering Technology. The lead faculty member for each concentration, periodically reviews the curriculum to ensure its relevancy. Due to the gradual modifications in the curriculum of the concentrations in the BSAE program to meet their respective market needs, the percentage of common courses of in the four concentrations has gradually reduced to be 10% of the entire curriculum. Since the state requires that the common courses of different concentrations of the same major be at least 50% of the entire curriculum and it is impossible to meet this requirement due to different market needs of each concentration, it is necessary to change the CET concentration to a Major of Bachelor of Science in Computer Engineering Technology. In addition, while the program is currently ATMAE accredited, the curriculum has been updated by the faculty to include material necessary for students to sit for industry certifications. Any changes made are discussed and voted on by the other Applied Engineering faculty. If approved, the college curriculum committee discusses and votes on changes.

8. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

Since the program already exists, there will be no impact on the physical resources and laboratories currently supporting the program.

9. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

This area of study continues to remain relevant to the economic future of Ohio. Industry relies heavily on information technology systems to deliver better service and cost savings to operational bottom lines. The Bureau of Labor Statistics analysis for the decade between 2014 and 2024 proves this by indicating a continued growth of between eight percent (as fast as average) and 27 percent (much faster than

average) for various labor markets in IT employment, including those for web developers¹, computer systems analysts², computer network architects³, information security analysts⁴ and network and computer systems administrators⁵. This range of growth, at its minimum, is on par or with that of other healthy labor markets and, at its maximum, far exceeds the average growth for the labor market in general.

In addition, Ohio is ranked fifth in the nation with the highest employment for computer systems analysts and ninth overall with the highest concentration of jobs in this occupation⁶

These trends and data have not been ignored by other college and universities in Ohio. Every major state institution in Ohio offers an array of computer science, computer engineering, computer information systems and similar programs of study. However, few of these institutions offer a program that merges the core concepts of engineering design and computer technology as defined by industry. Students also have noticed the relevance of this field of study. The appeal of the existing concentration has been reflected in a threefold increase in enrollment from fall 2012 to fall 2016.

Fall Semester Student Enrollment (15th Day Census) Computer Engineering Technology Concentration

2012	2013	2014	2015	2016
28	43	61	57	65

10. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

If the program request is approved, future growth is expected to be at about the same rate as shown above or slightly higher because the program will be more visible (as a major compared to a concentration). The resources are currently available to manage the program now, but if the program continues to grow as expected, it may eventually be necessary to hire additional faculty.

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Web Developers. Retrieved from www.bls.gov/ooh/computer-and-information-technology/web-developers.htm.

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Computer Systems Analysts. Retrieved from www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm.

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Computer Network Architects. Retrieved from www.bls.gov/ooh/computer-and-information-technology/computer-network-architects.htm.

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Information Security Analysts. Retrieved from www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm.

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Network and Computer Systems Administrators. Retrieved from www.bls.gov/ooh/computer-and-information-technology/network-and-computer-systems-administrators.htm.

⁶ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment Statistics, May 2016*, Computer Systems Analysts. Retrieved from www.bls.gov/oes/current/oes151121.htm#st.

11. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then?

This proposal is to convert our existing technology concentration in Computer Engineering Technology to a Computer Engineering Technology major.

The college is seeking approval to convert this and two other applied engineering concentrations to engineering technology majors. These three programs along with the proposed new Mechatronics Engineering program form a portfolio that share courses, faculty and physical resources. Computer engineering connects to the University's digital sciences program and is bridged to mechanical engineering technology by mechatronics engineering and mechatronics engineering technology.

The fiscal impact sought through the Computer Engineering Technology major is an increase in enrollment as the program migrates from a concentration in the technology program to a major. At present the program is financially self-sufficient. This will enhance that position. The college has allocated a portion of the income growth to promote this area as part of an overall portfolio of related programs: Mechatronics Engineering, Mechatronics Engineering Technology, Mechanical Engineering Technology, and Computer Engineering Technology. This portfolio of closely related programs supports enhanced student recruitment and thus growth in all four areas. Computer engineering technology also shares resources with digital science, which provides an additional path for enrollment growth, and support of financial stability.

12. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

Any materials generated by the college will be reviewed by several, appropriate faculty and staff.

Section D. Curriculum and Instructional Design

13. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

The new courses in the Computer engineering technology program are as follows:

TECH 26200– Programming for Engineers I (PENG I)-3 credits. This course has been developed to serve as the introductory programming course for engineering students. This course applies traditional programming concepts towards the engineering discipline of applied problem solving.

TECH 36200– Programming for Engineers II (PENG II)- 3 credits. This course was developed to build upon TECH 26200, Programming for Engineers I and furthers the instruction of computational problem solving and data manipulation for engineering problem solving.

TECH 26301-Networking Hardware I -4 credits. This course currently exists but been changed from a three credit to a four credit hour course to allow for sufficient time to prepare students for the CCNA I exam.

TECH 36336 - IT SECURITY -3 Credit Hours. This course provides the foundation for understanding the key issues associated with protecting information assets. This course was added to the curriculum because it further supports the mission of the program and prepares students to take the CompTIA's Security+SYO-501 certification exam.

TECH 46300-NETWORK SECURITY - 3 Credit Hours. This course is an introduction to network security with emphasis in identifying, analyzing and preventing various threats and attack patterns on computer networks. Students will gain practical knowledge on network security protocols, firewalls, VPN, intrusion detection and prevention systems. Prepares students for the CCNA Security industry certification.

TECH 46316 Server Administration and Configuration -3 credit hours. This course emphasizes on administering and configuring server operating systems to solve engineering problems. Students are expected to learn MS server management, Active Directory, OUs and server roles by utilizing a variety of on-based and cloud based solutions.

This course has replaced a 3-credit tech elective in the CET curriculum.

The proposed courses in this program were chosen based on the updated program mission, which is- To give students the knowledge of human-computer interaction and software-hardware interface so that they are capable of analyzing the problems in the computer and networking industry and producing subsequent computer engineering, networking, and software solutions. COMT 36320 (COMPUTER FORENSICS) is being replaced by IT Security, TECH 36336, which is a broader course that emphasizes hands-on network tools and topics covered by the COMPTiA Security+ certification such as access control, cryptography, physical security, perimeter defenses, host defenses and application defenses.

COMT 36330 (LOCAL AREA NETWORK SECURITY FUNDAMENTALS) is being replaced by the higher level TECH 46300-Network Security course which not only teaches LAN 1, but also teaches user security and preparation for the CCNA Security certification.

Computer Engineering Technology

COMM 15000 INTRODUCTION TO HUMAN COMMUNICATION (KADL) 3 Credit Hours

An inquiry into the nature and function of human communication in interpersonal, group and public contexts.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

ECON 22060 PRINCIPLES OF MICROECONOMICS (KSS) 3 Credit Hours

Course covers principles and policies affecting prices, including factor incomes, under alternative market structures. Students develop tools to examine social problems, including poverty, crime, pollution and international relations.

Prerequisite: Minimum 45 ALEKS math score; or minimum 22 ACT math score; or minimum 530 SAT math score; or one course from MATH 00023 to 49999.

Schedule Type: Lecture

Contact Hours: 3 lecture

ENG 20002 INTRODUCTION TO TECHNICAL WRITING 3 Credit Hours

Introduction to communication practices within technical communities. Planning, drafting, revising and editing. Process descriptions, object descriptions, instructional texts, technical correspondence, problem reports, critical reflection.

Prerequisite: ENG 11011 or HONR 10197.

Schedule Type: Lecture

Contact Hours: 3 lecture

MATH 11022 TRIGONOMETRY (KMCR) 3 Credit Hours

Solution of triangles, trigonometric equations and identities.

Prerequisite: Minimum 67 ALEKS math score; or minimum C grade in MATH 10774 or MATH 10775 or MATH 11010.

Schedule Type: Lecture

Contact Hours: 3 lecture

MATH 11012 INTUITIVE CALCULUS (KMCR) 3 Credit Hours

Designed to give an overview of differential and integral calculus to business and life-science majors. Does not include trigonometric functions. No credit earned toward a degree for this course if the student already earned credit for [MATH 12002](#).

Prerequisite: Minimum 67 ALEKS math score; or minimum C grade in [MATH 10774](#) or [MATH 10775](#) or [MATH 11010](#).

Schedule Type: Lecture

Contact Hours: 3 lecture

MIS 24056 FUNDAMENTALS OF BUSINESS STATISTICS 3 Credit Hours

(Equivalent to [BMRT 21004](#)) Introduction to concepts in statistical methods and their applications to real world problems. Examines both the theoretical and practical side of the different methods.

Prerequisite: [MATH 11010](#) or [MATH 11012](#) or [MATH 12002](#).

Schedule Type: Lecture

Contact Hours: 3 lecture

MIS 24163 PRINCIPLES OF MANAGEMENT 3 Credit Hours

(Equivalent to [BMRT 11009](#)) Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. The course covers the principles that most management professors have come to expect in an introductory course: planning, organizing, leading, and controlling. In addition, the students need to be aware of critical issues managers must be aware of to succeed: diversity, globalization, ethics, technology, among them. The course serves as an introduction to many upper level business courses.

Prerequisite: minimum sophomore standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

PHY 13001 GENERAL COLLEGE PHYSICS I (KBS) 4 Credit Hours

Principles of mechanics, heat and sound.

Prerequisite: Minimum C grade in MATH 11022 or MATH 12001; or pre/corequisite MATH 12002 or MATH 12012 or MATH 12021.

Corequisite: PHY 13021.

Schedule Type: Lecture, Recitation

Contact Hours: 3 lecture, 1 other

PHY 13002 GENERAL COLLEGE PHYSICS II (KBS) 4 Credit Hours

Principles of electricity and magnetism, optics and modern physics. Three hours lecture and one hour recitation weekly.

Prerequisite: PHY 13001 or PHY 23101.

Corequisite: PHY 13022.

Schedule Type: Lecture, Recitation

Contact Hours: 3 lecture, 1 other

PHY 13021 GENERAL COLLEGE PHYSICS LABORATORY I (KBS) (KLAB) 1 Credit Hour

Introductory lab to accompany PHY 13001 or PHY 13011.

Corequisite: PHY 13001 or PHY 13011.

Schedule Type: Laboratory

Contact Hours: 2 lab

PHY 13022 GENERAL COLLEGE PHYSICS LABORATORY II (KBS) (KLAB) 1 Credit Hour

Introductory lab to accompany PHY 13002 or PHY 13012.

Corequisite: PHY 13002 or PHY 13012.

Schedule Type: Laboratory

Contact Hours: 2 lab

TECH 21021 SURVEY OF ELECTRICITY AND ELECTRONICS 4 Credit Hours

Survey of DC and AC circuits, semiconductors, and electronic devices, including diodes and transistors. Includes laboratory.

Prerequisite: PHY 13002.

Schedule Type: Laboratory, Lecture

Contact Hours: 3 lecture, 2 lab

TECH 23010 COMPUTER HARDWARE I 3 Credit Hours

Introduction to the hardware, architecture and operation of the personal computer and associated devices. Topics include personal computer architecture and operation fundamentals; basic hardware;

data buses and ports; hardware component packaging; auxiliary hardware components; computer assembly; basic hardware installation and configuration; and basic troubleshooting.

Prerequisite: [DSCI 26010](#) or [TECH 26010](#).

Schedule Type: Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 26200 PROGRAMMING FOR ENGINEERING I 3 Credit Hours

Introduction to engineering problem solving and use of programming language to solve those problems is the base of this course. Students with engineering major (including mechatronics, mechanical engineering technology and CET) are expected to develop basic mathematical modeling and engineering problem solving skills using mathematical and conventional computational tools. Developing modeling and logical thinking are the core objective of this course.

Pre/corequisite: Sophomore Status

Schedule Type: LLB

Contact Hours: 2 lecture, 2 Lab

TECH 26301 NETWORKING HARDWARE I 3 Credit Hours

A hands-on, applied engineering-focused course emphasizing the operation, maintenance, and performance aspects of personal computer networking hardware. Topics include networking hardware operation, characteristics, configuration, and troubleshooting fundamentals. Course also includes network standards, protocols, configuration, topologies, and administrative fundamentals as related to networking hardware systems. Note: This course is part of the Networking Hardware course sequence required for students enrolled in the Computer Engineering Technology concentration.

Prerequisite: [DSCI 26010](#) or [TECH 21021](#) or [TECH 26010](#).

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 31000 CULTURAL DYNAMICS OF TECHNOLOGY (DIVD) (WIC) 3 Credit Hours

Study of technology and the forces it exerts upon society.

Prerequisite: ENG 21011.

Schedule Type: Lecture

Contact Hours: 3 lecture

TECH 33222 DIGITAL DESIGN FOR COMPUTER ENGINEERING 3 Credit Hours

Introduction to digital design. The operation and use of digital devices and components as used in microprocessors and digital computers. Topics include binary arithmetic operations, Boolean algebra, logic gates, combinational and sequential logic, buffers, registers, memory devices, counters, latches, timers, comparators, encoders, decoders, multiplexers and demultiplexers.

Prerequisite: TECH 21021.

Schedule Type: Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 33223 ELECTRONIC COMMUNICATION 3 Credit Hours

Principles of digital and analog telecommunications and data signals. Topics include electromagnetic signal time and frequency characteristics, signal propagation, signal modulation, transmission lines, wireless signals, antennas, digital signal characteristics and protocols, signal multiplexing, microwave devices and applications.

Prerequisite: [TECH 21021](#).

Schedule Type: Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 33320 Applied Embedded Systems I

This course builds upon the content of several other applied engineering courses to establish a foundation for students to utilize embedded systems for engineering problem solving. The course will expose the student to the history of the microcontroller that is at the heart of modern embedded systems. Student will learn about the different classes of embedded systems and will form a foundation from which the student can begin to develop solutions to simple real world problems using simple embedded microcontrollers, electronic devices and sensors. Basic coding principals are explained from an engineering problem solving perspective.

TECH 36200 PROGRAMMING FOR ENGINEERING II 3 Credit Hours

Emphasizes engineering problems and applications of programming language and mathematical tools to analyze and solve them. Students with engineering major (including mechatronics, mechanical engineering technology and computer engineering technology) are expected to learn problem solving techniques, modeling, simulation and presentation of engineering application oriented problems using conventional computation and mathematical tools. Advanced modeling, simulations and analysis are the core objectives of this course.

Prerequisite: Junior Status, TECH 26200

Schedule Type: LLB

Contact Hours: 2 Lecture, 2 Lab

TECH 36302 NETWORKING HARDWARE II 3 Credit Hours

Continuation of [TECH 26301](#). In-depth coverage of personal computer-based enterprise networking systems hardware with a focus on network hardware and software configuration, fault analysis, diagnostics, and troubleshooting. Topics include router and switch operation, programming, configuration, and troubleshooting, along with overall enterprise network maintenance, troubleshooting, and repair. Course also includes WAN and VLAN fundamentals, intermediate TCP_IP, and network administration and maintenance as related to fielding and maintaining networking hardware components and systems.

Prerequisite: [TECH 26301](#).

Schedule Type: Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 36336 IT SECURITY

3 Credit Hours

This course provides the foundation for understanding the key issues associated with protecting information assets. It covers the essential principles for information security and risk management; making it an important stepping stone of an IT security career. This course is supported with case-based security problems in the industry and in-depth simulations to solve these problems. Additionally, it prepares students for CompTIA's Security+SYO-501 certification exam.

Prerequisite: NA

Schedule Type: Lecture

Contact Hours: 3 lecture

TECH 43222 COMPUTER HARDWARE ENGINEERING AND ARCHITECTURE 3 Credit Hours

Internal architecture and operation of digital computers. Topics include computer processor datapaths and control, computer memory datapaths and control, pipelining and parallel processing, memory architecture and management, IO control, system bus architecture and properties, and computer control timing and synchronization.

Prerequisite: [DSCI 26010](#) or [TECH 33222](#).

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 46000 COMPUTER ENGINEERING TECHNOLOGY CAPSTONE (ELR) 3 Credit Hours

The course provides students with an integrative experience, applying aspects of the student's required coursework in computer engineering technology. Students gain experience in developing requirements in engineering specifications for a practical problem in networking and or telecom-related projects. This course will address emerging issues, capabilities and challenges in the current field of study. A minimum C grade [TECH 46330](#) or an approved object-oriented programming language is required for enrollment in the course.

Prerequisite: senior standing.

Corequisite: [TECH 36620](#) and [TECH 46350](#).

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 46300 NETWORK SECURITY

3 Credit Hours

This course is an introduction to network security with emphasis in identifying, analyzing and preventing various threats and attack patterns on computer networks. Students will gain practical knowledge on network security protocols, firewalls, VPN, intrusion detection and prevention systems. Prepares students for industry certification.

Prerequisite: TECH 26301 and TECH 36302

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

TECH 46316 SERVER ADMINISTRATION AND CONFIGURATION 3 Credit Hours

This course emphasizes on administering and configuring server operating systems to solve engineering problems. Students are expected to learn MS server management, Active Directory, OUs and server roles by utilizing a variety of on-based and cloud based solutions.

Prerequisite: TECH 26301

Schedule Type: Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

UC 10097 DESTINATION KENT STATE: FIRST YEAR EXPERIENCE 1 Credit Hour

(Equivalent to UC 10002 or UC 20007) Course assists students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first year students. Not required of transfer students with 25 or more credit hours.

Prerequisite: none.

Schedule Type: Colloquium

Contact Hours: 1 other

14. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Program Requirements: Computer Engineering Technology

Adjust the table to the proposed curriculum, including the Kent Core and general elective requirements.

Major Requirements (courses count in major GPA)			
Course	Title		Credits
TECH	26010	Introduction to Computer Engineering Technology	3
TECH	21021	Survey of Electricity and Electronics	4
TECH	23010	Computer Hardware I	3
TECH	26301	Networking Hardware I	4
TECH	26200	Programming for Engineers I	3
TECH	36200	Programming for Engineers II	3
TECH	31000	Cultural Dynamics of Technology	3

TECH	36302	Networking Hardware II	3
TECH	33222	Digital Design for Computer Engineering	3
TECH	33223	Electronic Communications	3
TECH	36620	Project Management in Engineering Technology	3
TECH	33320	Applied Embedded Systems I	3
TECH	36336	IT Security	3
TECH	43222	Computer Hardware Engineering and Architecture	3
TECH	46000	Computer Engineering Technology Capstone	3
TECH	46300	Network Security	3
TECH	46312	Wireless Networks and Telecommunications Systems	3
TECH	46316	Server Administration and Configuration	3
TECH	46350	Network Management and Design	3
TECH		CET Elective	3
TECH		TECH Elective-upper division	6
Additional Program Requirements			
US	10097	Destination Kent State: First Year Experience	1
COMM	15000	Introduction to Human Communication	3
MATH	11022	Trigonometry	3
MATH	11012	Intuitive Calculus	3
MIS	24056	Fundamentals of Business Statistics	3
MIS	24163	Principles of Management	3
PHY	13001	General College Physics I	4
PHY	13002	General college physics II	4
PHY	13021	General College Physics Laboratory	1
PHY	13022	General College Physics Laboratory II	1
ENG	20002	Introduction to Technical Writing	3
Kent Core Composition			6
Kent Core Humanities and Fine Arts (minimum one course from each)			9
Kent Core Social Sciences			6
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)			3
			121

Graduation Requirements:

Minimum Major GPA: 2.25

Minimum Overall GPA: 2.00

Additional Graduation Requirements: A minimum C grade must be earned to fulfill the writing-intensive requirement.

Roadmap*Adjust the table to the proposed curriculum, including Kent Core and general electives.*

Course Subject and Title	Credit Hours
Semester One: [16 Credit Hours]	
MATH 11022 Trigonometry	3
TECH 26010 Introduction to Computer Engineering Technology	3
US 10097 Destination Kent State: FYE	1
Kent Core Requirement	3
Kent Core Requirement	3
Kent Core Requirement	3
Semester Two: [17 Credit Hours]	
MATH 11012 Intuitive Calculus	3
COMM 15000 Introduction to Human Communication	3
PHY 13001 General College Physics I	4
PHY 13021 General College Physics Laboratory I	1
Kent Core Requirement	6
Semester Three: [14 Credit Hours]	
ENG 20002 Introduction to Technical writing	3
PHY 13002 General College Physics II	4
PHY 13022 General College Physics Laboratory II	1
TECH 23010 Computer Hardware I	3
TECH 26200 Programming for Engineers I	3
Semester Four: [16 Credit Hours]	
TECH 21021 Survey of Electricity and Electronics	4
MIS 24163 Principles of Management	3
TECH 36200 Programming for Engineers II	3
Kent Core Requirement	3
Kent Core Requirement	3
Semester Five: [15 Credit Hours]	
TECH 36620 Project Management in Engineering Technology	3
TECH 33222 Digital Design for Computer Engineering	3
TECH 33223 Electronic Communication	3
General Electives (lower or upper division)	2
TECH 26301 Networking Hardware I	4
Semester Six: [15 Credit Hours]	
TECH 33320 Applied Embedded Systems I	3

TECH 36336 IT security	3
TECH 31000 Cultural Dynamics of Technology	3
TECH 36302 Networking Hardware II	3
MIS 24056 Fundamentals of Business Statistics	3
Semester Seven: [15 Credit Hours]	
TECH 46350 Network Management and Design Technology	3
TECH 46300 Network security	3
TECH 46316 Server Administration and Configuration	3
Technology upper division	3
Technology upper division	3
Semester Eight: [12 Credit Hours]	
TECH 46000 Computer Engineering Technology Capstone	3
TECH 43222 Computer Hardware Eng and Architecture	3
TECH 46312 Wireless Networks and Telecommunications Systems	3
TECH elective (CET course)	3
	120

CET TECH Elective Group (3 credits)-Choose one of the following:

TECH 26310 WEB DESIGN AND DEVELOPMENT
 TECH 33020 COMPUTER HARDWARE II
 TECH 33095 ADVANCED ANDROID APPS
 TECH 43320 APPLIED EMBEDDED SYSTEMS II

15. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats, or other approaches to learning, explain how the institution will ensure that student work and the levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

For Tech Prep -all programs are required to use the Career Field Technical Content Standards documents. Every Career Tech/Tech Prep program in the state follows the same curriculum which was developed by both HS and college faculty and business and industry representatives. Thus, the competencies are the same for all programs in a particular career field state-wide. All students are tested via the same state EOC (End of Course) exams which were developed by HS and college faculty.

Section E. Institutional Staffing, Faculty, and Student Support

16. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

There are 2 part-time and 7 full-time faculty that support the TECH courses in this program.

17. What will the impact of the new initiative be on faculty workload?

The program is currently underway as a concentration so there will not be additional workload.

18. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member's course load in the new program, and the course work each teaches in other programs currently offered. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member.)

Shown below.

19. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

20. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

The Science Librarian, determined that the collection of print and electronic resources were adequate enough to support the program proposed. The Science Librarian works closely with the library representative from the college to determine the need for additional resources as needed, and fulfills direct requests from faculty in need of additional resources. There is an annual budget allocated by the library and administered by the Science Librarian to support the resource needs of the college. In addition, the Science Librarian teaches information literacy classes that focus on the usage of these materials.

Section F. Evaluation

21. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

The goal for this program is to be able to offer students the opportunity to receive such industry credentials as juniper, cisco, dell, etc.

The program outcomes are as follows:

- 1) an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities; (skills, tools)

- 2) an ability to design a system, component, or process to meet desired needs within realistic constraints.
- 3) an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes; (cond. tests)

See attached Learning Outcomes pages for additional information

22. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

While the traditional means to assess learning are employed with this program, such as quizzes, exams, papers and problem sets, the nature of an engineering technology program lends itself to a natural assessment process. So many of the courses in this program have a lecture and a lab component to them, which provides students the opportunity to learn the material during the lecture and then apply what they have learned during the lab. Labs provide an active way to learn which helps students stay engaged. This along with designing the course material so that students will understand how the material is relevant to them, how it applies to their everyday life and how it improves their chances of getting the job they may someday want, increases persistence.

Another way student learning is assessed is through internships. While this program does not require that every student participate in an internship, they are encouraged to do so. If the student chooses to receive credit for working an internship, he/she is required to journal about his/her experience weekly and write a paper at the end of the semester. This encourages the student to articulate what they have learned. This is a good assessment tool. The employer is also asked to evaluate the student and provide feedback about the student's knowledge and performance. Having a "real-world" experience provides the student with the opportunity to understand why they take the courses that they do, implement what they have learned and determine what they may like to do in the future, which increases persistence.

Md Amiruzzaman, Ph.D.

Assistant Professor

Dr. Amiruzzaman is an Assistant Professor at College of Aeronautics and Engineering. Before accepting the teaching position at Kent State University, he has worked as a computer programmer for almost 10 years for several companies (both nationally and internationally). Also, he has worked as a research assistant at Sejong University, and at Korea University. He completed his Bachelor's degree in Computer Science from National University. He completed his Master's degrees in following fields: computer engineering, computer science, and technology. He completed his Doctorate degree from Kent State University. Prior to Kent State University, he taught at the National University and Korea University.

Dr. Amiruzzaman teaches 15 credits in the applied engineering programs each semester. He will teach the Programming for Engineers I and II courses in the Computer Engineering Technology program.

COMPUTER HARDWARE ENGINEERING AND ARCHITECTURE
 VISUAL BASIC PROGRAMMING IN ENGINEERING TECHNOLOGY
 REQUIREMENTS ENGINEERING AND ANALYSIS
 WEB DATABASE INTEGRATION
 PROGRAMMING FOR ENGINEERS I & II
 ADVANCED ANDROID APPS

Aminur Chowdhury, Ed.D.

Dr. A. R. Chowdhury is a Professor in Applied Science and Technology Division, in the area of Quality Control/Reliability Engineering and Manufacturing Systems. In his over 30 years of higher education professional career, he has served as the Academic/Faculty Dean at three major universities in USA (i.e. Kent State University, Minnesota State University and Texas Southern University), and as Department Head/Chair at North Carolina A&T State University and Bowling Green State University, Ohio, and coordinator of graduate studies of Industrial Education and Technology at Eastern Kentucky State University in USA. His teaching, scholarship and research interests include; Project Management, Quality Control, Reliability Engineering, Burn-in/Stress Testing for Component/System Reliability, and the Six-Sigma applications in Industrial Productivity/Measurement and Analysis. In addition to his Industrial Management and Manufacturing Systems background, his teaching and research also includes Technology Assessment, Technology Forecasting, Logistics, Value Engineering, Process/production Control, and, Production Planning and Decision Making. He has published and presented extensively in areas of his technical expertise, and technology based higher education curriculum. In recent years, he has integrated STEM (Science, Technology, Engineering and Mathematics) as fundamental concepts into the curriculum of Technology based education programs at Kent State University.

Dr. Chowdhury teaches 12 credit hours per semester in the applied engineering and master of technology programs. He will be teaching cultural dynamics of technology for the computer engineering technology program.

CULTURAL DYNAMICS OF TECHNOLOGY
 AUTOMATED MANUFACTURING
 APPLIED RELIABILITY ENGINEERING
 SIX-SIGMA: TOOLS AND APPLICATIONS FOR TECHNOLOGY MANAGEMENT
 QUALITY SYSTEMS AND INDUSTRIAL PRODUCTIVITY

Brian Gardner, Mtec

Professor Gardner has worked in the I.T. industry since 1998, During that time, he has focused on client network integration. With the rapid evolution and industry adoption of wireless systems, Professor Gardner has studied extensively on extending the functionality of wireless network systems beyond the typical client access model. These efforts involve detailed analysis of wireless systems requirements engineering based on environmental factors and client needs with an ultimate goal of enhanced performance over traditional guided media systems. He received his Master of Technology degree in 2013.

Brian Gardner is a full-time faculty member who teaches 15 credit per semester.

DIGITAL DESIGN FOR COMPUTER ENGINEERING
 COMPUTER HARDWARE ENGINEERING AND ARCHITECTURE
 WIRELESS NETWORK AND TELECOMMUNICATION SYSTEMS
 ELECTRONIC COMMUNICATION
 COMPUTER ENGINEERING TECHNOLOGY CAPSTONE
 ADVANCED WIRELESS TELECOMMUNICATION SYSTEM AND NETWORK
 TECHNOLOGIES
 APPLIED ENBEDDED SYSTEMS I&II

Evren Koptur, Ph.D.

Dr. Koptur is an Assistant Professor. His internship experience includes:

IT Support and Technical Service where he developed and tested new financial reporting system using Visual Basic, built local area networks, developed and tested the new inventory management system using SQL, provided object-oriented design, programming and implementation support to the customer billing system, written in C++, prepared test plans and data, and user documentation for customer billing system. Dr. Koptur earned an undergraduate degree in 2003 in Computer Engineering at the University of Bahcesehir, Istanbul, Turkey, Master's in 2005 in Technology at Kent State University, and Ph.D. in Instructional Technology at College of Education, Kent State

Dr. Koptur teaches 15 credits each semester and will teach introduction to computer engineering technology for the mechanical engineering technology program. The other courses he teaches supports the computer engineering technology program and the master of technology program.

INFORMATION TECHNOLOGY
 INTRODUCTION TO COMPUTER ENGINEERING TECHNOLOGY
 COMPUTER HARDWARE I
 COMPUTER HARDWARE II
 IT SECURITY
 SERVER ADMINISTRATION AND CONFIGURATION
 NETWORK MANAGEMENT AND DESIGN

Sarath Kunda, MS

Mr. Kunda Graduated from JNTU Hyderabad with Bachelors in Technology with Electronics and Communications Engineering as his major. He graduated from Kent State University with a Masters of Digital Science degree in Telecommunications and Computer Networks. He has been working with the College of Aeronautics and Engineering since 2016. His areas of expertise include Telecommunications, Computer Networking, Cisco Technologies, Juniper Networks, Embedded systems.

Certifications:

CCNA, CCNA security, JNCIA

Intro to Telecommunications, Networking Hardware I, Networking Hardware II, Network Management and Design Technologies, Advanced Networking, Advanced Wireless Technologies, Juniper Networks- JNCIA, and Network Security. "

Chuck Ivan, MBA

Mr. Ivan has his Bachelor of Science in Electrical Engineering from Youngstown State and his MBA from the University of Akron. He is a certified quality auditor by the American Society of Quality (ASQ) and a RAB certified in quality management. He is a member of the American Society of Quality. He has worked as a chief engineer for The Superior Technology Company, a manager of assembly with the Vistar/King Company, a technical support manager with Diebold, an electrical assembly manager for The Meta Fab Company and the Director of TQM/QA for the Will Burt Company. He also has extensive experience as an ISO 9000 Management Representative.

Mr. Ivan is a part-time faculty member and will be teaching Quality Techniques for the mechatronics engineering technology program.

QUALITY TECHNIQUES

PROJECT MANAGEMENT IN ENGINEERING AND TECHNOLOGY INTRODUCTION TO LEAN SIX SIGMA

Nuttapong Phantkankum, ME

Master of Technology in Computer and Electronics technology: Kent State University - 2015, Master of Engineering in Mechanical Engineering: Chiang Mai University, Chiang Mai, Thailand - 2008; Bachelor of Engineering in Electronics Engineering: King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand - 2004; Mr. Nuttapong Phantkankum has been a part time instructor at Kent State University since 2016.

Mr. Phantkankum is a part-time faculty member and usually teaches 9 credit per semester. He will teach engineering graphics I and the lab portion of the survey of electricity and electronics course for the mechanical engineering technology program.

ENGINEERING GRAPHICS I
SURVEY OF ELECTRICITY AND ELECTRONICS

Jackie Ruller, MS

Jackie Ruller graduated from Alfred University with a Bachelor of Science degree in Ceramic Engineering and a Master of Science degree in Glass Science. Ms. Ruller has had a very diverse, technical career with experience in hands-on research, university interface and marketing, project management and intellectual property. She is a co-author on over 15 publications, including a patent. She is currently the interim Director of Applied Engineering at Kent State University in the College of Aeronautics and Engineering. During her time at Kent State, she has implemented an internship program for the college and developed a co-op course that allows students to leave for a semester to work full time in their field of study while maintaining full time student status. The course is now offered to all students at Kent State University. She has worked to secure grants from the state of Ohio for internship development and infrastructure as well as capital equipment for the engineering programs in the college. Providing quality programs to students and increasing industry partnerships are her top priorities. She teaches the first year experience course for all of the applied engineering students in the college so that she is familiar with the new students in the program.

UC - 10097 DESTINATION KENT STATE: FIRST YEAR EXPERIENCE

Mike Testa, MBA, MSM

Mr. Testa earned an M.B.A. from Youngstown State University (1994) in general business and an M.S.M. from The University of Akron (1997) in information systems. He has over 25 years of experience working in the technology field with experiences as a business professional and instructor. In the private sector and in higher education, Mike has held technical and management level positions, including leading IT departments as the Director of IT and Director

of Infrastructure. Mike has planned, designed, and implemented many complex projects using a wide variety of software and hardware technologies. Areas of expertise and experience include:

Networking

- 802.11a/b/g/n/ac wireless networking
- server virtualization
- data center design and renovation
- project management
- department and project based budgeting
- management of personnel

Mr. Testa is active in educating students, customers, and peers in technical and business subjects. In the classroom, Mike has taught various subjects including computer networking, wireless networking, network security, virtualization, computer hardware, operating systems, office applications, accounting, payroll, and management.

Mr. Tesa is a Cisco Network Academy Instructor (CCAI) for CCNA Routing & Switching and CCNA Security. Industry certifications held are Cisco CCNA Routing and Switching; Juniper JNCIA-Junos; Cisco CCDA (past); and Microsoft MCSE (past).

Mr. Testa is a full-time professor who teaches 15 credits per semester. The courses he teaches support the computer engineering technology program and the masters of technology.

INTRODUCTION TO COMPUTER ENGINEERING TECHNOLOGY
 NETWORK MANAGEMENT AND DESIGN
 COMPUTER HARDWARE I, II
 ADVANCED WIRELESS TELECOMMUNICATION SYSTEM AND NETWORK
 TECHNOLOGIES
 ADVANCED NETWORKING
 NETWORK SECURITY

Roberto Uribe, Ph.D.

Roberto Uribe, Ph.D., is a professor whose research interests are in the areas of radiation effects in materials as well as in radiation measurements and standards specifically in the development of techniques used to measure the energy absorbed by materials during electron beam irradiations. Work related to this area comprises experiments in the NEO Beam facility for several research institutions as well as private companies interested in studying the effects of radiation in semiconductor and solar cell materials for space applications as well as in food and polymeric materials.

Dr. Uribe is a full-time faculty member who will teach survey of electricity and electronics for the computer engineering technology program. The other courses he teaches support the master of technology program and the proposed mechatronics engineering program.

SURVEY OF ELECTRICITY AND ELECTRONICS

FUNDAMENTALS OF CIRCUIT ANALYSIS
ELECTRONIC DEVICES
ELECTRIC MACHINERY
RADIATION DOSIMETRY AND SAFETY
DESIGN AND ANALYSIS OF EXPERIMENTS IN TECHNOLOGY

Kent State University
Fiscal Impact Statement

Enrollment Increase Associated with Change from Computer Engineering Concentration to Computer Engineering Technology Major

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	4	10	18	29
Headcount part-time	1	4	6	9
Full-time equivalent (FTE) enrollment	5	13	23	36
II. Projected Program Income				
Tuition (total for KSU)	\$ 28,850	\$ 89,004	\$ 167,464	\$ 273,378
Expected state subsidy (total for KSU)	\$ 9,107	\$ 28,096	\$ 52,864	\$ 86,298
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other Income	\$ -	\$ -	\$ -	\$ -
Total Projected Program Income	\$ 37,957	\$ 117,099	\$ 220,328	\$ 359,677
III. Program Expenses				
New personnel:				
- Instruction				
Full-time: 0 (but may share new full time under Mechatronics Engineering)				
Part-time: 0				
-Non-instruction				
Full-time: 0				
Part-time: 0				
Current personnel:				
- Instruction				
Full-time: Part of 1 to 13*	\$ 798	\$ 5,028	\$ 11,733	\$ 26,891
Part-time: Part of 1 to 3*	\$ -	\$ 530	\$ 1,967	\$ 2,859
-Non-instruction				
Full-time: 0	\$ -	\$ -	\$ -	\$ -
Part-time: 0	\$ -	\$ -	\$ -	\$ -
Benefits for all personnel	\$ 300	\$ 1,970	\$ 4,707	\$ 10,540
New facilities/building/space renovation (describe in narrative below)	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ 100	\$ 200	\$ 300	\$ 400
Additional technology or equipment needs	\$ 2,000	\$ 4,000	\$ 6,000	\$ 8,000
Other expenses (see below)	\$ 35,445	\$ 97,073	\$ 168,290	\$ 258,490
Total Projected Program Expenses	\$ 38,643	\$ 108,802	\$ 192,996	\$ 307,179
Projected Program Net	\$ (686)	\$ 8,298	\$ 27,331	\$ 52,498
Other Expenses				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 50%	\$ 5,866	\$ 24,714	\$ 58,496	\$ 110,060
RCM tuition+SSI allocation to other colleges (pays expenses of other colleges)	\$ 26,225	\$ 67,671	\$ 103,336	\$ 139,557
Professional development	\$ 104	\$ 688	\$ 1,708	\$ 3,373
Supplies (office, computer software, duplication, printing)	\$ 500	\$ 1,000	\$ 1,500	\$ 2,000
Telephone, network, and lines	\$ 250	\$ 500	\$ 750	\$ 1,000
Other info and communication pool	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Total Other Expenses	\$ 35,445	\$ 97,073	\$ 168,290	\$ 258,490

BUDGET NARRATIVE:

[This section is for describing facilities, scholarship/stipend support, library resources, additional technology, etc., if applicable.]

This program is built around existing courses, so it will use existing facilities, library resources, equipment and technology with minor upgrades that are shared with existing programs.

The technology and equipment line is for consumables in the lab courses in this case.

A minor amount of marketing and promotion of this program are included under Other info and communications pool.

Allowances are provided for professional development, supplies, and telephone, network and lines.

Since this is a change from a concentration to a major, no targeted scholarship funds are included.

This evaluation considers the enrollment increase in an existing program only. So it will not have a substantial impact on the University's or College's net income. However, it will make contributions to the RCM overhead and funds flowing to other Colleges, which will also contribute to the RCM overhead (in year 4 the total contribution to RCM overhead will be approximately \$180k).

* Faculty counts - Refer to Cost Calc by Course, and to Assumption 10.

**ADDENDUM TO HIGHER LEARNING COMMISSION
SUBSTANTIVE CHANGE APPLICATION
TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM**

Proposed Major: Computer Engineering Technology
Proposed Degree: Bachelor of Science
Administrating College: College of Aeronautics and Engineering
Administrating Department: Applied Engineering

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

Kent State's College of Aeronautics and Engineering, functions as one organizational unit with two separate and distinct program areas (aeronautics and engineering); each program area is led by a program director. The proposed Computer Engineering Technology degree program will reside in the engineering program area under the leadership of Jackie Ruller, interim Director. She is responsible for the administrative duties of the engineering programs such as course scheduling.

Indicate whether any institutions of higher education offer the proposed program within a 30-mile radius of the campus(es) at which the proposed program will be offered. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this campus.

There are no BS in Computer Engineering TECHNOLOGY programs within 30 miles.

CATALOG COPY

Description of Program:

Describe the program as you would to a prospective student.

The curriculum for the computer engineering technology major is designed to give graduates the human-computer interaction and software-hardware interface so that they are capable of analyzing the problems in the computer and networking industry and producing computer engineering, networking, and software solutions.

Fully Offered At:

List all campuses/locations and methods (e.g., online, accelerated) for which a student can fully complete the program.

A student may fully complete this program at the Kent State University, Kent campus.

Accreditation:

List specialized or professional accreditor for the program if applicable.

The computer engineering technology concentration is currently accredited by ATMAE.

Admission Requirements:

If program does not have additional admission criteria above and beyond the minimum to be admitted to a Kent State associate or bachelor's degree, write "standard admission criteria for the degree." If program has additional admission criteria (e.g., audition, 3.0 high school GPA, 2.75 overall GPA for transfer students), list those requirements.

Standard admission criteria for the degree.

Program Learning Outcomes:

List the specific knowledge and skills directly related to the program's discipline that you expect students to acquire as part of their educational experience in the program. The outcomes must be observable and measurable, rather than what students "know," "think," "understand," "appreciate," etc.

Student Learning Outcome 1: an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities; (skills, tools)

Student Learning Outcome 2: an ability to design a system, component, or process to meet desired needs within realistic constraints.

Student Learning Outcome 3: an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes; (cond. tests)

Program Requirements:

Adjust the table to the proposed curriculum, including the Kent Core and general elective requirements.

Major Requirements (courses count in major GPA)			
Course	Title		Credits
TECH	26010	Introduction to Computer Engineering Technology	3
TECH	21021	Survey of Electricity and Electronics	4
TECH	23010	Computer Hardware I	3
TECH	26301	Networking Hardware I	4
TECH	26200	Programming for Engineers I	3
TECH	36200	Programming for Engineers II	3
TECH	31000	Cultural Dynamics of Technology	3
TECH	36302	Networking Hardware II	3
TECH	33222	Digital Design for Computer Engineering	3
TECH	33223	Electronic Communications	3
TECH	36620	Project Management in Engineering Technology	3
TECH	33320	Applied Embedded Systems I	3
TECH	36336	IT Security	3
TECH	43222	Computer Hardware Engineering and Architecture	3
TECH	46000	Computer Engineering Technology Capstone	3
TECH	46300	Network Security	3
TECH	46312	Wireless Networks and Telecommunications Systems	3
TECH	46316	Server Administration and Configuration	3
TECH	46350	Network Management and Design	3
TECH		CET Elective	3
TECH		TECH Elective-upper division	6
Additional Program Requirements			
US	10097	Destination Kent State: First Year Experience	1
COMM	15000	Introduction to Human Communication	3
MATH	11022	Trigonometry	3

MATH	11012	Intuitive Calculus	3
MIS	24056	Fundamentals of Business Statistics	3
MIS	24163	Principles of Management	3
PHY	13001	General College Physics I	4
PHY	13002	General college physics II	4
PHY	13021	General College Physics Laboratory	1
PHY	13022	General College Physics Laboratory II	1
ENG	20002	Introduction to Technical Writing	3
Kent Core Composition			6
Kent Core Humanities and Fine Arts (minimum one course from each)			9
Kent Core Social Sciences			6
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)			2
			120

Graduation Requirements:

Minimum Major GPA: 2.25

Minimum Overall GPA: 2.00

Additional Graduation Requirements: A minimum C grade must be earned to fulfill the writing-intensive requirement.

Roadmap*Adjust the table to the proposed curriculum, including Kent Core and general electives.*

Course Subject and Title		Credit Hours
Semester One: [16 Credit Hours]		
MATH 11022	Trigonometry	3
TECH 26010	Introduction to Computer Engineering Technology	3
US 10097	Destination Kent State: FYE	1
Kent Core Requirement		3
Kent Core Requirement		3
Kent Core Requirement		3
Semester Two: [17 Credit Hours]		
MATH 11012	Intuitive Calculus	3
COMM 15000	Introduction to Human Communication	3
PHY 13001	General College Physics I	4
PHY 13021	General College Physics Laboratory I	1
Kent Core Requirement		6

Semester Three: [14 Credit Hours]		
ENG 20002	Introduction to Technical writing	3
PHY 13002	General College Physics II	4
PHY 13022	General College Physics Laboratory II	1
TECH 23010	Computer Hardware I	3
TECH 26200	Programming for Engineers I	3
Semester Four: [16 Credit Hours]		
TECH 21021	Survey of Electricity and Electronics	4
MIS 24163	Principles of Management	3
TECH 36200	Programming for Engineers II	3
Kent Core Requirement		3
Kent Core Requirement		3
Semester Five: [15 Credit Hours]		
TECH 36620	Project Management in Engineering Technology	3
TECH 33222	Digital Design for Computer Engineering	3
TECH 33223	Electronic Communication	3
General Electives (lower or upper division)		2
TECH 26301	Networking Hardware I	4
Semester Six: [15 Credit Hours]		
TECH 33320	Applied Embedded Systems I	3
TECH 36336	IT security	3
TECH 31000	Cultural Dynamics of Technology	3
TECH 36302	Networking Hardware II	3
MIS 24056	Fundamentals of Business Statistics	3
Semester Seven: [15 Credit Hours]		
TECH 46350	Network Management and Design Technology	3
TECH 46300	Network security	3
TECH 46316	Server Administration and Configuration	3
Technology upper division		3
Technology upper division		3
Semester Eight: [12 Credit Hours]		
TECH 46000	Computer Engineering Technology Capstone	3
TECH 43222	Computer Hardware Eng and Architecture	3

TECH 46312	Wireless Networks and Telecommunications Systems	3
TECH	elective (CET course)	3
		120

CET TECH Elective Group (3 credits)-Choose one of the following:

TECH 26310 WEB DESIGN AND DEVELOPMENT

TECH 33020 COMPUTER HARDWARE II

TECH 33095 ADVANCED ANDROID APPS

TECH 43320 APPLIED EMBEDDED SYSTEMS II

December 14, 2017

J Robert G. Sines, Jr.
Interim Dean
College of Aeronautics and Engineering
1400 Lefton Esplanade
Kent, Ohio 44240

Dear Dean Sines:

I am writing this letter on behalf of Cisco Systems, Inc. to express our support for the engineering programs in the College of Aeronautics and Engineering (CAE) at Kent State University.

It is my understanding that CAE would like to move their computer engineering technology program under your Bachelor of Science in Applied Engineering program, to its own major. As a major, this program would be more visible to your students and there would be more flexibility in the offering of the curriculum.

From my experience managing the Cisco Networking Academy program for over fifteen years, having graduates with the in demand skills and certifications that the computer engineering program would provide is invaluable in the IT industry specifically to our Cisco channel partners, distributors and generic customers.

The mission of the Cisco Networking Academy program is to provide quality educational curriculum designed to meet the current and future needs of the Information Technology (IT) industry and then connect post secondary students with career opportunities via our Talent Bridge program.

As a global leader in corporate citizenship, Cisco supports programs that improve access to quality education and promotes economic empowerment in communities around the globe. As you may know, the Cisco Networking Academy program is the largest and longest running private-public partnership program at Cisco.

We license at no cost, a comprehensive set of IT curricula that enables students to develop valuable information and communication technology skills and, in turn, enables increased access to career opportunities in our global economy.

The Cisco Networking Academy program has over one million active students and is present in more than 170 countries around the world, with 20,000 instructors and 9,600 academies. Since program inception, it has served 6.9 million students globally. In the United States, there are over 3,000 instructors and nearly 120,000 students in more than 1,700 academies located in high schools, colleges and universities. We continue to look for ways to ensure that a diverse student population understands the opportunity for career pathways in Science, Technology, Engineering and Math.

We hope that Kent State's participation will strengthen America's talent pipeline, providing students with education that combines rigorous academic and career-focused curriculum to increase their employability in in-demand industries and prepare them for employment opportunities.

I fully support the goal of Kent State and look forward to your success.

Sincerely,

A handwritten signature in cursive script that reads "Marie Zwickert".

Marie Zwickert, M.Ed.
Business Development Manager,
Cisco Systems, Inc.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Sep-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **School of Art**
 College **CA - The Arts**
 Degree **BA - Bachelor of Arts**
 Program Name **Studio Arts** Program Banner Code **STAR**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Revise program**

Description of proposal:

1) We've proposed comprehensive updates to our current sculpture curriculum at the course level, and this entails a few requirement changes to the B.A. degree in Studio Art.
 2) Within the field of art, the word "arts" refers to a more general and wide-ranging variety of disciplines (for example, music, theater, fashion, and fine art); "art", by contrast, points to the specific and narrower scope solely within studio art or fine art (for example, painting, sculpture, textiles, etc.). School of Art faculty discussed this topic and voted to adopt the singular form in naming the new Studio Art Division. This logic is in line with how the singular and plural forms of the word "art" are currently used in the college, namely that the College of the Arts is plural and encompasses Art, Fashion, Theater and Dance, and Music, in contrast with the School of Art, which focuses solely on the study, history, and education of fine or studio art. We propose changing the B.A. in Studio Arts to the B.A. in Studio Art.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **120** Proposed total credit hours **120**

Describe impact on other programs, policies or procedures (e.g., 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

Mauri Bukowski _____ 11/27/17
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) 1/1/

Cynthia R. ... _____ 12/6/17
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) 1/1/

 Senior Vice President for Academic Affairs and Provost (or designee) 1/1/

Proposal Summary

[Revision and Name Change to B.A. in Studio Arts]

Description of Action, Including Intended Effect

1) Change in Sculpture course sequence

(Edits to catalog copy in red)

Until recently, the School of Art has functioned in the traditional silos of visual art education that created discrete and distinct areas, “Fine Art” consisted of Sculpture, Painting, Drawing, Printmaking, whereas the “Craft” division was Ceramics, Glass, Textiles, and Jewelry, Metals, Enameling”. In early 2015 the Fine Art and Craft departments voted to merge and create the Studio Art Division. This shift in structure, as well a new hire (Jonas Seburá as both Sculpture and Expanded Media faculty) has given the Sculpture department cause to examine our effectiveness in providing students with an education in art that prepares them for the contemporary art world.

With the merging of Fine Art and Craft degree programs, we created new Sculpture roadmaps for our students that are more open and allow greater freedom for students to take a wide variety of studio classes, in contrast to the former degree in Fine Arts, which was tightly scripted. With the hire of a new faculty member whose research and creative practice utilizes video, performance, sound and installation strategies, we have initiated a concentration name change from **Sculpture** to **“Sculpture and Expanded Media”**, a trend found in other institutions including top-ranked Virginia Commonwealth University and The School of the Art Institute of Chicago. The new B.A. and B.F.A. roadmaps we wrote for Sculpture revealed that Sculpture’s course numbers are out of sync with other equivalent introductory, intermediate and advanced studio course numbers, and thus we propose rewriting the data sheets and effectively creating new courses. We feel strongly that the program concentration needs a curriculum revision, and see this as an ideal opportunity to do so. The last revision of the curriculum was at least 25 years ago and the field of contemporary sculpture has changed significantly in that time. The primary goal of this update to our current curriculum is to better reflect new strategies that have been emerging in the field of sculpture for some time. This change will create new benchmarks that will align our program with the university’s strategic roadmap to drive innovation, idea generation and national distinction through top-tier academic and research programs.

2) Change in degree program name

(Edit to catalog copy in yellow)

Within the field of art, the word “arts” refers to a more general and wide-ranging variety of disciplines (for example, music, theater, fashion, and fine art); “art”, by contrast, points to the specific and narrower scope solely within studio art or fine art (for example, painting, sculpture, textiles, etc.). School of Art faculty discussed this topic and voted to adopt the singular form in naming the new Studio Art Division. This logic is in line with how the singular and plural forms of the word “art” are currently used in the college, namely that the College of the Arts is plural and encompasses Art, Fashion, Theater and Dance, and Music, in contrast with the School of Art, which focuses solely on the study, history, and education of fine or studio art. We propose changing the B.A. in Studio Arts to the B.A. in Studio Art.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

None

Fiscal, Enrollment, Facilities and Staffing Considerations

Enrollment in Sculpture courses has increased overall in the last three semesters, especially in the Selected Topics offerings in Expanded Media. This shift doesn't require any additional staffing, nor facilities updates

Evidence of Need and Sustainability if Establishing

None

Provisions for Phase-Out if Inactivating

None

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

October 2017- School of Art FAC Approval

December 2017- College of the Arts Curriculum Committee Approval

January 2018- EPC Approval

Spring 2018- State of Ohio Approval (where prescribed)

October 2018 NASAD Approval (where prescribed)

STUDIO ARTS - B.A.

College of the Arts

School of Art
241 Center for the Visual Arts
Kent Campus
330-672-2192
artinfo@kent.edu
www.kent.edu/art

one or more Studio Art
minors or a second
major outside

Description

The Bachelor of Arts degree in Studio Arts is a liberal arts program that provides students with the breadth of study that complements core work in the visual arts. Students may choose a minor or second major within or beyond the arts to prepare themselves for a wide range of careers or for further specialized study.

Study Abroad/Study Away Opportunities

- Travel opportunities to New York, Chicago, London, Paris and China
- Study abroad through Kent State's Florence program in Florence, Italy (full semester or summer art and culture experience)

Fully Offered At:

- Kent Campus
- Stark Campus

Accreditation

National Association of Schools of Art and Design (NASAD)

Admission Requirements

The university affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who graduated from high school three or more years ago.

Freshman Students on the Kent Campus: The freshman admission policy on the Kent Campus is selective. Admission decisions are based upon the following: cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. The Admissions Office at the Kent Campus may defer the admission of students who do not meet admissions criteria but who demonstrate areas of promise for successful college study. Deferred applicants may begin their college coursework at one of seven Regional Campuses of Kent State University. For more information on admissions, including additional requirements for some academic programs, visit the admissions website for new freshmen.

Freshman Students on the Regional Campuses: Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, as well as the Regional Academic Center in Twinsburg, have open enrollment admission for students who hold a high school diploma, GED or equivalent.

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 525 TOEFL score (71 on the Internet-based version), minimum 75 MELAB score, minimum 6.0 IELTS score or minimum 48 PTE Academic score, or

by completing the ELS level 112 Intensive Program. For more information on international admission, visit the Office of Global Education's admission website.

Transfer, Transitioning and Former Students: For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

Transfer Students: Applicants meeting the general transfer requirement for admission should schedule a meeting with the academic advisor in the School of Art and a portfolio review with a faculty member in the studio arts division for proper placement. Working with the director of the School of Art, that faculty member may impose additional requirements considered reasonable and necessary. Transfer credits are evaluated consistent with the state Transfer Articulation Guidelines (TAG), although each student will be evaluated individually in terms of his or her ability to perform in the program. Transfer students should make every effort to complete admission requirements before the deadlines and to schedule a review with a member of the studio arts division before registration.

Program Learning Outcomes

Graduates in the program will be able to:

1. Demonstrate the ability (skill) to do competent work within their chosen media and an understanding of the processes and materials involved.
2. Demonstrate an understanding of larger contemporary and historical contexts within which the visual arts have been created.
3. Demonstrate an understanding of design and visual literacy in their work.
4. Use skills in oral, written and digital presentation of work and of ideas associated with visual arts production, use and appreciation.

University Requirements

All students in a bachelor's degree program at Kent State University must complete the following university requirements for graduation.

NOTE: University requirements may be fulfilled in this program by specific course requirements. Please see Program Requirements for details.

Requirement	Credits/ Courses
Destination Kent State: First Year Experience	1
Course is not required for students with 25 transfer credits, excluding College Credit Plus, or age 21+ at time of admission.	
Diversity Domestic/Global (DIVD/DIVG)	2 courses
Students must successfully complete one domestic and one global course, of which one must be from the Kent Core	
Experiential Learning Requirement (ELR)	varies
Students must successfully complete one course or approved experience.	
Kent Core (see table below)	36-37
Writing-Intensive Course (WIC)	1 course
Students must earn a minimum C grade in the course.	
Upper-Division Requirement	39 (or 42)
Students must successfully complete 39 upper-division (numbered 30000 to 49999) credit hours to graduate. Students in a B.A. and/or B.S. degree in the College of Arts and Sciences must complete 42 upper-division credit hours.	

Total Credit Hour Requirement	120
Some bachelor's degrees require students to complete more than 120 credit hours.	

General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)	31
Minimum Total Credit Hours:	120

Kent Core Requirements

Requirement	Credits/Courses
Kent Core Composition (KCOMP)	6
Kent Core Mathematics and Critical Reasoning (KMCR)	3
Kent Core Humanities and Fine Arts (KHUM/KFA) (min one course each)	9
Kent Core Social Sciences (KSS) (must be from two disciplines)	6
Kent Core Basic Sciences (KBS/KLAB) (must include one laboratory)	6-7
Kent Core Additional (KADL)	6
Total Credit Hours:	36-37

Program Requirements

Major Requirements

[CA-BA-STAR]

Major Requirements (courses count in major GPA)

ART 10022	2D COMPOSITION	3
ART 10023	3D COMPOSITION	3
ART 20024	DIGITAL MEDIA	3
ART 30001	COMMON REVIEW ¹	1
ART 40007	ARTS ENGAGEMENT: INTERPRETING FOR A COMMUNITY (WIC) ²	3
ARTH 22006	ART HISTORY: ANCIENT AND MEDIEVAL ART (KFA)	3
ARTH 22007	ART HISTORY: RENAISSANCE TO MODERN ART (KFA)	3
ARTH 32066	LATE MODERN ART	3
ARTS 14000	DRAWING I	3
ARTS 14001	DRAWING II	3
Art History Upper-Division Elective (ARTH 30000 or 40000 level)		3
Studio Arts Upper-Division Electives (ARTS 30000 or 40000 level) ³		15
Foundations Electives, choose from the following:		12
ARTS 14055	SCULPTURE I	
ARTS 14060	PAINTING I	
ARTS 24001	DRAWING III	
ARTS 24010	INTRODUCTION TO FINE ART PHOTOGRAPHY	
ARTS 24040	PRINTMAKING I	
ARTS 25300	TEXTILE ARTS: PATTERN	
ARTS 25400	CERAMICS I	
ARTS 25600	INTRODUCTION TO GLASS WORKING	
ARTS 25700	INTRODUCTION TO JEWELRY METALS I	

Additional Requirements (courses do not count in major GPA)

UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Composition		6
Kent Core Mathematics and Critical Reasoning		3
Kent Core Humanities		3
Kent Core Social Sciences (must be from two disciplines)		6
Kent Core Basic Sciences (must include one laboratory)		6-7
Kent Core Additional		6

- ¹ No upper-division Studio Arts (ARTS 30000 or 40000 level) course may be taken without first successfully completing ART 30001. At the completion of the following courses (ART 10022, ART 10023, ART 20024, ARTH 22007, ARTS 14000, ARTS 14001 and two of the four foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a studio arts faculty committee for review. An examination of knowledge of art history also will be included. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of sampling of works and proficiency in written and oral critical thinking.
- ² A minimum C grade must be earned to fulfill the writing-intensive requirement.
- ³ A maximum 6 credit hours of ARTS 44092 may be applied toward Studio Arts Electives. Students may apply this course toward fulfilling general electives, with no maximum credit hours required.

Graduation Requirements

Minimum Major GPA	Minimum Overall GPA
2.250	2.000

→ ARTS 24051 Introduction to Sculptural Practice

Roadmap

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

Course	Title	Credits
Semester One		
ART 10022 or ART 10023	2D COMPOSITION or 3D COMPOSITION	3
ARTH 22007	ART HISTORY: RENAISSANCE TO MODERN ART (KFA)	3
ARTS 14000	DRAWING I	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Foundations Elective or ART 20024		3
Kent Core Requirement		3
Credit Hours		16
Semester Two		
ART 10022 or ART 10023	2D COMPOSITION or 3D COMPOSITION	3
ARTS 14001	DRAWING II	3
Foundations Electives or ART 20024		3
Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		15
Semester Three		
ARTH 22006	ART HISTORY: ANCIENT AND MEDIEVAL ART (KFA)	3
Foundations Electives		9
Kent Core Requirement		3
Credit Hours		15
Semester Four		
ART 30001	COMMON REVIEW	1
ARTH 32066	LATE MODERN ART	3
Studio Arts	Upper-Division Elective (ARTS 30000 or 40000 level)	3
Kent Core Requirement		3
General Electives		6
Credit Hours		16
Semester Five		
Art History Upper-Division Elective (ARTH 30000 or 40000 level)		3
Studio Arts	Upper-Division Elective (ARTS 30000 or 40000 level)	3
Kent Core Requirement		3
Kent Core Requirement		3
General Elective		3
Credit Hours		15
Semester Six		
Studio Arts	Upper-Division Elective (ARTS 30000 or 40000 level)	3
Kent Core Requirement		3
Kent Core Requirement		3
General Electives		6
Credit Hours		15
Semester Seven		
ART 40007	ARTS ENGAGEMENT: INTERPRETING FOR A COMMUNITY (WIC)	3
Studio Arts	Upper-Division Elective (ARTS 30000 or 40000 level)	3
Kent Core Requirement		3

General Electives	6	
Credit Hours	15	
Semester Eight		
Studio Arts	Upper-Division Elective (ARTS 30000 or 40000 level)	3
General Electives	10	
Credit Hours	13	
Minimum Total Credit Hours:	120	



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

CHANGE REQUEST: NAME CHANGE

Date of submission: [November 2017]

Name of institution: Kent State University

Previously approved title: [Studio Arts] within the [Bachelor of Arts] degree

Proposed new title: [Studio Art] within the [Bachelor of Arts] degree

Proposed implementation date of the request: [Fall 2018]

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Executive Director of Curriculum Services
Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name change.

Within the field of art, the word “arts” refers to a more general and wide-ranging variety of disciplines (for example, music, theater, fashion, and fine art); “art”, by contrast, points to the specific and narrower scope solely within studio art or fine art (for example, painting, sculpture, textiles, etc.). School of Art faculty discussed this topic and voted to adopt the singular form in naming the new Studio Art Division. This logic is in line with how the singular and plural forms of the word “art” are currently used in the college, namely that the College of the Arts is plural and encompasses Art, Fashion, Theater and Dance, and Music, in contrast with the School of Art, which focuses solely on the study, history, and education of fine or studio art. We propose changing the B.A. in Studio Arts to the B.A. in Studio Art.

Describe how the name change will affect students in the current program.

No affect.

Describe any administrative, curricular, faculty or support service changes occurring along with the name change.

No changes

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Our accrediting agency National Association of Schools of Art and Design has been informed.

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost
Kent State University

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **22-Sep-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **School of Art**
 College **CA - The Arts**
 Degree **BFA - Bachelor of Fine Arts**
 Program Name **STUDIO ARTS** Program Banner Code **STAR**
 Concentration(s) ~~Sculpture and All~~ Concentration(s) Banner Code(s) ~~SCLP~~ **FALL**
 Proposal **Revise program**

Description of proposal:

1) The primary goal of this update to our current curriculum is to better reflect new strategies that have been emerging in the field of sculpture for some time. This change will create new benchmarks that will align our program with the university's strategic roadmap to drive innovation, idea generation and national distinction through top-tier academic and research programs, along with interactivity and time-based technologies with a conceptual approach to making. In concordance with our proposed new course structure, we propose a name change in the concentration from Sculpture to "Sculpture and Expanded Media".

2) Within the field of art, the word "arts" refers to a more general and wide-ranging variety of disciplines (for example, music, theater, fashion, and fine art); "art", by contrast, points to the specific and narrower scope solely within studio art or fine art (for example, painting, sculpture, textiles, etc.). School of Art faculty discussed this topic and voted to adopt the singular form in naming the new Studio Art Division. This logic is in line with how the singular and plural forms of the word "art" are currently used in the college, namely that the College of the Arts is plural and encompasses Art, Fashion, Theater and Dance, and Music, in contrast with the School of Art, which focuses solely on the study, history, and education of fine or studio art. We propose changing the B.F.A. in Studio Arts to the B.F.A. in Studio Art.

3) This proposal initiates changes to the B.F.A. in Studio Art due to course-level changes in required courses. These course revisions are title changes to remove references to the former "crafts" and "fine arts" programs, and a consistent use of the term "studio art." In some cases, each former division had courses for travel study, independent study, and special topics, which have been either retitled or inactivated to reduce confusion in scheduling. Also, courses in the Textiles concentration have been retitled from "textile arts" to "textiles" to ensure consistency within this discipline.

4) The Print Media and Photography concentration under the current BFA in Studio Art would like to revise program requirements to allow students to use certain existing photography offerings from other programs to complete the Print Media and Photography concentration requirements. This change is in response to the ongoing relationship between the School of Visual Communication Design and the School of Art, and the strengths of existing and future relationships at Kent State. This proposal would allow students pursuing a BFA in Studio Art, Print Media and Photography concentration to use two courses offered by VCD to complete concentration requirements: VCD 18002 – Photography II and VCD 28001 – Advanced Photography. This revision will promote cross-disciplinary work between School of Art and Visual Communication Design students and faculty, and allow for maximum use of existing classroom and technical facilities in both VCD and Art. The School of Visual Communication Design students will also benefit from access to specialized darkroom facilities in the School of Art Print Media and Photography studio through existing School of Art coursework.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: **120**

Proposed total credit hours **120**

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

4) This proposal will positively impact students in both the School of Art and School of Visual Communication Design by promoting cross-disciplinary practice and communication. This proposal seeks only to use existing courses and facilities to more successfully integrate a variety of photographic processes for those students seeking this type of experience or broad technical knowledge. Initial forecasts don't indicate any need for additional sections or faculty, although over time, these needs may occur.

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

4) The School of Visual Communication Design has been consulted and has approved this revision.

REQUIRED ENDORSEMENTS

Marek Bukowski
Department Chair / School Director

11 / 29 / 17

Campus Dean (for Regional Campuses proposals)

 / /

Cynthia R. Williams
College Dean (or designee)

12 / 6 / 7

Dean of Graduate Studies (for graduate proposals)

 / /

Senior Vice President for Academic Affairs and Provost (or designee)

 / /

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **22-Sep-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **School of Art**
 College **CA - The Arts**
 Degree **BFA - Bachelor of Fine Arts**
 Program Name **STAR** Program Banner Code _____
 Concentration(s) **Sculpture and All** Concentration(s) Banner Code(s) **SCLP**
 Proposal **Revise program**

Description of proposal:

1) The primary goal of this update to our current curriculum is to better reflect new strategies that have been emerging in the field of sculpture for some time. This change will create new benchmarks that will align our program with the university's strategic roadmap to drive innovation, idea generation and national distinction through top-tier academic and research programs, along with interactivity and time-based technologies with a conceptual approach to making. In concordance with our proposed new course structure, we propose a name change in the concentration from Sculpture to "Sculpture and Expanded Media".

2) Within the field of art, the word "arts" refers to a more general and wide-ranging variety of disciplines (for example, music, theater, fashion, and fine art); "art", by contrast, points to the specific and narrower scope solely within studio art or fine art (for example, painting, sculpture, textiles, etc.). School of Art faculty discussed this topic and voted to adopt the singular form in naming the new Studio Art Division. This logic is in line with how the singular and plural forms of the word "art" are currently used in the college, namely that the College of the Arts is plural and encompasses Art, Fashion, Theater and Dance, and Music, in contrast with the School of Art, which focuses solely on the study, history, and education of fine or studio art. We propose changing the B.F.A. in Studio Arts to the B.F.A. in Studio Art.

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4) The Print Media and Photography concentration under the current BFA in Studio Art would like to revise program requirements to allow students to use certain existing photography offerings from other programs to complete the Print Media and Photography concentration requirements. This change is in response to the ongoing relationship between the School of Visual Communication Design and the School of Art, and the strengths of existing and future relationships at Kent State. This proposal would allow students pursuing a BFA in Studio Art, Print Media and Photography concentration to use two courses offered by VCD to complete concentration requirements: VCD 18002 – Photography II and VCD 28001 – Advanced Photography. This revision will promote cross-disciplinary work between School of Art and Visual Communication Design students and faculty, and allow for maximum use of existing classroom and technical facilities in both VCD and Art. The School of Visual Communication Design students will also benefit from access to specialized darkroom facilities in the School of Art Print Media and Photography studio through existing School of Art coursework.

Does proposed revision change program's total credit hours? Yes No

Proposal Summary

[B.F.A. in Studio Arts, Revisions and Program Name-Change]

Description of Action, Including Intended Effect

1) Revisions to Sculpture courses and concentration: (Edits to catalog copy in Blue)

Until recently, the School of Art has functioned in the traditional silos of visual art education that created discrete and distinct areas, “Fine Art” consisted of Sculpture, Painting, Drawing, Printmaking, whereas the “Craft” division was Ceramics, Glass, Textiles, and Jewelry, Metals, Enameling”. In early 2015 the Fine Art and Craft departments voted to merge and create the Studio Art Division. This shift in structure, as well a new hire (Jonas Sebura as both Sculpture and Expanded Media faculty) has given the Sculpture department cause to examine our effectiveness in providing students with an education in art that prepares them for the contemporary art world.

With the merging of Fine Art and Craft degree programs, we created new Sculpture roadmaps for our students that are more open and allow greater freedom for students to take a wide variety of studio classes, in contrast to the former degree in Fine Arts, which was tightly scripted. With the hire of a new faculty member whose research and creative practice utilizes video, performance, sound and installation strategies, we have initiated a concentration name change from **Sculpture** to “**Sculpture and Expanded Media**”, a trend found in other institutions including top-ranked Virginia Commonwealth University and The School of the Art Institute of Chicago. The new B.A. and B.F.A. roadmaps we wrote for Sculpture revealed that Sculpture’s course numbers are out of sync with other equivalent introductory, intermediate and advanced studio course numbers, and thus we propose rewriting the data sheets and effectively creating new courses. We feel strongly that the program concentration needs a curriculum revision, and see this as the ideal opportunity to do so. The last revision of the curriculum was at least 25 years ago and the field of contemporary sculpture has changed significantly in that time. The primary goal of this update to our current curriculum is to better reflect new strategies that have been emerging in the field of sculpture for some time. This change will create new benchmarks that will align our program with the university’s strategic roadmap to drive innovation, idea generation and national distinction through top-tier academic and research programs.

Currently we have four numbered sequential sculpture courses, Sculpture I, II, III, IV, with Sculpture III/IV running as a co-scheduled class. Sculpture IV is repeatable. In addition to these four classes, we regularly run upper-division Selected Topic courses, and recently we have been offering the topics of *Time Arts* and *Installation Art* as a way to bring expanded media offerings into the Sculpture program. We are proposing a more thematic structure which will allow the students to progress through the concentration with individual interests and skills in mind, but still provide the scaffolding necessary to build advanced skills over a period of semesters. In keeping with other concentrations in the degree program, our introductory course will be at the 20000 level and an adjustment in content within the Foundation program for all studio art majors

We propose a 20000-level *Introduction to Sculptural Practice* that serves as the gateway to three intermediate offerings at the 30000 level, *The Sculptural Object*, *Time Arts* and *Site and Context*, that can

be taken in any order. Our 40000-level *Advanced Sculptural Practice* will have pre-requisites of *Introduction to Sculptural Practice*, *The Sculptural Object*, and at least one of the expanded media offerings. Sculpture majors would be required to take at least three of the courses beyond the Introductory level, and *Advanced Sculpture* would remain repeatable. Studio Art majors in the Sculpture and Expanded Media concentration would be strongly encouraged to take Sculpture Blossom and NYC Travel Study at least once each.

2) Program Name-Change:

(Edits to catalog copy in yellow)

Within the field of art, the word “arts” refers to a more general and wide-ranging variety of disciplines (for example, music, theater, fashion, and fine art); “art”, by contrast, points to the specific and narrower scope solely within studio art or fine art (for example, painting, sculpture, textiles, etc.). School of Art faculty discussed this topic and voted to adopt the singular form in naming the new Studio Art Division. This logic is in line with how the singular and plural forms of the word “art” are currently used in the college, namely that the College of the Arts is plural and encompasses Art, Fashion, Theater and Dance, and Music, in contrast with the School of Art, which focuses solely on the study, history, and education of fine or studio art. We propose changing the B.F.A. in Studio Arts to the B.F.A. in Studio Art.

3) Revisions to titles of required courses:

(Edits to catalog copy in red)

These proposed changes to the B.F.A. in Studio Art are due to course-level title and numerical changes. These title changes remove references to the former “crafts” and “fine arts” programs, and initiate a consistent use of the term “studio art.” In some cases, each former division had courses for travel study, independent study, and special topics, which have been either retitled or inactivated to reduce confusion in scheduling. Also, courses in the Textiles concentration have been retitled from “textile arts” to “textiles” to ensure consistency with the concentration name.

4) Revisions to Print Media and Photography Concentration

(edits in green)

The Print Media and Photography concentration under the current BFA in Studio Art would like to revise program requirements to allow students to use certain existing photography offerings from other programs to complete the Print Media and Photography concentration requirements. This change is in response to the ongoing relationship between the School of Visual Communication Design and the School of Art, and the strengths of existing and future relationships at Kent State. This proposal would allow students pursuing a BFA in Studio Art, Print Media and Photography concentration to use two courses offered by VCD to complete concentration requirements: VCD 18002 – *Photography II* and VCD 28001 – *Advanced Photography*. This revision will promote cross-disciplinary work between School of Art and Visual Communication Design students and faculty, and allow for maximum use of existing classroom and technical facilities in both VCD and Art. The School of Visual Communication Design students will also benefit from access to specialized darkroom facilities in the School of Art Print Media and Photography studio through existing School of Art coursework.

More importantly, the Print Media and Photography concentration is born out of the rapidly changing role printmaking and photography now plays within the global community. This changing role has been underscored through our experiences with artists and collaborators, particularly

through our graduates. The mission of this concentration is to leverage creativity, technical ability, and existing technical resources on campus to diversify the experiences of the students. The field of Printmaking has changed rapidly in the last 10 years and is no longer focused on traditional tools and historic technologies but has repositioned itself as an interdisciplinary field under the umbrella “Print Media” that encompasses any artistic process dealing with reproducibility, multiples, and dissemination at its core. In the larger discipline of Print Media, this is interpreted to include digital fabrication technologies/makerspaces, digital printing, photography, traditional printmaking, and community engagement. This represents areas for the Print Media & Photography program to expand and contribute to larger university and college initiatives in makerspaces, collaboration, interdisciplinary investigation, and entrepreneurship.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

As several other concentrations within the B.F.A. in Studio Art require the introductory sculpture course as part of the curriculum, these concentrations and roadmaps will need updating.

This proposal will positively impact students in both the School of Art and School of Visual Communication Design by promoting cross-disciplinary practice and communication. This proposal seeks only to use existing courses and facilities to more successfully integrate a variety of photographic processes for those students seeking this type of experience or broad technical knowledge.

Fiscal, Enrollment, Facilities and Staffing Considerations

1) Enrollment in Sculpture courses has increased overall in the last three semesters, especially in the Selected Topics offerings in Expanded Media. This shift doesn't require any additional staffing, nor facilities updates.

4) Initial forecasts don't indicate any need for additional sections or faculty, although over time, these needs may occur.

**Evidence of Need and Sustainability if Establishing
None**

**Provisions for Phase-Out if Inactivating
None**

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

October 2017- School of Art FAC Approval

December 2017- College of the Arts Curriculum Committee Approval

January 2018- EPC Approval

March 2018 - NASAD Approval (Sculpture and Expanded Media)

Spring 2018- State of Ohio Approval (where prescribed)

October 2018- NASAD Approval (where prescribed)

STUDIO ARTS - B.F.A.

College of the Arts

School of Art
241 Center for the Visual Arts
Kent Campus
330-672-2192
artinfo@kent.edu
www.kent.edu/art

prowess

Description to meet

The Bachelor of Fine Arts degree in Studio Arts prepares students for professional careers in the visual arts by developing their conceptual understanding, technical competency, and independent problem-solving needed for the challenges of a creative professional practice in their chosen discipline(s) or further graduate study. pursue

Through studio critiques, study of sophisticated art and design concepts, mastery of skills and technologies, and critical analysis of historical and contemporary issues, students learn to analyze and evaluate visual art and to apply this knowledge to their own creative practice. Graduating students demonstrate their competence by producing a cohesive body of work presented in their senior thesis exhibition to a panel of faculty reviewers.

The Studio Arts major comprises the following concentrations:

- Ceramics
- Drawing
- Glass
- Jewelry, Metals and Enameling
- Painting
- Print Media and Photography
- ~~Sculpture~~ Sculpture and Expanded Media
- Textiles

Students applying to the B.F.A. degree do not need to declare a concentration upon admission, but a concentration should be designated no later than completion of ART 30001.

Study Abroad/Study Away Opportunities

- Travel opportunities to New York, Chicago, London, Paris and China
- Study abroad through Kent State's Florence program in Florence, Italy (full semester or summer art and culture experience)

Fully Offered At:

- Kent Campus

Accreditation

National Association of Schools of Art and Design (NASAD)

Admission Requirements

The university affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who graduated from high school three or more years ago.

Freshman Students on the Kent Campus: The freshman admission policy on the Kent Campus is selective. Admission decisions are based upon the following: cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. The Admissions Office at the Kent Campus may defer the admission of students who do not meet admissions criteria but who demonstrate areas of promise for successful college study. Deferred applicants may begin their college coursework at one of seven Regional Campuses of Kent State University. For more information on admissions, including additional requirements for some academic programs, visit the admissions website for new freshmen.

Freshman Students on the Regional Campuses: Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, as well as the Regional Academic Center in Twinsburg, have open enrollment admission for students who hold a high school diploma, GED or equivalent.

English Language Proficiency Requirements for International Students:

All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 525 TOEFL score (71 on the Internet-based version), minimum 75 MELAB score, minimum 6.0 IELTS score or minimum 48 PTE Academic score, or by completing the ELS level 112 Intensive Program. For more information on international admission, visit the Office of Global Education's admission website.

Transfer, Transitioning and Former Students: For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

Transfer Students: Applicants meeting the general transfer requirement for admission should schedule a meeting with the academic advisor in the School of Art and a portfolio review with a faculty member in the studio arts division for proper placement. Working with the director of the School of Art, that faculty member may impose additional requirements considered reasonable and necessary. Transfer credits are evaluated consistent with the state Transfer Articulation Guidelines (TAG), although each student will be evaluated individually in terms of his or her ability to perform in the program. Transfer students should make every effort to complete admission requirements before the deadlines and to schedule a review with a member of the studio arts division before registration.

Program Learning Outcomes

Graduates of the program will be able to:

1. Demonstrate the ability (skill) to work within their chosen medium/media, involving understanding associated materials and processes, as presented during the common review and in the body of work presented for the B.F.A. thesis.
2. Demonstrate an understanding of larger contemporary and historical contexts.
3. Demonstrate a high degree of design and visual literacy in their work and present that work coherently through a digital portfolio and the organization of the B.F.A. exhibition.
4. Articulate their individual vision in both written and oral form (thesis statement and oral defense before faculty panel for B.F.A. exhibition).

University Requirements

All students in a bachelor's degree program at Kent State University must complete the following university requirements for graduation.

NOTE: University requirements may be fulfilled in this program by specific course requirements. Please see Program Requirements for details.

Requirement	Credits/ Courses
Destination Kent State: First Year Experience Course is not required for students with 25 transfer credits, excluding College Credit Plus, or age 21+ at time of admission.	1
Diversity Domestic/Global (DIVD/DIVG) Students must successfully complete one domestic and one global course, of which one must be from the Kent Core.	2 courses
Experiential Learning Requirement (ELR) Students must successfully complete one course or approved experience.	varies
Kent Core (see table below)	36-37
Writing-Intensive Course (WIC) Students must earn a minimum C grade in the course.	1 course
Upper-Division Requirement Students must successfully complete 39 upper-division (numbered 30000 to 49999) credit hours to graduate. Students in a B.A. and/or B.S. degree in the College of Arts and Sciences must complete 42 upper-division credit hours.	39 (or 42)
Total Credit Hour Requirement Some bachelor's degrees require students to complete more than 120 credit hours.	120

Kent Core Requirements

Requirement	Credits/ Courses
Kent Core Composition (KCOMP)	6
Kent Core Mathematics and Critical Reasoning (KMCR)	3
Kent Core Humanities and Fine Arts (KHUM/KFA) (min one course each)	9
Kent Core Social Sciences (KSS) (must be from two disciplines)	6
Kent Core Basic Sciences (KBS/KLAB) (must include one laboratory)	6-7
Kent Core Additional (KADL)	6
Total Credit Hours:	36-37

Program Requirements

Major Requirements

Major Requirements (courses count in major GPA)

ART 10022	2D COMPOSITION	3
ART 10023	3D COMPOSITION	3
ART 20024	DIGITAL MEDIA	3
ART 30001	COMMON REVIEW ¹	1
ART 40008	PROFESSIONAL PRACTICES IN VISUAL ARTS (WIC) ²	3
ARTH 22006	ART HISTORY: ANCIENT AND MEDIEVAL ART (KFA)	3
ARTH 22007	ART HISTORY: RENAISSANCE TO MODERN ART (KFA)	3
ARTH 32066	LATE MODERN ART	3

ARTS 14000	DRAWING I	3
ARTS 14001	DRAWING II	3
Art History Upper-Division Elective (ARTH 30000 or 40000 level)		3
Studio Arts Upper-Division Electives (ARTS 30000 or 40000 level) ³		12
Foundations Electives, choose from the following:		12
ARTS 14055	SCULPTURE I	
ARTS 14060	PAINTING I	
ARTS 24001	DRAWING III	
ARTS 24010	INTRODUCTION TO FINE ART PHOTOGRAPHY	
ARTS 24040	PRINTMAKING I	
ARTS 25300	TEXTILE ARTS: PATTERN	
ARTS 25400	CERAMICS I	
ARTS 25600	INTRODUCTION TO GLASS WORKING	
ARTS 25700	INTRODUCTION TO JEWELRY METALS I	
Senior Thesis or Senior Project, choose from the following: ⁴		3
ARTS 44099	SENIOR PROJECT: FINE ARTS (ELR)	
ARTS 45099	SENIOR THESIS EXHIBITION (ELR)	

Additional Requirements (courses do not count in major GPA)

UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Composition		6
Kent Core Mathematics and Critical Reasoning		3
Kent Core Humanities		3
Kent Core Social Sciences (must be from two disciplines)		6
Kent Core Basic Sciences (must include one laboratory)		6-7
Kent Core Additional		6
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)		7

Concentration Requirements

Choose from the following:		24
Ceramics		
Drawing		
Glass		
Jewelry, Metals and Enameling		
Painting		
Print Media and Photography		
Sculpture		
Textiles		
Minimum Total Credit Hours:		120

- No upper-division **Studio Arts** (ARTS 30000 or 40000 level) course may be taken without first successfully completing ART 30001. At the completion of the following courses (ART 10022, ART 10023, ART 20024, ARTH 22007, ARTS 14000, ARTS 14001 and two of the four foundation electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a **studio arts** faculty committee for review. An examination of knowledge of art history also will be included. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of sampling of works and proficiency in written and oral critical thinking.
- A minimum C grade must be earned to fulfill the writing-intensive requirement.
- A maximum 6 credit hours of ARTS 44092 may be applied **toward Studio Arts** Electives. Students may apply this course toward fulfilling general electives, with no maximum credit hours required.

Studio Art

4 Students are required to plan and execute independently a senior project or thesis exhibition in the area of their declared concentration. The exhibition is presented for review to a committee of at least three School of Art faculty. In addition to the project or exhibition, a written proposal and written summation (or artist's statement) are required. Students must submit photographic documentation along with the requisite written components at the completion of the committee defense. Students should work closely with a **studio art** faculty advisor on all aspects of the senior project.

Graduation Requirements

Minimum Major GPA	Minimum Overall GPA
2.500	2.000

Ceramics Concentration Requirements

[CA-BFA-STAR-CERM] **ARTS 24051 Introduction to Sculptural Practice**

Concentration Requirements (courses count in major GPA)

ARTS 14055	SCULPTURE I ¹	3
ARTS 25400	CERAMICS I ¹	3
ARTS 35400	FUNCTIONAL APPROACHES TO CLAY	3
ARTS 35401	SCULPTURAL APPROACHES IN CLAY	3
ARTS 45400	ADVANCED CERAMICS	3
Studio Arts Elective (ARTS 10000, 20000 or 30000 level)		3
Ceramics Electives, choose from the following:		6
ARTS 35400	FUNCTIONAL APPROACHES TO CLAY	
ARTS 35401	SCULPTURAL APPROACHES IN CLAY	
ARTS 35095	CRAFTS: SELECTED TOPICS Studio Art: Selected Topics	
ARTS 45400	ADVANCED CERAMICS	
ARTS 45080	STUDIO EXPERIENCE IN CRAFTS	

Minimum Total Credit Hours: **Kent Blossom Art** 4

¹ Students who have completed already ARTS 14055 or ARTS 25400 may choose from any **Studio Arts** (ARTS) 10000-, 20000- or 30000-level course to complete required hours.

Drawing Concentration Requirements

[CA-BFA-STAR-DRWG]

Concentration Requirements (courses count in major GPA)

ARTS 14060	PAINTING I ¹	3
ARTS 24001	DRAWING III ¹	3
ARTS 24040	PRINTMAKING I ¹	3
ARTS 34001	DRAWING IV	3
ARTS 34002	INTRODUCTION TO FIGURE DRAWING	3
ARTS 44003	DRAWING V	3
Drawing Electives, choose from the following:		6
ARTS 34001	DRAWING IV	
ARTS 34002	INTRODUCTION TO FIGURE DRAWING	
ARTS 44003	DRAWING V	
ARTS 44080	STUDIO EXPERIENCE IN FINE ARTS	
ARTS 44095	SELECTED TOPICS IN FINE ARTS	

Minimum Total Credit Hours: **ARTS 45080 Kent Blossom Art** **ARTS 45095 Studio Art: Special Topics** 24

¹ Students who have completed already ARTS 14060 or ARTS 24001 or ARTS 24040 are to choose from the following to complete the required hours: ARTS 34042, ARTS 24010, ARTS 24055, ARTS 24060, ARTS 25300.

Glass Concentration Requirements

[CA-BFA-STAR-GLSS]

Concentration Requirements (courses count in major GPA)

ARTS 14055	SCULPTURE I ¹	3
ARTS 25600	INTRODUCTION TO GLASS WORKING ¹	3
ARTS 35401	SCULPTURAL APPROACHES IN CLAY	3
ARTS 35600	GLASS BLOWING	3
ARTS 35601	SCULPTURAL AND KILN-FORMED GLASS	3
ARTS 45600	ADVANCED GLASS WORKING	3
Glass Electives, choose from the following:		6
ARTS 45080	STUDIO EXPERIENCE IN CRAFTS Kent Blossom Art	
ARTS 45095	CRAFTS: SELECTED TOPICS Studio Art: Special Topics	
ARTS 45600	ADVANCED GLASS WORKING	

Minimum Total Credit Hours: 24

¹ Students who have completed already ARTS 14055 or ARTS 25600 are to choose from the following to complete the required hours: ARTS 14060, ARTS 24001, ARTS 24055, ARTS 25600, ARTS 35306.

Jewelry, Metals and Enameling Concentration Requirements

[CA-BFA-STAR-JME]

Concentration Requirements (courses count in major GPA)

ARTS 25700	INTRODUCTION TO JEWELRY METALS I ¹	3
ARTS 35700	JEWELRY CONCEPTS AND TECHNIQUES	3
ARTS 35701	METALSMITHING CONCEPTS AND TECHNIQUES	3
Studio Arts Elective (ARTS 10000, 20000 or 30000 level)		3
Crafts Elective, choose from the following:		3
ARTS 25300	TEXTILE ARTS: PATTERN Textiles: Pattern	
ARTS 25400	CERAMICS I	
ARTS 25600	INTRODUCTION TO GLASS WORKING	Textiles: Dimensional
ARTS 35300	TEXTILE ARTS: DIMENSIONAL Textiles: Print Pattern	
ARTS 35301	TEXTILE ART: PRINT PATTERN	
ARTS 35302	TEXTILE ARTS: FELTMAKING Textiles: Feltmaking	
ARTS 35303	TEXTILE ARTS: TAPESTRY Textiles: Tapestry	
ARTS 35305	TEXTILE ACCESSORIES: DESIGN AND PRODUCTION Textiles: Accessories- Design and Production	
ARTS 35306	TEXTILE ART: SURFACE COLOR AND DESIGN Textiles: Surface Color and Design	
ARTS 35350	TEXTILE ARTS: DESIGN AND PRODUCTION Textiles: Design and Production	
ARTS 35400	FUNCTIONAL APPROACHES TO CLAY	
ARTS 35401	SCULPTURAL APPROACHES IN CLAY	
ARTS 35600	GLASS BLOWING	
ARTS 35601	SCULPTURAL AND KILN-FORMED GLASS	

Jewelry, Metals and Enameling Electives, choose from the following: 9

ARTS 35702	ENAMELING CONCEPTS AND TECHNIQUES	
ARTS 35703	TEXTILE TECHNIQUES IN METAL	
ARTS 45080	STUDIO EXPERIENCE IN CRAFTS Kent Blossom Art	
ARTS 45095	CRAFTS: SELECTED TOPICS Studio Art: Special Topics	
ARTS 45096	INDIVIDUAL STUDY: CRAFTS ARTS 44096 Individual Study: Studio Art	
ARTS 45700	DESIGN AND PRODUCTION	
ARTS 45701	TABLEWARE	
ARTS 45702	ADVANCED ENAMELING	

ARTS 45704	ADVANCED STUDIO JEWELRY METALS ENAMELING	
Minimum Total Credit Hours:		24

¹ Students who have completed already ARTS 25700 may choose from any **Studio Arts** (ARTS) 10000-, 20000- or 30000-level course to complete required hours.

Painting Concentration Requirements

[CA-BFA-STAR-PNTG]

Concentration Requirements (courses count in major GPA)

ARTS 14060	PAINTING I ¹	3
ARTS 24001	DRAWING III ¹	3
ARTS 24060	PAINTING II	3
ARTS 34001	DRAWING IV	3
ARTS 34060	PAINTING III	3
ARTS 44060	PAINTING IV	3

Studio Arts Elective (ARTS 10000, 20000 or 30000 level) 3
 Painting Elective, choose from the following: 3

ARTS 44003	DRAWING V	
ARTS 44060	PAINTING IV	
ARTS 44080	STUDIO EXPERIENCE IN FINE ARTS	ARTS 45080 Kent Blossom Art
ARTS 44096	SELECTED TOPICS IN FINE ARTS	ARTS 45095 Studio Art: Special Topics

Minimum Total Credit Hours: 24

¹ Students who have completed already ARTS 14060 or ARTS 24001 may choose from any **Studio Arts** (ARTS) 10000-, 20000- or 30000-level course to complete required hours.

Print Media and Photography Concentration Requirements

[CA-BFA-STAR-PMP]

or VCD 18002 Photography II

Concentration Requirements (courses count in major GPA)

ARTS 24001	DRAWING III ¹	3
ARTS 24010	INTRODUCTION TO FINE ART PHOTOGRAPHY ¹	3
ARTS 24040	PRINTMAKING I ¹	3
ARTS 44010	ADVANCED FINE ART PHOTOGRAPHY ¹	3
or ARTS 44043	ADVANCED PRINTMAKING	3

Print Media and Photography Electives, choose from the following: 12

ARTS 34040	PRINTMAKING: INTERMEDIATE INTAGLIO	
ARTS 34041	SERIGRAPHY I	
ARTS 34042	LITHOGRAPHY I	
ARTS 44011	DIGITAL FINE ART PHOTOGRAPHY	
ARTS 44040	PRINTMAKING: ADVANCED INTAGLIO	
ARTS 44041	SERIGRAPHY II	
ARTS 44045	ART OF THE BOOK	
ARTS 44080	STUDIO EXPERIENCE IN FINE ARTS	ARTS 45080 Kent Blossom Art
VCD 43051	TYPE HIGH PRESS	

Minimum Total Credit Hours: 24

¹ Students who have completed already ARTS 24001, ARTS 24010 or ARTS 24040 may choose from any **Studio Arts** (ARTS) 10000-, 20000- or 30000-level course to complete required hours.

Sculpture Concentration Requirements

[CA-BFA-STAR-SCLP]

Sculpture and Expanded Media

ARTS 44051 Advanced Sculptural Practice

ARTS 24051 Introduction to Sculptural Practice

Concentration Requirements (courses count in major GPA)

ARTS 14055	SCULPTURE I ¹	3
ARTS 24001	DRAWING III ¹	3
ARTS 24055	SCULPTURE II ¹	3
ARTS 25400	CERAMICS I ¹	3
ARTS 34055	SCULPTURE III ¹	3
ARTS 44055	SCULPTURE IV ¹	3

Sculpture Electives, choose from the following: 6

ARTS 44055	SCULPTURE IV	ARTS 45080 Kent Blossom Art
ARTS 44080	STUDIO EXPERIENCE IN FINE ARTS	ARTS 45095 Studio Art: Special Topics
ARTS 44096	SELECTED TOPICS IN FINE ARTS	
ARTS 44096	INDIVIDUAL STUDY FINE ART	Individual Study: Studio Art

Minimum Total Credit Hours: 24

¹ Students who have completed already ARTS 14055, ARTS 24001 or ARTS 25400 may choose from any **Studio Arts** (ARTS) 10000-, 20000- or 30000-level course to complete required hours.

Textiles Concentration Requirements

[CA-BFA-STAR-TEXT]

ARTS 24051 Introduction to Sculptural Practice

Concentration Requirements (courses count in major GPA)

ARTS 14055	SCULPTURE I ¹	3
ARTS 14060	PAINTING I ¹	3
ARTS 25300	TEXTILE ARTS: PATTERN	3

Textile Electives, choose from the following: 15

ARTS 35300	TEXTILE ARTS: DIMENSIONAL	Textiles: Dimensional
ARTS 35301	TEXTILE ART: PRINT PATTERN	Textiles: Print Pattern
ARTS 35302	TEXTILE ARTS: FELTMAKING	Textiles: Feltmaking
ARTS 35303	TEXTILE ARTS: TAPESTRY	Textiles: Tapestry
ARTS 35305	TEXTILE ACCESSORIES: DESIGN AND PRODUCTION	Textiles: Accessories – Design and Production
ARTS 35306	TEXTILE ART: SURFACE COLOR AND DESIGN	Textiles: Surface Color and Design
ARTS 35350	TEXTILE ARTS: DESIGN AND PRODUCTION	Textiles: Design and Production
ARTS 44096	INDIVIDUAL STUDY FINE ART	Individual Study: Studio Art
ARTS 45080	STUDIO EXPERIENCE IN CRAFTS	Kent Blossom Art
ARTS 45300	TEXTILE ART: JACQUARD WEAVING	Textiles: Jacquard Weaving
ARTS 45301	TEXTILE ARTS: ADVANCED STUDIO	Textiles: Advanced Studio
ARTS 45304	TEXTILE ARTS: PICTORIAL WEAVING	Textiles: Pictorial Weaving

Minimum Total Credit Hours: 24

¹ Students who have completed already ARTS 14055, ARTS 14060 or ARTS 25300 may choose from any **Studio Arts** (ARTS) 10000-, 20000- or 30000-level course to complete required hours.

Roadmap

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

Course	Title	Credits
Semester One		
ART 10022 or ART 10023	2D COMPOSITION or 3D COMPOSITION	3
ARTH 22007	ART HISTORY: RENAISSANCE TO MODERN ART (KFA)	3
ARTS 14000	DRAWING I	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Foundations Elective or ART 20024		3
Kent Core Requirement		3
Credit Hours		16
Semester Two		
ART 10022 or ART 10023	2D COMPOSITION or 3D COMPOSITION	3
ARTS 14001	DRAWING II	3
Foundations Elective or ART 20024		3
Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		15
Semester Three		
ARTH 22006	ART HISTORY: ANCIENT AND MEDIEVAL ART (KFA)	3
Foundations Electives		9
Kent Core Requirement		3
Credit Hours		15
Semester Four		
ART 30001	COMMON REVIEW	1
ARTH 32066	LATE MODERN ART	3
Concentration Requirements or Electives		9
Kent Core Requirement		3
Credit Hours		16
Semester Five		
Concentration Requirements or Electives		6
Art History Upper-Division Elective (ARTH 30000 or 40000 level)		3
Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		15
Semester Six		
Concentration Requirement or Elective		3
Studio Arts	Upper-Division Elective (ARTS 30000 or 40000 level)	3
Kent Core Requirement		3
Kent Core Requirement		3
General Elective		3
Credit Hours		15
Semester Seven		
ART 40008	PROFESSIONAL PRACTICES IN VISUAL ARTS (WIC)	3
Concentration Requirement or Elective		3
Studio Arts	Upper-Division Electives (ARTS 30000 or 40000 level)	6

Kent Core Requirement	3	
Credit Hours	15	
Semester Eight		
ARTS 44099 or ARTS 45099	SENIOR PROJECT: FINE ARTS (ELR) or SENIOR THESIS EXHIBITION (ELR)	3
Concentration Requirement or Elective		3
Studio Arts	Upper-Division Elective (ARTS 30000 or 40000 level)	3
General Electives		4
Credit Hours	13	
Minimum Total Credit Hours:	120	

Subject: FW: Memo of Support for VCD Courses to be Included in School of Art Curriculum
Date: Friday, December 1, 2017 at 4:14:31 PM Eastern Standard Time
From: Bukowski, Marie
To: STILLINGS, CYNTHIA

From: "Reynolds, Amy" <areyno24@kent.edu>
Date: Wednesday, November 29, 2017 at 9:10 PM
To: "Bukowski, Marie" <mbukows1@kent.edu>
Subject: Re: Memo of Support for VCD Courses to be Included in School of Art Curriculum

This is wonderful news, Marie. Thank you for being so collaborative. We are always happy to work with our colleagues in the School of Art!

Warm regards,
Amy

Sent from my iPhone

On Nov 30, 2017, at 4:47 AM, Bukowski, Marie <mbukows1@kent.edu> wrote:

Dear Dr. Reynolds,

I have been working with Dave Robins, Interim Director of the School of Visual Communication Design, and several photography faculty to help fulfill our curricular needs in the School of Art for our Print Media and Photography concentration. By adding two VCD photography-based courses to our current curriculum, we are now able to fulfill our NASAD requirements for the concentration. We are pleased about this collaboration and VCD's willingness to work with us. Their faculty are in full support of assisting us and we are greatly appreciative.

Thank you,
Marie

MARIE BUKOWSKI
Director & Professor
School of Art
College of the Arts
Kent State University
P.O. Box 5190
325 Terrace Drive
Kent, OH 44242-0001

www.kent.edu/art

www.mariebukowski.com

From: "ROBINS, DAVID" <drobins@kent.edu>
Date: Wednesday, November 29, 2017 at 2:40 PM
To: "Bukowski, Marie" <mbukows1@kent.edu>
Subject: Memo of Support for VCD Courses to be Included in School of Art Curriculum

Dear Director Bukowski,

I am writing this in support of your curricular initiative in Print Media and Photography concentration in the School of Art. The School of Visual Communication Design (VCD) is in full support of your inclusion of two of our courses in that concentration: VCD 18002 (Photography II), and VCD 28001 (Advanced Photography).

We see many benefits from this action, including the following:

- Inclusion of Fine Art photographers in the same classes with our commercial artists, which might encourage some of our students to take Fine Arts photography courses
- Our belief is that this mix will encourage faculty from the two schools to collaborate more
- These offerings will ensure NASAD accreditation compliance for art and design programs at Kent State University.

We look forward to this curricular partnership. Please let me know if you need any additional information or support.

Best,
Dave

David B. Robins, Ph.D.
Associate Professor
Interim Director
School of Visual Communication Design
Kent State University
Kent, OH 44242-0001
Phone: 330.672.5852
drobins@kent.edu



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

CHANGE REQUEST: NAME CHANGE

Date of submission: [November 2017]

Name of institution: Kent State University

Previously approved title: [Studio Arts] within the [Bachelor of Fine Arts] degree

Proposed new title: [Studio Art] within the [Bachelor of Fine Arts] degree

Proposed implementation date of the request: [Fall 2018]

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Executive Director of Curriculum Services
Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name change.

Within the field of art, the word “arts” refers to a more general and wide-ranging variety of disciplines (for example, music, theater, fashion, and fine art); “art”, by contrast, points to the specific and narrower scope solely within studio art or fine art (for example, painting, sculpture, textiles, etc.). School of Art faculty discussed this topic and voted to adopt the singular form in naming the new Studio Art Division. This logic is in line with how the singular and plural forms of the word “art” are currently used in the college, namely that the College of the Arts is plural and encompasses Art, Fashion, Theater and Dance, and Music, in contrast with the School of Art, which focuses solely on the study, history, and education of fine or studio art. We propose changing the B.F.A. in Studio Arts to the B.F.A. in Studio Art.

Describe how the name change will affect students in the current program.

No Affect.

Describe any administrative, curricular, faculty or support service changes occurring along with the name change.

No change

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Our accrediting body, National Association of Schools of Art and Design (NASAD) has been notified.

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost
Kent State University

Campus Dean (for Regional Campuses proposals)

Mary Ann Haley

College Dean (or designee)

____/____/____

12/15/17

Dean of Graduate Studies (for graduate proposals)

____/____/____

Senior Vice President for Academic Affairs and Provost (or designee)

____/____/____

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Proposal Summary

Revise Bachelor of Arts in International Relations Degree Program [BA INTL]

Description of Action, Including Intended Effect

The International Relations major moved to the Department of Political Science in Summer 2017. The discipline of Political Science has a subfield called International Relations, which is substantively distinct in important ways from the substance of the current IR major at Kent State University, and is currently captured in the content of the Comparative Politics/International Relations concentration within the Political Science major. The current IR major is an interdisciplinary major that is social science heavy. Changing the name of the program to Global Studies more accurately reflects what the students enrolled in this program are doing. It will allow for differentiation from the Political Science Subfield and concentration as well as reflect the state of the art name for interdisciplinary and transdisciplinary programs in the US.

In addition to changing the name of the program and major, the department wants to expand more offerings in the humanities also as a way to increase the interdisciplinary character of the major. This also conforms to how global studies is taught in the US. Thus, rather than just having Political Science, Economics, Geography, History, and Languages in our major, we will keep these and expand into the departments of ^{English and} Pan-African Studies as well as the School of Peace and Conflict Studies. This will add a much deeper humanities component to the existing training in the social sciences about global phenomena as well as conform to other institutions nationally.

The Global Studies major offers an innovative, interdisciplinary curriculum for students who want to understand and make a difference in their world. The major promotes critical thinking as students explore how such processes as migration, repression, development, marginalization, and resistance are affected by transnational forces, including capital, labor, ideologies, and colonial structures. At the same time, students investigate how they can have an impact on these and other global issues.

The coursework in Global Studies comes from eight departments across the social sciences and humanities. They are clustered in three areas of research and offer students the chance to learn about several regions of the world, including in the Caribbean, Africa, Latin America, Europe, Russia, the Middle East, Southeast Asia, and East Asia. The major also exposes students to advanced foreign language coursework and encourages study abroad.

MAJOR REQUIREMENTS (36-38 hours total)

Core (9 hours)

POL 10504 The New Pangaea: Your Role in the Global Community

GEOG 22061 Human Geography

One of the following

ECON 22060 Microeconomics

HIST 11051 Modern World History II

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Language (6-8 hours beyond College of Arts & Sciences requirements)

- Global Studies majors must have completed through Intermediate II or equivalent of a language offered at Kent State (Arabic, Chinese, French, German, Italian, Japanese, Russian, or Spanish). This satisfies the CAS language requirement.
- In addition, Global Studies majors must take two advanced (upper division) courses in the same language or have completed through Elementary II or equivalent of a second language.
- With the approval of the Political Science Undergraduate Coordinator, students may use courses taken in a foreign language abroad and/or a proficiency test (such as ACTFL) to satisfy all or part of the language requirement.
- All students with prior foreign language experience should take the foreign language placement test to determine the appropriate level at which to start. Some students may begin beyond the Elementary I level and will complete the requirement with fewer credit hours and fewer courses. This may be accomplished by (1) passing a course beyond Elementary I through Intermediate II level; (2) receiving credit through Credit by Exam (CBE), Advanced Placement (AP), International Baccalaureate (IB) or College Level Examination Program (CLEP); or (3) being designated a "native speaker" of a non-English language (consult with the College of Arts and Sciences Advising Office for additional information). When students complete the requirement with fewer than 14 credit hours and four courses, they will complete remaining credit hours with general electives.

Electives (21 hours)

- Choose seven courses (21 hours)—including at least one course (3 hours) from each cluster—from the options below.
- At least four courses (12 hours) must be at the Upper Division level (30000 or 40000).
- With the approval of the Political Science Undergraduate Coordinator, related Writing Intensive Courses (WIC) offered by departments may also count as an upper-division course in a cluster.

Cluster 1: Global societies

ENG 31006 World Englishes
 ENG 34011 World Literature in English
 ENG 33013/PAS37100 Pan-African Women's Literature
 ENG 33015/PAS 32050 African Literatures
 ENG 34005 British and Irish Literatures

HIST 31112 Chinese Civilization
 HIST 31113 History of Japan
 HIST 31114 Tradition and Revolution in Southeast Asia
 HIST 31115 India since 1526
 HIST 31118 Vietnam War
 HIST 31123 History of Contemporary Africa
 HIST 31130 History of African Civilization

HIST 31140 Modern Latin America
 HIST 41020 Nineteenth-Century Europe
 HIST 41024 Modern European History, 1914-1945
 HIST 41025 Modern European History: 1945-Present
 HIST 41041 History of Germany, 1871-Present
 HIST 41044 Imperial Russia, 1689-1917
 HIST 41045 Modern Russia, 1917-Present
 HIST 41051 Politics, Culture, and Society of 20th Century Europe
 HIST 41129 The Holocaust: The Destruction of European Jewry, 1938-1945
 HIST 41132 History of Africa, 1880-Present
 HIST 31141 Early Latin America
 HIST 42142 Afro-Latin America
 HIST 42497 Women in Modern Europe

GEOG 37040 Geography of Africa
 GEOG 37045 Geography of the Middle East
 GEOG 37066 Geography of Europe
 GEOG 37070 Geography of East and Southeast Asia
 GEOG 37072 Geography of China
 GEOG 37079 Geography of South Asia
 GEOG 37084 Geography of South America
 GEOG 37085 Geography of Latin America and the Caribbean

PAS 15200 Introduction to West African Cultures
 PAS 22220 Introduction to the African Arts
 PAS 23310 Native American Culture
 PAS 24407 Caribbean Studies
 PAS 33310 Latinos, The African Diaspora and American Society
 PAS 33508 The Caribbean: Quest for Nationhood
 PAS 34000 Introduction to African World View
 PAS 34100 Islamic West Africa
 PAS 35200 African Social and Political Systems

POL 10004 Comparative Politics
 POL 30002 Political Thought
 POL 30520 European Politics
 POL 30530 Asian Politics
 POL: 30540 African Politics
 POL 30550 Latin American Politics
 POL 30560 Middle East Politics
 POL 40951 Seminar in International-Relations and Comparative Politics

REL 11020 Introduction to World Religions

Cluster 2: Global economies

ECON 22061 Macroeconomics
ECON 32084 Economics of the Environment
ECON 42075 International Economics Relations
ECON 42076 Economic Development
ECON 42079 European Economic Issues

GEOG 31070 Population and the Environment
GEOG 41066 Climate Change and its Impact
GEOG 44010 Geography of Global Economy

POL 30003 Political Economy
POL 30810 Politics of Global Economy
POL 40540 Politics of Development

Cluster 3: Global politics

CACM/APCS** 31003 Nonviolence: Theory and Practice
CACM/APCS** 32030 International Conflict Resolution
CACM/APCS** 32040 Cross-Cultural Conflict Management
CACM/APCS** 41010 Reconciliation vs. Revenge: Transitional Justice

HIST 31030 NATO The Enduring Alliance
HIST 31035 The Global Cold War
HIST 31071 US Foreign Relations Through 1898
HIST 31072 US Foreign Relations, 1989-1945
HIST 31073 US Foreign Relations Since 1945
HIST 31119 The Sixties: A Third World View
HIST 31120 Comparative Third World Revolutions
HIST 31024 World War II
HIST 41060 Comparative Fascism

GEOG 17063 World Geography
GEOG 32080 Politics and Place

PAS 33130 Gender and Sexuality in African and the African Diaspora
PAS 37020 The Model African Union

POL 10500 World Politics
POL 30500 International Relations Theory
POL 30511 Problems of International Organization
POL 30820 International Organizations and Law
POL 30840 Non-Governmental Organizations
POL 39592 Geneva Internship
POL 40112 Politics of the Mass Media
POL 40530 Politics of War
POL 40560 Human Rights and Social Justice
POL 40591 Seminar in International-Relations and Comparative Politics
POL 40620 Politics of Social Movements
POL 40840 Comparative Foreign Policy

POL 40930 U.S. Foreign Policy

** CACM courses are being revised to APCS

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Should the number of majors increase dramatically, course offerings may need to increase, or specific classrooms may see higher enrollment.

Fiscal, Enrollment, Facilities and Staffing Considerations

The incorporation of humanities options, the reduced requirements, and the new make-up of electives may boost or reduce enrollment in some courses.

There are no fiscal, facility, or staffing considerations. Furthermore, no courses are being created.

Evidence of Need and Sustainability if Establishing

N/A

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Department Approval	Fall 2017
EPC Approval	January 2018
State Approval of Program Name Change	Spring 2018
Effective	Fall 2018

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INTERNATIONAL RELATIONS - B.A.

College of Arts and Sciences

Center for Comparative and Integrative Programs
 105 Bowman Hall
 Kent Campus
 330-672-2062
 www.kent.edu/ccip

Department of Political Science
302 Bowman Hall
Kent Campus
330-672-2060
www.kent.edu/polisci

Description

The Bachelor of Arts degree in International Relations is the largest multidisciplinary program in the College of Arts and Sciences. Its curriculum provides a well-rounded education for students interested in global issues and the challenge of advanced foreign language coursework. The study of Spanish, French, German, Russian, Arabic, Chinese or Japanese is coupled with a broad exposure to the social sciences and humanities approaches to the problems facing the modern world, including human rights, economic development, ethnic conflicts and the role of supranational organizations. Students have the opportunity to study abroad and participate in internships with international organizations through Kent State's Semester Abroad in Geneva, Switzerland or other international locations arranged through the Office of Global Education.

INSERT A

new Description ATTACHED

FULLY OFFERED AT:

- Kent Campus

Admission Requirements

The university affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who graduated from high school three or more years ago.

Freshman Students on the Kent Campus: The freshman admission policy on the Kent Campus is selective. Admission decisions are based upon the following: cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. The Admissions Office at the Kent Campus may defer the admission of students who do not meet admissions criteria but who demonstrate areas of promise for successful college study. Deferred applicants may begin their college coursework at one of seven Regional Campuses of Kent State University. For more information on admissions, including additional requirements for some academic programs, visit the admissions website for new freshmen.

Freshman Students on the Regional Campuses: Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, as well as the Regional Academic Center in Twinsburg, have open enrollment admission for students who hold a high school diploma, GED or equivalent.

Transfer, Transitioning and Former Students: For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

English Language Proficiency Requirements for International Students:

All international students must provide proof of English language

proficiency (unless they meet specific exceptions) by earning a minimum 525 TOEFL score (71 on the Internet-based version), minimum 75 MELAB score, minimum 6.0 IELTS score or minimum 48 PTE Academic score, or by completing the ELS level 112 Intensive Program. For more information on international admission, visit the Office of Global Education's admission website.

Program Learning Outcomes

Graduates of this program will be able to:

1. Demonstrate a basic understanding of economics, politics, geography, and history, literature, + societies *global*
2. Have a minimum of fifth-semester proficiency in one modern foreign language specialization. *Demonstrate knowledge of at least one Foreign Language through Intermediate II*

University Requirements

All students in a bachelor's degree program at Kent State University must complete the following university requirements for graduation.

NOTE: University requirements may be fulfilled in this program by specific course requirements. Please see Program Requirements for details.

Requirement	Credits/Courses
Destination Kent State: First Year Experience	1
Course is not required for students with 25 transfer credits, excluding College Credit Plus, or age 21+ at time of admission.	
Diversity Domestic/Global (DIVD/DIVG)	2 courses
Students must successfully complete one domestic and one global course, of which one must be from the Kent Core	
Experiential Learning Requirement (ELR)	varies
Students must successfully complete one course or approved experience.	
Kent Core (see table below)	36-37
Writing-Intensive Course (WIC)	1 course
Students must earn a minimum C grade in the course.	
Upper-Division Requirement	39 (or 42)
Students must successfully complete 39 upper-division (numbered 30000 to 49999) credit hours to graduate. Students in a B.A. and/or B.S. degree in the College of Arts and Sciences must complete 42 upper-division credit hours.	
Total Credit Hour Requirement	120
Some bachelor's degrees require students to complete more than 120 credit hours.	

Kent Core Requirements

Requirement	Credits/Courses
Kent Core Composition (KCMP)	6
Kent Core Mathematics and Critical Reasoning (KMCR)	3
Kent Core Humanities and Fine Arts (KHUM/KFA) (min one course each)	9
Kent Core Social Sciences (KSS) (must be from two disciplines)	6
Kent Core Basic Sciences (KBS/KLAB) (must include one laboratory)	6-7
Kent Core Additional (KADL)	6
Total Credit Hours:	36-37

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Program Requirements

Major Requirements

[AS-BA-INTL]

Major Requirements (courses count in major GPA)

ECON 22060	PRINCIPLES OF MICROECONOMICS (KSS)	3
ECON 22061	PRINCIPLES OF MACROECONOMICS (KSS)	3
ECON 42075	INTERNATIONAL ECONOMIC RELATIONS	3
or ECON 42076	ECONOMIC DEVELOPMENT	
or ECON 42079	EUROPEAN ECONOMIC ISSUES	
GEOG 44010	GEOGRAPHY OF THE GLOBAL ECONOMY (WIC) 2	3
POL 10004	COMPARATIVE POLITICS (DIVG) (KSS)	3
or POL 10500	WORLD POLITICS (DIVG) (KSS)	
Modern Foreign Language Requirements ¹		3
One Upper-Division Course ¹		
Foreign Language Proficiency ¹		
Geography Electives, choose from the following:		3
GEOG 37040	GEOGRAPHY OF AFRICA (DIVG)	
GEOG 37045	GEOGRAPHY OF THE MIDDLE EAST	
GEOG 37050	GEOGRAPHY OF RUSSIA AND THE COMMONWEALTH OF INDEPENDENT STATES (DIVG)	
GEOG 37066	GEOGRAPHY OF EUROPE (DIVG)	
GEOG 37070	GEOGRAPHY OF EAST AND SOUTHEAST ASIA (DIVG)	
GEOG 37072	GEOGRAPHY OF CHINA	
GEOG 37084	GEOGRAPHY OF SOUTH AMERICA (DIVG)	
GEOG 37085	GEOGRAPHY OF LATIN AMERICA AND THE CARIBBEAN (DIVG)	
History Electives, choose from the following:		6
HIST 31024	WORLD WAR II	
HIST 31030	NATO: THE ENDURING ALLIANCE	
HIST 31035	THE GLOBAL COLD WAR	
HIST 31050	HISTORY AND SOCIETY OF MODERN GREECE	
HIST 31052	HISTORY OF MODERN FRANCE	
HIST 31053	MODERN EUROPE, 1815 TO PRESENT	
HIST 31072	US FOREIGN RELATIONS, 1898-1945	
HIST 31073	US FOREIGN RELATIONS SINCE 1945	
HIST 31112	CHINESE CIVILIZATION	
HIST 31113	HISTORY OF JAPAN	
HIST 31114	TRADITION AND REVOLUTION IN SOUTHEAST ASIA	
HIST 31115	INDIA SINCE 1526	
HIST 31119	THE SIXTIES: A THIRD WORLD VIEW	
HIST 31120	COMPARATIVE THIRD WORLD REVOLUTIONS	
HIST 31123	HISTORY OF CONTEMPORARY AFRICA	
HIST 31124	HIGH LIFE HISTORIES: MODERN AFRICAN URBAN EXPERIENCE	
HIST 31125	ZIONISM AND ISRAEL	
HIST 31126	HISTORY OF THE MIDDLE EAST	
HIST 31128	LATE MEDIEVAL AND MODERN JEWISH HISTORY	
HIST 31130	HISTORY OF AFRICAN CIVILIZATION	
HIST 31140	MODERN LATIN AMERICA (DIVG)	
HIST 41024	MODERN EUROPEAN HISTORY, 1914-1945	
HIST 41025	MODERN EUROPEAN HISTORY: 1945-PRESENT	

HIST 41032	CONSUMPTION AND MASS CULTURE IN MODERN EUROPE	
HIST 41033	WOMEN AND GENDER IN MODERN EUROPE	
HIST 41041	HISTORY OF GERMANY, 1871-PRESENT	
HIST 41045	MODERN RUSSIA, 1917-PRESENT	
HIST 41051	POLITICS, CULTURE AND SOCIETY OF 20TH- CENTURY EUROPE	
HIST 41060	COMPARATIVE FASCISM	
HIST 41112	HISTORY OF MODERN CHINA	
HIST 41129	THE HOLOCAUST: THE DESTRUCTION OF EUROPEAN JEWRY, 1938-1945	
HIST 41132	HISTORY OF AFRICA, 1880-PRESENT	
HIST 42142	AFRO-LATIN AMERICA	
HIST 42297	COLLOQUIUM: CHINA AND JAPAN (WIC) ²	
Political Science Electives, choose from the following:		12
POL 30520	EUROPEAN POLITICS (DIVG)	
POL 30530	ASIAN POLITICS (DIVG)	
POL 30540	AFRICAN POLITICS (DIVG)	
POL 30550	LATIN AMERICAN POLITICS (DIVG)	
POL 30560	MIDDLE EAST POLITICS (DIVG)	
POL 30810	POLITICS OF THE GLOBAL ECONOMY	
POL 30820	INTERNATIONAL ORGANIZATION AND LAW	
POL 30840	NONGOVERNMENTAL ORGANIZATIONS	
POL 40530	POLITICS OF WAR	
POL 40540	POLITICS OF DEVELOPMENT (DIVG)	
POL 40560	HUMAN RIGHTS AND SOCIAL JUSTICE (DIVG)	
POL 40620	POLITICS OF SOCIAL MOVEMENTS (DIVG)	
POL 40840	COMPARATIVE FOREIGN POLICY	
POL 40930	U.S. FOREIGN POLICY	
Additional Requirements (courses do not count in major GPA)		
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Foreign Language ¹		14-16
College General Requirement (must be from Kent Core Basic Sciences) ³		3
College General Requirements (must be from Kent Core Social Sciences) ⁴		3
Kent Core Composition		6
Kent Core Mathematics and Critical Reasoning		3
Kent Core Humanities and Fine Arts (minimum one course from each)		9
Kent Core Basic Sciences (must include one laboratory)		6-7
Kent Core Additional		3
General Electives (total credit hours depends on earning 120 credit hours, including 42 upper-division credit hours)		33
Minimum Total Credit Hours:		120

1 Students in the International Relations major study one of ^{eight} ~~seven~~ foreign languages – Spanish, French, Russian, German, Arabic, Chinese or Japanese. As soon as possible, students should meet with the program director to plan how to fulfill the two foreign language requirements:

1. One upper-division course (beyond Intermediate II) in one of the listed languages (taught in the language)
2. Foreign language proficiency, fulfilled in one of four options, as approved by the International Relations program director:
 - Double-major in one of the languages listed above
 - Minor in one of the languages list above
 - With the approval of the International Relations director, earn ratings of intermediate/Mid on the American Council on Teaching Foreign Language (ACTFL) Oral Proficiency Interview (OPI) and Writing Proficiency test (WPT). Applications for these exams are available through the International Relations program director and the student is responsible for the fee.
 - Additional upper-division courses (taught in the language), as pre-approved by the International Relations program director with grades of B- or better. The number of credit hours and the number of courses at the upper-division level varies by foreign language studied. Students should meet with the International Relations program director while in their lower-division foreign language courses to plan their upper-division coursework.

2 A minimum C grade must be earned to fulfill the writing-intensive requirement.

3 One additional course taken from the Kent Core Basic Science courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Biological Sciences (BSCI), Chemistry (CHEM), Geography (GEOG), Geology (GEOL) or Physics (PHY). The course may not be from the student's major.

4 One additional course taken from the Kent Core Social Sciences courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Applied Conflict Management (CACM), Geography (GEOG), Criminology and Justice Studies (CRIM), Political Science (POL), Psychology (PSYC) or Sociology (SOC). The course may not be from the student's major.

INSERT C

Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		16
Semester Three		
ECON 22060	PRINCIPLES OF MICROECONOMICS (KSS)	3
Foreign Language		3
Kent Core Requirement		3
Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		15
Semester Four		
ECON 22061	PRINCIPLES OF MACROECONOMICS (KSS)	3
Foreign Language		3
College General Requirements		3
College General Requirements		3
General Electives		3
Credit Hours		15
Semester Five		
ECON 42075	INTERNATIONAL ECONOMIC RELATIONS	3
or	or ECONOMIC DEVELOPMENT	
ECON 42076	or EUROPEAN ECONOMIC ISSUES	
or		
ECON 42079		
GEOG 44010	GEOGRAPHY OF THE GLOBAL ECONOMY (WIC)	3
Political Science Elective		3
Political Science Elective		3
Modern Foreign Language Requirement		3
Credit Hours		15
Semester Six		
Note: This semester is open to allow for a study abroad experience that can be taken in the junior or senior year.		
General Electives		15
Credit Hours		15
Semester Seven		
Geography Elective		3
History Elective		3
Political Science Elective		3
General Electives		6
Credit Hours		15
Semester Eight		
History Elective		3
Political Science Elective		3
General Electives		9
Credit Hours		15
Minimum Total Credit Hours:		120

ADD ITALIAN

Graduation Requirements

Minimum Major GPA	Minimum Overall GPA
2.000	2.000

Roadmap

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

Course	Title	Credits
Semester One		
POL 10004	COMPARATIVE POLITICS (DIVG) (KSS)	3
or	or WORLD POLITICS (DIVG) (KSS)	
POL 10500		
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Foreign Language		4
Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		14
Semester Two		
Foreign Language		4
Kent Core Requirement		3
Kent Core Requirement		3

See ATTACHED ROADMAP

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Major in Global Studies

INSERT A

The Global Studies major offers an innovative, interdisciplinary curriculum for students who want to understand and make a difference in their world. The major promotes critical thinking as students explore how such processes as migration, repression, development, marginalization, and resistance are affected by transnational forces, including capital, labor, ideologies, and colonial structures. At the same time, students investigate how they can have an impact on these and other global issues.

The coursework in Global Studies comes from eight departments across the social sciences and humanities. They are clustered in three areas of research and offer students the chance to learn about several regions of the world, including in the Caribbean, Africa, Latin America, Europe, Russia, the Middle East, Southeast Asia, and East Asia. The major also exposes students to advanced foreign language coursework and encourages study abroad.

INSERT B

MAJOR REQUIREMENTS (36-38 hours total)

Core (9 hours)

POL 10504 The New Pangaea: Your Role in the Global Community
 GEOG 22061 Human Geography ~~UNCL~~

One of the following

ECON 22060 Microeconomics ~~KS~~
 HIST 11051 Modern World History II ~~KHUM~~

Foreign Language (6-8 hours beyond College of Arts & Sciences requirements)

- Global Studies majors must have completed through Intermediate II or equivalent of a language offered at Kent State (Arabic, Chinese, French, German, Italian, Japanese, Russian, or Spanish). This satisfies the CAS language requirement.
- In addition, Global Studies majors must take two advanced (upper division) courses in the same language or have completed through Elementary II or equivalent of a second language.
- With the approval of the Political Science Undergraduate Coordinator, students may use courses taken in a foreign language abroad and/or a proficiency test (such as ACTFL) to satisfy all or part of the language requirement.
- All students with prior foreign language experience should take the foreign language placement test to determine the appropriate level at which to start. Some students may begin beyond the Elementary I level and will complete the requirement with fewer credit hours and fewer courses. This may be accomplished by (1) passing a course beyond Elementary I through Intermediate II level; (2) receiving credit through Credit by Exam (CBE), Advanced Placement (AP), International Baccalaureate (IB) or College Level Examination Program (CLEP); or (3) being designated a "native speaker" of a non-English language (consult with the College of Arts and Sciences Advising Office for

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additional information). When students complete the requirement with fewer than 14 credit hours and four courses, they will complete remaining credit hours with general electives.

major Electives (21 hours)

- Choose seven courses (21 hours)—including at least one course (3 hours) from each cluster—from the options below.
- In choosing from the cluster electives, no more than 3 courses from one prefix.
- At least four courses (12 hours) must be at the Upper Division level (30000 or 40000).

Cluster 1: Global societies

ENG 31006 World Englishes
 ENG 34011 World Literature in English
 ENG 33013/PAS37100 Pan-African Women's Literature
 ENG 33015/PAS 32050 African Literatures
 ENG 34005 British and Irish Literatures

HIST 31112 Chinese Civilization
 HIST 31113 History of Japan
 HIST 31114 Tradition and Revolution in Southeast Asia
 HIST 31115 India since 1526
 HIST 31118 Vietnam War
 HIST 31123 History of Contemporary Africa
 HIST 31130 History of African Civilization
 HIST 31140 Modern Latin America
 HIST 41020 Nineteenth-Century Europe
 HIST 41024 Modern European History, 1914-1945
 HIST 41025 Modern European History: 1945-Present
 HIST 41041 History of Germany, 1871-Present
 HIST 41044 Imperial Russia, 1689-1917
 HIST 41045 Modern Russia, 1917-Present
 HIST 41051 Politics, Culture, and Society of 20th Century Europe
 HIST 41129 The Holocaust: The Destruction of European Jewry, 1938-1945
 HIST 41132 History of Africa, 1880-Present
 HIST 31141 Early Latin America
 HIST 42142 Afro-Latin America
 HIST 42497 Women in Modern Europe

GEOG 37040 Geography of Africa
 GEOG 37045 Geography of the Middle East
 GEOG 37066 Geography of Europe
 GEOG 37070 Geography of East and Southeast Asia
 GEOG37072 Geography of China

GEOG 37079 Geography of South Asia
 GEOG 37084 Geography of South America
 GEOG 37085 Geography of Latin America and the Caribbean

PAS 15200 Introduction to West African Cultures
 PAS 22220 Introduction to the African Arts
 PAS 23310 Native American Culture
 PAS 24407 Caribbean Studies
 PAS 33310 Latinos, The African Diaspora and American Society
 PAS 33508 The Caribbean: Quest for Nationhood
 PAS 34000 Introduction to African World View
 PAS 34100 Islamic West Africa
 PAS 35200 African Social and Political Systems

POL 10004 Comparative Politics
 POL 30002 Political Thought
 POL 30520 European Politics
 POL 30530 Asian Politics
 POL: 30540 African Politics
 POL 30550 Latin American Politics
 POL 30560 Middle East Politics
 POL 40951 Seminar in International-Relations and Comparative Politics

REL 11020 Introduction to World Religions

Cluster 2: Global economies

ECON 22061 Macroeconomics
 ECON 32084 Economics of the Environment
 ECON 42075 International Economics Relations
 ECON 42076 Economic Development
 ECON 42079 European Economic Issues

GEOG 31070 Population and the Environment
 GEOG 41066 Climate Change and its Impact
 GEOG 44010 Geography of Global Economy

POL 30003 Political Economy
 POL 30810 Politics of Global Economy
 POL 40540 Politics of Development

Cluster 3: Global politics

CACM/APCS** 31003 Nonviolence: Theory and Practice
 CACM/APCS** 32030 International Conflict Resolution
 CACM/APCS** 32040 Cross-Cultural Conflict Management
 CACM/APCS** 41010 Reconciliation vs. Revenge: Transitional Justice

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HIST 31030 NATO The Enduring Alliance
HIST 31035 The Global Cold War
HIST 31071 US Foreign Relations Through 1898
HIST 31072 US Foreign Relations, 1989-1945
HIST 31073 US Foreign Relations Since 1945
HIST 31119 The Sixties: A Third World View
HIST 31120 Comparative Third World Revolutions
HIST 31024 World War II
HIST 41060 Comparative Fascism

GEOG 17063 World Geography
GEOG 32080 Politics and Place

PAS 33130 Gender and Sexuality in African and the African Diaspora
PAS 37020 The Model African Union

POL 10500 World Politics
POL 30500 International Relations Theory
POL 30511 Problems of International Organization
POL 30820 International Organizations and Law
POL 30840 Non-Governmental Organizations
POL 39592 Geneva Internship
POL 40112 Politics of the Mass Media
POL 40530 Politics of War
POL 40560 Human Rights and Social Justice
POL 40591 Seminar in International-Relations and Comparative Politics
POL 40620 Politics of Social Movements
POL 40840 Comparative Foreign Policy
POL 40930 U.S. Foreign Policy

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Foreign Language (6-8 hours beyond College of Arts & Sciences requirements) ^{7/1-16}

- Global Studies majors must have completed through Intermediate II or equivalent of a language offered at Kent State (Arabic, Chinese, French, German, Italian, Japanese, Russian, or Spanish). This satisfies the CAS language requirement.
- In addition, Global Studies majors must take two advanced (upper division) courses in the same language or have completed through Elementary II or equivalent of a second language.
- With the approval of the Political Science Undergraduate Coordinator, students may use courses taken in a foreign language abroad and/or a proficiency test (such as ACTFL) to satisfy all or part of the language requirement.
- All students with prior foreign language experience should take the foreign language placement test to determine the appropriate level at which to start. Some students may begin beyond the Elementary I level and will complete the requirement with fewer credit hours and fewer courses. This may be accomplished by (1) passing a course beyond Elementary I through Intermediate II level; (2) receiving credit through Credit by Exam (CBE), Advanced Placement (AP), International Baccalaureate (IB) or College Level Examination Program (CLEP); or (3) being designated a "native speaker" of a non-English language (consult with the College of Arts and Sciences Advising Office for additional information). When students complete the requirement with fewer than 14 credit hours and four courses, they will complete remaining credit hours with general electives.

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ROADMAP for Global Studies

Roadmap

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

Course	Title	Credits
SEMESTER ONE		
POL 10504 or	The New Pangea: Your Role in the Global Community	3
GEOG 22061	Human Geography	
UC 10097	Destination Kent State: First Year Experience	1
Foreign Language		4
Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		14
SEMESTER TWO		
GEOG 22061 or	Human Geography	3
POL 10504	The New Pangea	
Foreign Language		4
Kent Core Requirement		3
Kent Core Requirement		3
Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		16
SEMESTER THREE		
ECON 22060 or	Microeconomics	3
HIST 11051	Modern World History II	

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Foreign Language	3-4
Kent Core Requirement	3
Kent Core Requirement	3
Kent Core Requirement	3
Credit Hours	15

SEMESTER FOUR

Global Societies Cluster course	3
Foreign Language	3-4
College General Requirements	3
College General Requirements	3
Kent Core Requirement	3
Credit Hours	15

SEMESTER FIVE

Global Economies Cluster Course	3
Foreign Language	3-4
Global Politics Cluster Course	3
Any Cluster Elective	3
General Elective	3
Credit Hours	15

SEMESTER SIX

Note: This semester is open to allow for a study abroad experience that can be taken in the junior or senior year

General Electives	15
Credit Hours	15

SEMESTER SEVEN

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Cluster Electives	9
Foreign Language	3-4
General Electives	3
Credit Hours	15
SEMESTER EIGHT	
General Electives	15
Credit Hours	15
Minimum Total Credit Hours	120

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**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

**CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION**

Date of submission: November 20, 2017

Name of institution: Kent State University

Previously approved title: International Relations major

Proposed new title: Global Studies major

Proposed implementation date of the request: Fall 2018

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Executive Director of Curriculum Services
Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.

The International Relations major moved to the Department of Political Science in Summer 2017. The discipline of Political Science has a subfield called International Relations, which is substantively distinct in important ways from the substance of the current IR major at Kent State University, and is currently captured in the content of the Comparative Politics/International Relations concentration within the Political Science major. The current IR major is an interdisciplinary major that is social science heavy. Changing the name of the program to Global Studies better captures and more accurately reflects what the students enrolled in this program are doing. It will allow for differentiation from the Political Science Subfield and concentration as well as reflect the state of the art name for interdisciplinary and transdisciplinary programs in the US.

In addition to changing the name of the program and major, the department wants to expand more offerings in the humanities also as a way to increase the interdisciplinary character of the major. This also conforms to how global studies is taught in the US. Thus, rather than just having Political Science, Economics, Geography, History, and Languages in our major, we will keep these and expand into the departments of Pan-African Studies as well as the School of Peace and Conflict Studies. This will add a much deeper humanities component to the existing training in the social sciences about global phenomena as well as conform to other institutions nationally.

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Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why. Contact Therese Tillett to discuss response to this question.

No, we are not changing the CIP codes.

Describe how the name and curricular changes will affect students in the current program.

The students will experience no changes other than lesser requirements (from a maximum of 45 credit hours with languages or minimum of 39 to a new 36 hours) as well as increased offerings from the newly included departments and schools. A change to the language requirements (see attached) will facilitate the inclusion of KSU study abroad opportunities (Florence, in particular) where a language is studied abroad.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

None.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

N/A

Describe how the effectiveness of the new curriculum will be monitored over time.

The Undergraduate Studies Coordinator will monitor pedagogical goals and enrollment data over time; conduct regular advising appointments with Global Studies students to ask about their progress in the program and understanding of the curriculum; and monitor and review assessment outcomes on an annual basis.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed CORE Curriculum	Credit Hours
Core Courses (15 Credits)		Core Courses (9 Credits):	
1) ECON 22060 Microeconomics	3	1) POL 10504 –The New Pangaea: You Role in the Global Community	3
2) ECON 22061 Macroeconomics	3	2) GEOG 22061: Human Geography	3
3) GEOG 44010 Geography of the Global	3	Then students choose ONE of the two following courses:	
Then students choose ONE of the TWO following Courses:		3) ECON 22060: Microeconomics HIST 11051 Modern World History II.	3
4) POL 10500 World Politics POL 10004 Comparative Politics	3		
5) Upper-division Foreign Language	3		
UD ECON Req	3	Global Societies Cluster	3-15

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Addendum

Electives (21 hours)

- Choose seven courses (21 hours)—including at least one course (3 hours) from each cluster—from the options below.
- In choosing from the cluster electives, no more than 3 courses from one prefix.
- At least four courses (12 hours) must be at the Upper Division level (30000 or 40000).

Cluster 1: Global societies

ENG 31006 World Englishes
 ENG 34011 World Literature in English
 ENG 33013/PAS37100 Pan-African Women's Literature
 ENG 33015/PAS 32050 African Literatures
 ENG 34005 British and Irish Literatures

HIST 31112 Chinese Civilization
 HIST 31113 History of Japan
 HIST 31114 Tradition and Revolution in Southeast Asia
 HIST 31115 India since 1526
 HIST 31118 Vietnam War
 HIST 31123 History of Contemporary Africa
 HIST 31130 History of African Civilization
 HIST 31140 Modern Latin America
 HIST 41020 Nineteenth-Century Europe
 HIST 41024 Modern European History, 1914-1945
 HIST 41025 Modern European History: 1945-Present
 HIST 41041 History of Germany, 1871-Present
 HIST 41044 Imperial Russia, 1689-1917
 HIST 41045 Modern Russia, 1917-Present
 HIST 41051 Politics, Culture, and Society of 20th Century Europe
 HIST 41129 The Holocaust: The Destruction of European Jewry, 1938-1945
 HIST 41132 History of Africa, 1880-Present
 HIST 31141 Early Latin America
 HIST 42142 Afro-Latin America
 HIST 42497 Women in Modern Europe

GEOG 37040 Geography of Africa
 GEOG 37045 Geography of the Middle East
 GEOG 37066 Geography of Europe
 GEOG 37070 Geography of East and Southeast Asia
 GEOG37072 Geography of China
 GEOG 37079 Geography of South Asia
 GEOG 37084 Geography of South America
 GEOG 37085 Geography of Latin America and the Caribbean

PAS 15200 Introduction to West African Cultures

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PAS 22220 Introduction to the African Arts
PAS 23310 Native American Culture
PAS 24407 Caribbean Studies
PAS 33310 Latinos, The African Diaspora and American Society
PAS 33508 The Caribbean: Quest for Nationhood
PAS 34000 Introduction to African World View
PAS 34100 Islamic West Africa
PAS 35200 African Social and Political Systems

POL 10004 Comparative Politics
POL 30002 Political Thought
POL 30520 European Politics
POL 30530 Asian Politics
POL: 30540 African Politics
POL 30550 Latin American Politics
POL 30560 Middle East Politics
POL 40951 Seminar in International-Relations and Comparative Politics

REL 11020 Introduction to World Religions

Cluster 2: Global economies

ECON 22061 Macroeconomics
ECON 32084 Economics of the Environment
ECON 42075 International Economics Relations
ECON 42076 Economic Development
ECON 42079 European Economic Issues

GEOG 31070 Population and the Environment
GEOG 41066 Climate Change and its Impact
GEOG 44010 Geography of Global Economy

POL 30003 Political Economy
POL 30810 Politics of Global Economy
POL 40540 Politics of Development

Cluster 3: Global politics

CACM/APCS** 31003 Nonviolence: Theory and Practice
CACM/APCS** 32030 International Conflict Resolution
CACM/APCS** 32040 Cross-Cultural Conflict Management
CACM/APCS** 41010 Reconciliation vs. Revenge: Transitional Justice

HIST 31030 NATO The Enduring Alliance
HIST 31035 The Global Cold War
HIST 31071 US Foreign Relations Through 1898
HIST 31072 US Foreign Relations, 1989-1945
HIST 31073 US Foreign Relations Since 1945

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HIST 31119 The Sixties: A Third World View
HIST 31120 Comparative Third World Revolutions
HIST 31024 World War II
HIST 41060 Comparative Fascism
GEOG 17063 World Geography
GEOG 32080 Politics and Place

PAS 33130 Gender and Sexuality in African and the African Diaspora
PAS 37020 The Model African Union

POL 10500 World Politics
POL 30500 International Relations Theory
POL 30511 Problems of International Organization
POL 30820 International Organizations and Law
POL 30840 Non-Governmental Organizations
POL 39592 Geneva Internship
POL 40112 Politics of the Mass Media
POL 40530 Politics of War
POL 40560 Human Rights and Social Justice
POL 40591 Seminar in International-Relations and Comparative Politics
POL 40620 Politics of Social Movements
POL 40840 Comparative Foreign Policy
POL 40930 U.S. Foreign Policy

** CACM courses are being revised to APCS

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HALEY, MARY ANN

From: Stacher, Joshua
Sent: Monday, November 27, 2017 2:30 PM
To: HALEY, MARY ANN
Subject: FW: English Courses in BA IR Degree

Dear Mary Ann –
Here's from English.
Best
Josh

From: "TROGDON, ROBERT" <rtrogdon@kent.edu>
Date: Monday, November 27, 2017 at 2:29 PM
To: "Stacher, Joshua" <jstacher@kent.edu>
Cc: "STURR, ROBERT" <rsturr@kent.edu>
Subject: RE: English Courses in BA IR Degree

Prof. Stacher,

Your inclusion of the following English courses in your revision of your BA in International Relations is okay with English:

ENG 31006 World Englishes
ENG 34011 World Literature in English
ENG 33013/PAS37100 Pan-African Women's Literature
ENG 33015/PAS 32050 African Literatures
ENG 34005 British and Irish Literatures

Robert W. Trogdon
Professor and Chair
Department of English
Kent State University
rtrogdon@kent.edu
(330)672-2676



Date: Nov. 28, 2017

To: Dr. Joshua Stacher, Department of Political Science

From: Dr. Jennifer Mapes, Department of Geography

Subject: Revision of B.A. in International Relations

The Department of Geography supports your proposed changes to the International Relations B.A. We look forward to having a representative on a committee to monitor and respond to the progress of this revised interdisciplinary major.

Department of Geography
413 McGilvrey Hall, Kent, Ohio 44242-0001
(330) 672-2045 or (330) 672-2231 Fax (330) 672-4304

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HALEY, MARY ANN

Subject: FW: IR Revisions

Begin forwarded message:

From: "DUNNE, KEIRAN" <kdunne@kent.edu>
Date: December 7, 2017 at 9:56:34 PM EST
To: "Stacher, Joshua" <jstacher@kent.edu>, "CARDUNER, JESSIE" <jcardune@kent.edu>
Cc: "BARNES, ANDREW" <abarnes3@kent.edu>
Subject: Re: IR Revisions

Hi Josh,

To follow up on this afternoon's meeting, the Department of Modern and Classical Language Studies supports the proposed revisions to the International Relations major.

Sincerely,

Keiran J. Dunne
Professor and Chair
Department of Modern and Classical Language Studies

From: Stacher, Joshua
Sent: Thursday, December 7, 2017 7:50 PM
To: DUNNE, KEIRAN; CARDUNER, JESSIE
Cc: BARNES, ANDREW
Subject: IR Revisions

Dear Kerian and Jessie,
Thanks for the meeting today. It was clarifying and I believe we developed a more precise and clear policy for the FL component of the major.
Here is the final document and changes for your review. If they are acceptable, we would welcome a letter or email of support.
Many thanks
Josh

Joshua Stacher

Associate Professor
Undergraduate Studies Coordinator
Political Science
Kent State University
jstacher@kent.edu

Appointments are highly recommended!
Author of Adaptable Autocrats (2012)
Member, Editorial Committee, MERIP
Founder, NOCMES

HALEY, MARY ANN

From: Stacher, Joshua
Sent: Tuesday, November 28, 2017 12:13 PM
To: HALEY, MARY ANN
Subject: FW: Revision to International Relations

Here is PAS

From: "GARRISON, GEORGE" <ggarriso@kent.edu>
Date: Tuesday, November 28, 2017 at 12:11 PM
To: "Stacher, Joshua" <jstacher@kent.edu>
Cc: "GOODEN, AMOABA" <agooden@kent.edu>
Subject: Re: Revision to International Relations

Hi Josh,

This affirms DPAS's support of the proposed revisions to the International Relations major. We have heightened expectations for this collaboration.

Best regards,
George

Sent via the Samsung Galaxy S8, an AT&T 4G LTE smartphone

----- Original message -----

From: "Stacher, Joshua" <jstacher@kent.edu>
Date: 11/22/17 12:44 PM (GMT-05:00)
To: "GARRISON, GEORGE" <ggarriso@kent.edu>
Cc: "GOODEN, AMOABA" <agooden@kent.edu>
Subject: Revision to International Relations

Dear George and Amoaba -

To follow up on our earlier conversations, attached please find the proposed revisions to the International Relations major. Please let me know if you are supportive of these revisions.

Warmly,

Josh

POL
3/29

Joshua Stacher

Associate Professor

Undergraduate Studies Coordinator
Department of Political Science
Kent State University

Appointments are highly recommended

Author of *Adaptable Autocrats* (Stanford UP, 2012):

<http://www.sup.org/book.cgi?id=21653>

MERIP Editorial Committee Member:

<http://www.merip.org>

CAF Member, MESA:

<http://mesana.org/committees/academic-freedom/index.html>

Northeast Ohio Consortium on Middle East Studies (NOCMES):

<http://nocmes.com>

POL
30-30

HALEY, MARY ANN

From: Stacher, Joshua
Sent: Tuesday, November 28, 2017 12:21 PM
To: HALEY, MARY ANN
Subject: Fwd: Revision to International Relations

SPCS is still on board.
Best
Josh

Begin forwarded message:

From: "CUNNINGHAM, KAREN" <kcunning@kent.edu>
Date: November 28, 2017 at 12:19:00 PM EST
To: "Stacher, Joshua" <jstacher@kent.edu>
Subject: **Re: Revision to International Relations**

Yes we are.

Karen Cunningham
Associate Professor, Peace and Conflict Studies
School of Peace and Conflict Studies (formerly the Center for Applied Conflict Management)
113 McGilvrey Hall, Office D
Kent State University
Kent, OH 44242

Email: kcunning@kent.edu
Phone: 330-672-8943

From: Stacher, Joshua
Sent: Tuesday, November 28, 2017 11:57 AM
To: CUNNINGHAM, KAREN
Subject: Re: Revision to International Relations

Hi Karen –

We made one last minor change to the proposal (including Human Geography into the core and making history optional). None of these affect SPCS participation in the proposal. Is SPCS still supportive?

POL
38 31

Thank you,

Josh

From: "CUNNINGHAM, KAREN" <kcunning@kent.edu>
Date: Monday, November 27, 2017 at 1:32 PM
To: "Stacher, Joshua" <jstacher@kent.edu>, Landon Hancock <lhancoc2@kent.edu>
Subject: Re: Revision to International Relations

This looks great, and I think the CACM/APCS courses included would be a good fit with Global Studies. You have our support.

Karen Cunningham
Associate Professor, Peace and Conflict Studies

School of Peace and Conflict Studies (formerly the Center for Applied Conflict Management)

113 McGilvrey Hall, Office D

Kent State University

Kent, OH 44242

Email: kcunning@kent.edu
Phone: 330-672-8943

From: Stacher, Joshua
Sent: Wednesday, November 22, 2017 1:29 PM

POL
3A 32

To: HANCOCK, LONDON; CUNNINGHAM, KAREN
Subject: Re: Revision to International Relations

Thanks Landon --

I will wait for Karen's approval and I am aware of SPCS's changes. I will let Mary Ann how best to address this. I am guess we have to use the current ones and they will transfer over when SPCS changes formally happen. But MAH will know best.

Best

Josh

From: Landon Hancock <lhancoc2@kent.edu>
Date: Wednesday, November 22, 2017 at 1:08 PM
To: "Stacher, Joshua" <jstacher@kent.edu>, "CUNNINGHAM, KAREN" <kcunning@kent.edu>
Subject: RE: Revision to International Relations

I'll let Karen speak officially, but unofficially this looks great Josh. Thanks for including the courses, I think it will be good for the students and good for both units.

As a side note, you probably don't know that we're in the midst of a few curricular changes over here that may affect this proposal. No courses are being inactivated, but we're changing the name of the major and the course codes (as well as a few titles) to reflect the change from CACM to SPCS. These are:

- Degree name change from Applied Conflict Management to Applied Peace and Conflict Studies
- Course prefixes to change from CACM to APCS
- None of the four courses you have listed as a part of Global Studies will change their names

POC
33

These changes were approved by the URCC this month & will go to EPC next month.

I don't know if you would need to make any changes to your proposal. If you think so, I would just suggest a footnote indicating that you will update the curriculum/GPS, etc. to change the prefixes so students can find the courses.

Again, thanks for including the courses, we look forward to doing our part to help the Global Studies major grow.

I...

Landon E. Hancock

Associate Professor

School of Peace and Conflict Studies

Kent State University

P.O. Box 5190

Kent, OH 44242-0001

Tel: 330-672-0904

Fax: 330-672-3362

lhancoc2@kent.edu

From: Stacher, Joshua

Sent: Wednesday, November 22, 2017 12:48 PM

To: CUNNINGHAM, KAREN <kcunning@kent.edu>

Cc: HANCOCK, LANDON <lhancoc2@kent.edu>

Subject: Revision to International Relations

*POL
3/6 34*

Dear Karen,

I spoke with Landon about this earlier this year. We want to incorporate some SPCS courses into the IR major. Please find attached the proposed revisions to the International Relations major. Please let me know if you are supportive of these revisions.

Warmly,

Josh

*POL
39 35*

HALEY, MARY ANN

From: Stacher, Joshua
Sent: Tuesday, November 28, 2017 2:03 PM
To: HALEY, MARY ANN
Subject: Fwd: Revisions to the IR program

David is on board
Thanks Mary Ann
Josh

Begin forwarded message:

From: "ODELL-SCOTT, DAVID" <dodellsc@kent.edu>
Date: November 28, 2017 at 2:02:12 PM EST
To: "Stacher, Joshua" <jstacher@kent.edu>
Subject: RE: Revisions to the IR program

I am pleased to support the Revisions as amended.

David
--

David W. Odell-Scott PhD
Associate Dean, College of Arts & Sciences
Director, Center for Comparative & Integrative Programs
Professor of Philosophy

330.672.0271



From: Stacher, Joshua
Sent: Tuesday, November 28, 2017 1:49 PM
To: ODELL-SCOTT, DAVID <dodellsc@kent.edu>
Cc: HALEY, MARY ANN <mhaley@kent.edu>
Subject: Re: Revisions to the IR program

Hi David –
Thank you for this constructive and helpful feedback. We gladly accept the amendment to say that in the cluster electives, no more than 3 courses can come from one Prefix. This makes a ton of sense for the reasons you outlined.

Do we have your support now?
Thanks
Josh

POL
38 34

From: DAVID ODELL-SCOTT <dodellsc@kent.edu>
Date: Tuesday, November 28, 2017 at 1:24 PM
To: "Stacher, Joshua" <jstacher@kent.edu>
Cc: "HALEY, MARY ANN" <mhaley@kent.edu>
Subject: RE: Revisions to the IR program

Hi Josh,

I think you are wise to require Human Geography, and the World History course in the Core.

I have some concern as regards the lack of structure to govern the selection of course work in the Electives. It is possible for a student to choose course work in the clusters such that the student would avoid the full multidisciplinary mission of Global Studies/International Relations. For instance, a student could select from the 21 hours of Electives offered in such a way that the degree could be done exclusively in Political Science or Geography. Or, a student could fulfill the 21 hours of electives with one non-History or non-Pan-African Studies course taken from the Global economics cluster, and fulfill the remaining 18 hours of Electives exclusively with History or Pan-African Studies course work.

Would such lack of structure become functionally "encroachment" upon the non-Political Science disciplinary program? I had to address this issue in the past when it was clear that a student could choose course work in such a way that it would harm not the enrollment in the courses offered in a discipline, but cut into the enrollment in a major.

I had to deal with this structural concern previously with other programs, and would advise you think of including something to the effect - No more than three courses (9 hours) can be taken under any one subject title in the Electives. Or, A student is required to select courses from at least four different subjects in fulfilling the Electives. Otherwise, without this safe guard, the full robust multidisciplinary program may be short circuited.

For academic as well as personal reasons, I avoid the overt use of the term "interdisciplinary" in my nomenclature concerning such programs. My observation has been that nationally the use of the term in academic venues is considered an academically weaker program. My preference continues to be to speak of robust multi-disciplinary programs. I think your focus is the interaction of the disciplines in Global study.

With a safe-guard for structuring the integrity of multidisciplinary studies in place regarding the Electives, I would offer my support for the revisions.

Further I understand that there may be need for my declaring my support for the move of the International Relations program to the Department of Political Science. I thought this had been done previously. In my capacity as the Director of the Center for Comparative and Integrative Programs, I support the move of the program from the Center to the Political Science Department. I have already worked with Political Science in moving the home page for IR from CCIP to the Department.

If you have any questions or would like conversation concerning the matters above, please do not hesitate to contact me.

Respectfully submitted,

David

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37
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David W. Odell-Scott PhD
Associate Dean, College of Arts & Sciences
Director, Center for Comparative & Integrative Programs
Professor of Philosophy

330.672.0271



From: Stacher, Joshua
Sent: Tuesday, November 28, 2017 11:55 AM
To: ODELL-SCOTT, DAVID <dodellsc@kent.edu>
Subject: Re: Revisions to the IR program

Hi David –
There has been one small change. We made Human Geography mandatory and History as part of the optional core. And Mary Ann has the red inked copies.

Let me know if you support these changes.
Thank you
Josh

From: DAVID ODELL-SCOTT <dodellsc@kent.edu>
Date: Monday, November 27, 2017 at 3:31 PM
To: "Stacher, Joshua" <jstacher@kent.edu>
Subject: RE: Revisions to the IR program

Ok
I'll go over and take a look

From: Stacher, Joshua
Sent: Monday, November 27, 2017 3:31 PM
To: ODELL-SCOTT, DAVID <dodellsc@kent.edu>
Subject: Re: Revisions to the IR program

Hi David –
Mary Ann has those inked up red copies.
best
josh

From: DAVID ODELL-SCOTT <dodellsc@kent.edu>
Date: Monday, November 27, 2017 at 3:27 PM
To: "Stacher, Joshua" <jstacher@kent.edu>
Subject: RE: Revisions to the IR program

POL
40
38

Do you have a copy of the colored markup required by CS which illustrates what was removed and what was added? I think you are required to submit this in red ink.

David

From: Stacher, Joshua
Sent: Monday, November 27, 2017 3:06 PM
To: ODELL-SCOTT, DAVID <dodellsc@kent.edu>
Subject: Re: Revisions to the IR program

Thank you David.
Best
Josh

From: DAVID ODELL-SCOTT <dodellsc@kent.edu>
Date: Monday, November 27, 2017 at 2:57 PM
To: "Stacher, Joshua" <jstacher@kent.edu>
Subject: RE: Revisions to the IR program

Hi Josh,
Not so sure about blessing, but I'll look at it later this afternoon.

From: Stacher, Joshua
Sent: Monday, November 27, 2017 2:29 PM
To: ODELL-SCOTT, DAVID <dodellsc@kent.edu>
Cc: BARNES, ANDREW <abarnes3@kent.edu>
Subject: Revisions to the IR program

Dear David –

The Political Science Department has made some changes to the IR program, which the Dean moved to our department over the summer. I am forwarding you these changes and proposal. This goes before CCC on Thursday.

I was talking with Mary Ann and she said Curriculum Services needs an indication of support from you since IR is currently in the Center for Comparative and Integrative Programs. If you get a moment, can you please let me know if the proposal has your support and blessing?

Thanks
Josh

POL
HT 39

HALEY, MARY ANN

From: Stacher, Joshua
Sent: Wednesday, November 29, 2017 9:16 AM
To: HALEY, MARY ANN
Subject: FW: Revisions to International Relations

Good morning Mary Ann -
History is on board.
Thank you,
Josh

From: "Strate, Shane" <sstrate@kent.edu>
Date: Wednesday, November 29, 2017 at 9:14 AM
To: "Stacher, Joshua" <jstacher@kent.edu>
Subject: Re: Revisions to International Relations

Hi Josh,

I have shared the IR revisions with the history faculty. No one is thrilled with the prospect of losing the required six credits, but I explained that it applies to all other departments, not just us. The changes are acceptable to history.

Shane

From: Stacher, Joshua
Sent: Tuesday, November 28, 2017 2:18:55 AM
To: Strate, Shane
Subject: FW: Revisions to International Relations

Hi Shane –

If you get a second, can you look over the IR revisions. Mary Ann wants an indication of how the reforms are being accepted by participating departments.

Thanks
Josh

From: "Stacher, Joshua" <jstacher@kent.edu>
Date: Wednesday, November 22, 2017 at 12:43 PM
To: "Strate, Shane" <sstrate@kent.edu>
Subject: Revisions to International Relations

Dear Shane –

To follow up on our earlier conversations, attached please find the proposed revisions to the International Relations major. Please let me know if you are supportive of these revisions.

Warmly,
Josh

POL
40

Joshua Stacher
Associate Professor
Undergraduate Studies Coordinator
Department of Political Science
Kent State University

Appointments are highly recommended

Author of *Adaptable Autocrats* (Stanford UP, 2012):
<http://www.sup.org/book.cgi?id=21653>

MERIP Editorial Committee Member:
<http://www.merip.org>

CAF Member, MESA:
<http://mesana.org/committees/academic-freedom/index.html>

Northeast Ohio Consortium on Middle East Studies (NOCMES):
<http://nocmes.com>

POL
41

HALEY, MARY ANN

From: Stacher, Joshua
Sent: Thursday, November 30, 2017 9:05 AM
To: HALEY, MARY ANN
Subject: FW: Revisions to International Relations

Hi Mary Ann –
Economics is on board.
That is everyone.
Thank you,
Josh

From: "REYNOLDS, CURTIS L" <creynol9@kent.edu>
Date: Thursday, November 30, 2017 at 9:01 AM
To: "Stacher, Joshua" <jstacher@kent.edu>
Cc: "WILLIAMS, DONALD" <dwilliam@kent.edu>
Subject: Re: Revisions to International Relations

Josh -

I have run this past the department's curriculum committee and the department chair (Don Williams, cc'd here). I really appreciate your efforts at reaching out to us about these changes. That being said, the department is disappointed with the direction of the changes, given the reduction in required economics courses. However, we do not object to the changes and do not oppose the proposal.

We wish that students interested in international issues would continue to be required to take economics courses, and would suggest that advisors provide guidance that students interested Global Economies should probably take several economics courses.

Lock

Curtis Lockwood Reynolds
Associate Professor
Department of Economics
College of Business Administration
Kent State University
(330) 672-1089
creynol9@kent.edu

From: Stacher, Joshua
Sent: Wednesday, November 22, 2017 12:49:25 PM
To: REYNOLDS, CURTIS L
Subject: Revisions to International Relations

Hi Lock –

POL
42

To follow up on our earlier conversations, attached please find the proposed revisions to the International Relations major. Please let me know if you are supportive of these revisions.

Warmly,
Josh

Joshua Stacher
Associate Professor
Undergraduate Studies Coordinator
Department of Political Science
Kent State University

Appointments are highly recommended

Author of *Adaptable Autocrats* (Stanford UP, 2012):
<http://www.sup.org/book.cgi?id=21653>

MERIP Editorial Committee Member:
<http://www.merip.org>

CAF Member, MESA:
<http://mesana.org/committees/academic-freedom/index.html>

Northeast Ohio Consortium on Middle East Studies (NOCMES):
<http://nocmes.com>

TO: Mary Ann Haley, Associate Dean, Curriculum
College Curriculum Committee
FROM: Joshua Stacher, Undergraduate Studies Coordinator, Political Science
DATE: November 22, 2016
RE: Proposed BA Program Changes to International Relations/Global Studies

The Political Science Department has recently undertaken a review of the International Relations major. The Undergraduate Studies Committee and later full faculty agreed unanimously that reforms may be undertaken in order to:

- change the name of the major from International Relations to Global Studies to differentiate it from the IR concentration in Political Science
- include more humanities to supplement or compliment the social science foundation and reflect best practices in the field of global studies
- create more flexibility for our major without sacrificing substance.

The department has approved the following reforms:

- reduce the required total credit hours from 39-45 credits to 36-38 credits
- reduce the number of required core courses from five to three
- create interdisciplinary clusters of classes called global societies, global economies, and global politics
- allow/encourage BA students to study abroad (pre-approved by the department) without hindering their foreign language requirements.

Please see the attached for a summary of the changes and an overview of what the revised major will look like.

POL
1

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **9-Nov-17** Curriculum Bulletin _____
 Effective Date **select one** Approved by EPC _____

Department **Anthropology**
 College **AS - Arts and Sciences**
 Degree **Minor (non degree)**
 Program Name **Minor in Medical Anthropology** Program Banner Code _____
 Concentration(s) **ANTH** Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

We propose the creation of a new Minor in Medical Anthropology. This is the fastest growing sub-discipline within anthropology with a variety of applications that would make our graduates more competitive in a global market.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: _____ Proposed total credit hours **18**

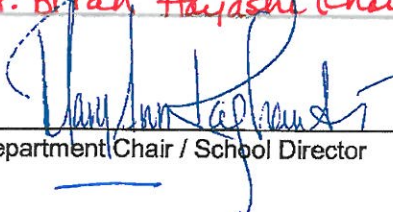
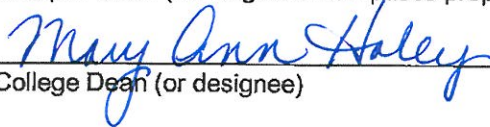
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

This program will complement programs offered by other programs, such as Psychology, Public Health, and Sociology. The addition of a Medical Anthropology minor would provide our graduates with a global perspective on cultural differences within the medical field, providing a basis for both awareness, understanding, and sensitivity of this diversity.

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

- Dr. Maria Zaragoza (Chair, Department of Psychological Sciences)**
- Dr. Sonia Alemagno (Dean, College of Public Health)**
- Dr. Richard Serpe (Chair, Department of Sociology)**
- Dr. Scott Sheridan (Chair, Department of Geography)**
- Dr. Brian Hayashi (Chair, Department of History)**

REQUIRED ENDORSEMENTS

 Department Chair / School Director	11 | 9 | 17
Campus Dean (for Regional Campuses proposals)	| |
 College Dean (or designee)	12 | 15 | 17
Dean of Graduate Studies (for graduate proposals)	| |
Senior Vice President for Academic Affairs or Provost (or designee)	| |

ANTH
6

Proposal Summary

Creation of a Minor in Medical Anthropology

Description of Action, Including Intended Effect:

We propose the creation of a new Minor in Medical Anthropology. Medical anthropology is the fastest growing sub-discipline of anthropology with a variety of applications. It is a broad field that includes medical and psychiatric anthropology, global health, disability, social suffering, humanitarianism, death and dying, caregiving, public health, medical ethics, human rights and medical humanities.

A medical anthropology minor will be attractive to any student in nursing, pre-med, public health, psychology and related disciplines and will be designed to give them the skills needed to provide culturally sensitive and effective health care.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues):

This program will be a natural complement to courses presently taught in Public Health, Psychology, and Sociology.

Fiscal, Enrollment, Facilities and Staffing Considerations:

We anticipate the minor will draw at least 15 students within the first two years. This minor does not require the hire of additional faculty and also does not require the addition of new courses to the curriculum. No additional facilities or funding are requested.

Evidence of Need and Sustainability if Establishing:

The increasingly global economy and market require an understanding of, and sensitivity to, cultural differences. This is particularly salient within medical and health settings where misunderstandings based of cultural differences could adversely affect healthcare and access to resources. The education that a Medical Anthropology Minor will give graduates a valuable skill set in cultural competency improving patient/physician interaction and treatment outcomes, ultimately making them more competitive in the job market.

Provisions for Phase-Out if Inactivating: Not applicable.

Timetable and Actions Required:

Fall 2017	Approval of department
Fall 2017	Approval of College of Arts and Sciences College Curriculum Committee
January 2018	EPC approval
Spring 2018	Faculty Senate approval
Fall 2018	Effective date

ANTH
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MEDICAL ANTHROPOLOGY MINOR (18 credit hours)

Medical anthropology is the fastest growing sub-discipline of anthropology with a variety of applications. It is a broad field that includes medical and psychiatric anthropology, global health, disability, social suffering, humanitarianism, death and dying, caregiving, public health, medical ethics, human rights and medical humanities.

A medical anthropology minor will be attractive to any student in nursing, pre-med, public health, psychology and related disciplines and will be designed to give them the skills needed to provide culturally sensitive and effective health care.

Required:

ANTH 18210 Introduction to Cultural Anthropology	3
ANTH 18630 Human Evolution	3
ANTH 48250 Medical Anthropology	3

Choose 1 of the following: 3

- ANTH 48150 Religion: A search for meaning
- ANTH 48630 Anthropology of Gender & Sexuality
- ANTH 48240 Psychological Anthropology (formerly Culture & Personality)
- ANTH 48623 Human Variation
- ANTH 48820 Human Musculoskeletal Systems

Choose 2 of the following (for a total of 6 credits): 6

- PH 10002 Introduction to Global Health
- PH 20001 Essentials of Epidemiology
- PH 22001 Plagues & Pandemics: How infection shaped culture & history
- SOC 22570 Understanding Differences & Inequality
- SOC 32570 Inequality in Societies (pre req SOC 12050)
- SOC 42010 Death and Dying (pre req SOC 12050)
- SOC 42400 Self & Identity (pre req SOC 12050 & junior standing)
- SOC 42562 Sociology of Mental Illness (pre req SOC 12050 & junior standing)
- SOC 42563 Sociology of Health and Health care (pre req SOC 12050 & junior standing)
- SOC 44010 Sociological Perspectives in medicine (pre req SOC 12050)
- PSYCH 31532 Social Psychology (pre req PSYCH 11762)
- PSYCH 41364 Drugs and Behavior (pre req 11762)
- HIST 31550 History of Medicine
- GEOG 42052 Medical Geography
- GEOG 49072 Geographic Information Science and Health

ANTH
8

Raghanti, Mary Ann

From: Zaragoza, Maria
Sent: Tuesday, October 31, 2017 9:17 AM
To: Raghanti, Mary Ann
Subject: RE: Re: Anthropology proposal to establish a minor

Hi Mary Ann. The Department of Psychological Sciences approves the proposal to establish a minor in Medical Anthropology.

Good luck with the proposal,

Maria

Maria S. Zaragoza, Ph.D.
Professor and Chair
Department of Psychological Sciences
Kent State University
Kent, OH 44242

e-mail: mzaragoz@kent.edu
phone: (330)672-2167
fax: (330)672-3786

From: Raghanti, Mary Ann
Sent: Tuesday, October 31, 2017 8:01 AM
To: SERPE, RICHARD <rserpe@kent.edu>; Zaragoza, Maria <mzaragoz@kent.edu>; James, Mark <mjames22@kent.edu>
Subject: Re: Anthropology proposal to establish a minor

Good Morning,

The Anthropology Department would like to establish a new minor in medical anthropology. We've identified courses in Sociology, Psychology, and Public Health that would be relevant to students choosing this minor. I am writing to ask if you could share this with your curriculum committees for feedback and/or approval.

Thank you,
Mary Ann

Mary Ann Raghanti, Ph.D.
Associate Professor and Chair
Department of Anthropology
226 Lowry Hall
Kent State University
Kent, OH 44242
Phone: 330-672-9354

ANTH
9

Raghanti, Mary Ann

From: Alemagno, Sonia
Sent: Tuesday, October 31, 2017 10:42 AM
To: Raghanti, Mary Ann
Cc: James, Mark
Subject: FW: Re: Anthropology proposal to establish a minor
Attachments: Medical Anthropology Minor proposal.docx

The College of Public Health supports the establishment of the new minor in medical anthropology. Please let us know how we can be helpful.

Sonia Alemagno

Sonia A. Alemagno, Ph.D.
Dean and Professor of Health Policy and Management
Kent State University
College of Public Health
131E Moulton Hall
Kent, Ohio 44242
(330) 672-6501

From: Raghanti, Mary Ann
Sent: Tuesday, October 31, 2017 8:01 AM
To: SERPE, RICHARD <rserpe@kent.edu>; Zaragoza, Maria <mzaragoz@kent.edu>; James, Mark <mjames22@kent.edu>
Subject: Re: Anthropology proposal to establish a minor

Good Morning,
The Anthropology Department would like to establish a new minor in medical anthropology. We've identified courses in Sociology, Psychology, and Public Health that would be relevant to students choosing this minor. I am writing to ask if you could share this with your curriculum committees for feedback and/or approval.

Thank you,
Mary Ann

Mary Ann Raghanti, Ph.D.
Associate Professor and Chair
Department of Anthropology
226 Lowry Hall
Kent State University
Kent, OH 44242
Phone: 330-672-9354

Raghanti, Mary Ann

From: SERPE, RICHARD
Sent: Thursday, November 09, 2017 9:42 AM
To: Raghanti, Mary Ann
Subject: RE: Re: Anthropology proposal to establish a minor

Mary Ann,

Yes, they met on Tuesday and just checked. The committee is supportive and so am I. This looks good.

Let me know if you need anything else from me.

Richard

Richard T. Serpe, Ph.D.
Chair and Professor of Sociology
Coeditor, *Social Psychology Quarterly*

Department of Sociology
Kent State University
P.O. Box 5190
Kent, OH 44242-0001
Email: rserpe@kent.edu
Voice: (330) 672-4896
Fax: (330) 672-4724

From: Raghanti, Mary Ann
Sent: Thursday, November 09, 2017 8:14 AM
To: SERPE, RICHARD <rserpe@kent.edu>
Subject: RE: Re: Anthropology proposal to establish a minor

Good morning Richard,
I just wanted to check in with you to see if your committee had a chance to review our proposal.

Wishing you well,
Mary Ann

From: SERPE, RICHARD
Sent: Tuesday, October 31, 2017 10:06 AM
To: Raghanti, Mary Ann <mraghant@kent.edu>
Subject: RE: Re: Anthropology proposal to establish a minor

Mary Ann,

I will send this to our Curriculum and Undergraduate Studies Committee for their review.

Richard

ANTH
//

HALEY, MARY ANN

From: Raghanti, Mary Ann
Sent: Monday, December 04, 2017 1:49 PM
To: HALEY, MARY ANN
Subject: Re: Course update
Attachments: Medical Anthropology Minor proposal.docx; Medical Anthropology Minor Courses_ef.docx; wic-form archaeology of death (1).docx

Hi Mary Ann,

I just finished the workflows for updating ANTH 4/58225. We are updating the content, pre-reqs for 48225, and designating this course as a WIC (form attached). Scott Sheridan, Chair of Geography, provided the following endorsement (I am still waiting to hear from History):

These look good to me! Thanks, and let me know if there's anything needed from me.

Scott

Scott Sheridan, Ph.D.

Editor-in-Chief, *International Journal of Biometeorology*

Associate Editor, *Science of the Total Environment*

Vice President, International Society of Biometeorology

Professor and Departmental Chair

Department of Geography, Kent State University, Kent, Ohio 44242 USA

<http://sheridan.geog.kent.edu/>

From: Raghanti, Mary Ann

Sent: Friday, 1 December, 2017 12:09

To: SHERIDAN, SCOTT <ssherid1@kent.edu>; Hayashi, Brian <bhayashi@kent.edu>

Subject: RE: Re: Medical Anthropology Minor proposal

My apologies, I didn't send the updated file.

The courses that we have added are:

HIST	31550	History of Medicine
GEOG	42052	Medical Geography
GEOG	49072	Geographic Information Science & Health

Thank you,
Mary Ann

Mary Ann Raghanti, Ph.D.
Associate Professor and Chair
Department of Anthropology

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HALEY, MARY ANN

From: Raghanti, Mary Ann
Sent: Thursday, November 09, 2017 11:23 AM
To: HALEY, MARY ANN
Cc: Fotiou, Evgenia
Subject: Re: Medical Anthropology Minor proposal
Attachments: Certification of Curriculum Proposal.pdf; Endorsements.pdf; Medical Anthropology Minor Courses_ef.docx; proposal-summary-program_MedicalAnthropologyMinor_ef.docx

Dear Dean Haley,

The Department of Anthropology would like to propose the addition of a Medical Anthropology Minor. This is a 'no-cost' curriculum addition, and would be valuable for students from multiple disciplines. We've received endorsements from Public Health, Sociology, and Psychological Sciences (attached). We are asking for consideration of this minor to be available beginning Fall, 2018. I think I have all of the necessary forms attached.

Please let me know if you have any questions or need further information.

Sincerely,
Mary Ann

Mary Ann Raghanti, Ph.D.
Associate Professor and Chair
Department of Anthropology
226 Lowry Hall
Kent State University
Kent, OH 44242
Phone: 330-672-9354

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FORM

New Programs

Substantive Change Application

Institution: Kent State University City, State: **Kent, Ohio**

Name of person completing this application: **Therese E. Tillett**

Title: **Executive Director, Curriculum Services** Phone: **330-672-8558** Email: **ttillet1@kent.edu**

Date Submitted:

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if a change application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.hlcommission.org/change> to ensure that there have been no changes to the application form in the intervening time.

Submit the completed application as a single PDF file on the following webpage:
http://www.hlcommission.org/document_upload/.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Kent State University proposes establishing a Neuroscience major within the Bachelor of Science degree. The program will be administered jointly by the Department of Biological Sciences and Department of Psychological Sciences in the College of Arts and Science. The program will be offered at the university's Kent Campus.

2. Is this application being submitted in conjunction with another application?

Yes No

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Review the "[Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval](#)" to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

Certificate Bachelor's Diploma Master's/specialist
 Associate's Doctorate *Check if program is at a new degree level*

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out plan if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No.

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No.

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If "Yes," attach documentation of the approval to the request. If "No," attach evidence that approval is not needed.

Internal (faculty, board) approvals	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
System approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
State approval	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Foreign country(ies) approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
<i>For Distance or Correspondence Education only:</i>			
Process in place to ascertain and secure state approval(s) as required	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit. Change visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See <http://www.hlcommission.org/change-visit> for more information.
- Request to add a proposed change to an already scheduled visit. **Note:** Such requests must be submitted at least six months before the visit date. The institution's full change application should be submitted along with other materials required for the visit.

Specify type of visit and date scheduled:

- b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

The proposed program is a Neuroscience major within the Bachelor of Science degree.
The assigned CIP code will be the following:

26.1501 Neuroscience. A program that focuses on the interdisciplinary scientific study of the molecular, structural, physiologic, cognitive, and behavioral aspects of the brain and nervous system. Includes instruction in molecular and cellular neuroscience, brain science, anatomy and physiology of the central nervous system, molecular and biochemical bases of information processing, behavioral neuroscience, biology of neuropsychiatric disorders, and applications to the clinical sciences and biomedical engineering.

b) Total credit hours (indicate whether semester or quarter) for completion of the program

The Neuroscience major is 120 semester credit hours, comprising 69 credit hours of major requirements and 51 credit hours of general education requirements and general electives.

c) Normal or typical length of time for students to complete the program

Full-time new students will be able to complete the program in four years (eight semesters).

d) Proposed initial date for implementation of the program

The proposed start date for the program is fall 2019.

e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

Targeted audiences for the major are full-time, new students and currently-enrolled students who discover an interest in the program while studying at Kent State.

f) Projected life of the program (single cohort or ongoing)

The program will have ongoing admission.

g) Whether the program will be part of contractual or consortial arrangement

Not applicable.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request.

Not applicable.

3. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested below and complete the [Contractual Screening Form](#) for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.) If the screening form indicates contractual approval is required, complete the full contractual application and submit it in conjunction with the program application. If the screening form indicates no further action is required, attach the confirmation email from HLC.

Type of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Recruitment and admission of students	Not applicable	
B. Course placement and advising of students	Not applicable	
C. Design and oversight of curriculum	Not applicable	
D. Direct instruction and oversight	Not applicable	
E. Other support for delivery of instruction	Not applicable	

Section B. Institution's History With Programs

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Kent State currently does not offer a program at the bachelor's degree level with the same four-digit CIP series (26.15 Neuroscience).

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

Kent State currently offers six bachelor's degree majors with the same two-digit CIP series (26 Biological and Biomedical Sciences).

The two programs with the highest number of graduates for the fiscal years 2016-2017 (comprising summer 2016, fall 2016 and spring 2017) are the following:

- Biology (BA and BS degrees): 144 graduates (CIP 26.0101 Biology/Biological Sciences)
- Zoology (BS degree): 49 graduates (CIP 26.0701 Zoology/Animal Biology)

Section C. Institutional Planning for Program Change

6. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

There were no identified challenges. Kent State University has adequate faculty and other resources for existing programs and the proposed program.

7. Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

This program was conceived of and planned by faculty from the beginning. Strong evidence of an interest in a Neuroscience major included the high enrollment (2,347 students) in the Biology and Psychology undergraduate majors in fall 2017¹, and growing enrollments in neuroscience-related courses. As a comparison, the Ohio State University began offering a Neuroscience major in 2013, and had 161 graduates in fiscal year 2017.²

A joint committee of faculty from the departments of Biological Sciences and Psychological Sciences was convened and developed a curriculum that leveraged existing resources in both departments, thus minimizing the need for new coursework and additional resources. Members of this committee surveyed current students and found that there would be significant interest in a Neuroscience major if one was available.

¹ Student Enrollment, 15th Day Census. Kent State Office of Institutional Research.

² Ohio Department of Higher Education. Higher Education Information (HEI) System.

8. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

The program can be initiated entirely with existing facilities. One new laboratory course will share space with another, existing, laboratory.

9. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Program developers assessed the potential demand for an undergraduate neuroscience major through several mechanisms. First, published research has documented that there has been substantial growth in undergraduate neuroscience programs in recent years.³ In 2016, there were 157 colleges and universities in the United States that offered undergraduate neuroscience programs, and this number does not include the number of institutions that have other programs, such as biology or psychology, in which neuroscience is offered as a concentration.³ Where neuroscience is offered as a degree program, it is often the most popular or one of the most popular offerings in the life sciences.⁴

Kent State faculty surveyed students in introductory neuroscience and biopsychology classes and found that a significant number of existing students would have majored in neuroscience had such a major been available. Biology faculty has also reported that visiting high school seniors often ask about such a major, and some students have already indicated that they chose Kent State as a college because of its strength in the area of neuroscience. No public university in any of the Ohio counties that Kent State serves offer an undergraduate neuroscience degree.⁵ Therefore, Kent State will be able to attract interested students to program from the region.

The discipline of neuroscience represents a distinctive research strength across Kent State's Biological Sciences and Psychological Sciences departments. Faculty have particular expertise in the areas of behavioral neuroscience, neuroendocrinology and neurodegeneration (see Appendix A). The field of neuroscience itself is growing: approximately 35,000 attend the annual meeting of the Society for Neuroscience, including strong attendance by undergraduate students presenting research and seeking research/career opportunities in the field.

The creation of this program is a no-lose proposition for the university with regard to enrollment. In the worst-case scenario, the creation of this degree program does not alter overall campus enrollment and only draws in existing students from other majors. In that case, the university will have better provided students with the education that they are looking forward in a modern field of science. The upside is that students will choose to attend Kent State specifically because of the existence of this program. The plan for this program does not require new enrollment to sustain its existence; if it does result in increased enrollment, then the revenue from that increase can be used to further improve and enhance the program.

³ Ramos R.L., Fokas G.J., Bhambri A., Smith P.T., Hallas B.H., Brumberg J.C. (2011) Undergraduate neuroscience education in the U.S.: an analysis using data from the National Center for Education Statistics. *J Undergrad Neuroscience Ed* 9:A66-A70.

⁴ Ramos R.L., Esposito A.W., O'Malley S.O., Smith P.T., and Grisham W. (2016) Undergraduate Neuroscience Education in the U.S.: Quantitative Comparisons of Programs and Graduates in the Broader Context of Undergraduate Life Sciences Education. *Journal of Undergraduate Neuroscience Education* 15:A1-A4.

⁵ Five Ohio public universities offer an undergraduate neuroscience major, none of which are located in Northeast region: Ohio University, Ohio State University, Wright State University, University of Cincinnati and Bowling Green State University.

10. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

It is anticipated that enrollment will grow over the first four years of the program to reach 200 students by year five. While this may seem ambitious for a new major, study in this area has already proved viable. The Biological Sciences and Psychological Sciences departments are home to nearly 40 percent of the undergraduate students in Kent State's College of Arts and Sciences. In fall 2017, 2,990 students, total, were declared in a bachelor's degree program in the two departments.⁶ These departments have also been targeted for growth in research effort through the university's new Brain Health Research Institute, which dovetails with this proposed major. The Brain Health Research Institute will provide additional hands-on research opportunities for students in the Neuroscience major. Should substantial new enrollments appear, the college will commit additional resources for teaching and advising.

11. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then?

Kent State University operates under a Responsibility Center Management (RCM) financial model, where business-type strategies are used to manage and evaluate new and existing programs. Under this model, costs and revenues are taken into consideration when making decisions about the viability of programs. The proposed Neuroscience major will be no exception, and will undergo the same scrutiny as other.

As this program will be administered with existing faculty and courses, the expectation is the program will be financially self-sufficient from the onset. Due to the lack of an existing neuroscience undergraduate programs at the public institutions in the region, Kent State will have the market for new enrollment, providing additional resources that can be reinvested in personnel and facilities to serve the program.

12. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Office of the Provost ensures that only faculty- and university-approved program information is included in the University Catalog, degree audit, Explore Programs and Degrees website and student information system (for program admission and graduation). In addition, Kent State's Division of University Communications and Marketing coordinates branding and consistency of all of the university's promotional materials, including the Kent State University website.

⁶ Student Enrollment, 15th Day Census. Kent State Office of Institutional Research.

Section D. Curriculum and Instructional Design

13. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

EXISTING COURSES

BSCI 10120 Biological Foundations 4 Credit Hours

This introductory course examines the organization of life from subcellular biochemistry and molecular biology, to genetics, bioenergetics and system homeostasis. Three hours of lecture and three hours of lab weekly. Students must earn a final grade of at least C- in order to meet prerequisites for selected upper-division BSCI courses.

BSCI 30140 Cell Biology 4 Credit Hours

Investigation of the cell as the fundamental unit of life with an emphasis on the relationship between cellular structure and function. Three-hour lecture and three-hour lab weekly.

BSCI 30156 Elements of Genetics 3 Credit Hours

Principles of organic mechanisms for expression and transmission of traits as studied in molecules, cells, organisms and populations.

BSCI 40147 Developmental Neurobiology 3 Credit Hours

(Slashed with BSCI 50147 and BSCI 70147) Covers fundamental principles in developmental neurobiology, including molecular and cellular processes involved in the formation of the vertebrate central nervous system.

BSCI 40152 Molecular Mechanisms of Disease: Neurological Disorders 3 Credit Hours

(Slashed with BSCI 50152 and BSCI 70152) Major concepts and theoretical principles underlying neurological disorders.

BSCI 40157 Neurobiology of Drug Addiction 3 Credit Hours

(Slashed with BSCI 50157 and BSCI 70157) Introduction to neural structures, circuitry, and chemistry underlying drug addiction, main categories of drugs of abuse, and how brain cells and circuits are modified in response to addictive drugs.

BSCI 40158 Molecular Biology 3 Credit Hours

Molecular genetics, DNA and RNA structure, chromosomes, DNA replication, recombination, genetic transcription and translation, gene expression, current concepts and technologies.

BSCI 40159 Molecular Biology Laboratory 3 Credit Hours

Experience in research methods for studying cellular and molecular processes in plant and animal systems.

BSCI 40431 Neuroendocrinology 2 Credit Hours

Integrative processes of how the central nervous system (primarily the hypothalamus) regulates autonomic, reproductive and metabolic activities, and how peripheral endocrine signals regulate brain activity.

BSCI 40432 Endocrinology 3 Credit Hours

(Cross-listed with BSCI 50432 and BSCI 70432) Principles of endocrine regulation of physiological and metabolic processes. Morphological and functional interrelationships between systems. Lecture three hours.

BSCI 40450 Biological Clocks 2 Credit Hours

(Cross-listed with BSCI 50450 and BSCI 70450) Topics covered include the characteristics of biological clocks, their ecology, molecular biology, and neurobiology, the function and organization of sleep, and the medical implications of biological rhythmicity.

BSCI 40460 Advanced Human Physiology 3 Credit Hours

(Slashed with BSCI 50460 and BSCI 70460) Major concepts and theoretical principles of human physiology, including nervous, endocrine, cardiovascular, respiratory, renal, gastrointestinal, and reproductive systems.

BSCI 40462 Advanced Human Physiology: Readings and Case Studies 1 Credit Hour

(Slashed with BSCI 50462 and BSCI 70462) Designed to complement the lecture course in Advanced Human Physiology. Students will read primary literature in physiology and work independently and in groups to apply their knowledge to solving case studies.

BSCI 40515 Animal Behavior 3 Credit Hours

Explores the evolution of various animal behaviors, the functions they might serve, and the interplay among the social, ecological and physiological mechanisms that regulate their occurrence.

BSCI 40519 Hormones and Behavior 3 Credit Hours

(Slashed with BSCI 50519 and BSCI 70519) Current concepts of hormone and behavior interactions across species.

BSCI 40600 Writing In the Biological Sciences 1 Credit Hour

Writing-intensive course taken with a 3- or 4-credit-hour upper-division biology course.

CHEM 10060 General Chemistry I 4 Credit Hours

Chemistry for science majors, emphasizing stoichiometry, introduction to chemical reactions, thermochemistry, atomic structure, periodicity, molecular structure and chemical bonding. Students who register for this course must successfully complete the department-approved placement assessment prior to the start of the term. Students who do not complete the placement assessment and associated modules will be deregistered. Students will be informed of the requirement by the Department of Chemistry and Biochemistry.

CHEM 10061 General Chemistry II 4 Credit Hours

Continuation of CHEM 10060, emphasizing intermolecular forces, properties of mixtures, main group chemistry, kinetics, equilibrium, acid-base chemistry, thermodynamics and electrochemistry.

CHEM 10062 General Chemistry I Laboratory 1 Credit Hour

Laboratory covering pertinent aspects of CHEM 10060. Three hours weekly.

CHEM 10063 General Chemistry II Laboratory 1 Credit Hour

Laboratory covering pertinent aspects of CHEM 10061, including qualitative analysis.

MATH 11010 Algebra for Calculus 3 Credit Hours

(Equivalent to MATH 10774 and MATH 10775) Study of elementary functions and graphs, including polynomial, exponential and logarithmic functions, complex numbers; conic sections; arithmetic and geometric sequences.

PSYC 11762 General Psychology 3 Credit Hours

Introduction to the scientific approach to understanding human behavior and mental processes such as emotions, perceptions and cognitions. Topics may include personality, social and environmental factors, biological aspects of behavior and the experience of emotion and psychological disorders.

PSYC 21621 Quantitative Methods in Psychology I 3 Credit Hours

Application of quantitative, statistical methods in psychological research. Descriptive and inferential methods (includes ANOVA, t-test and correlation).

PSYC 31574 Research Methods in Psychology 3 Credit Hours

The rationale, logic and procedures of scientific research in psychology with an emphasis on measurement, causal inference and research design.

PSYC 31634 Animal Cognition 3 Credit Hours

Focuses on the nature of cognition and intelligence in nonhuman animals. Topics include animal studies of perception and attention, associative learning, memory, spatial cognition, concept formation, reasoning and language in nonhuman animals.

PSYC 40111 Abnormal Psychology 3 Credit Hours

Survey of the definitions as well as the biological, psychological and sociocultural causes of various psychological disorders. Illustrations of these disorders with cases. Overview of treatment approaches to these disorders may be included.

PSYC 40383 Introduction to Clinical Psychology 3 Credit Hours

Application of psychological principles and techniques to the problems of the individual. This course is designed to introduce the field of clinical psychology, including models of understanding abnormal behavior, treatment of individuals and ethics and professional issues.

PSYC 40446 Cognitive Neuroscience 3 Credit Hours

Covers the cognitive and neural processes that underlie vision, attention, spatial processing, memory, language, social processes, executive functioning, and action. Introduces basic brain structure and the behavioral and functional imaging techniques used to study the brain bases of cognition. Data from patients with neurological disorders such as Alzheimer's, aphasia, amnesia and others are also be examined.

PSYC 41043 Basic Learning Processes 3 Credit Hours

Examination of basic principles of Pavlovian conditioning, instrumental conditioning, animal learning and memory processes, and animal cognition. Emphasis on major empirical phenomena derived from research with animals, with reference to related psychological processes in humans.

PSYC 41980 Research Writing in Psychology 1 Credit Hour

Writing-intensive course taken in conjunction with PSYC 31574.

PSYC 41990 Writing in Psychology 1 Credit Hour

Writing-intensive course taken in conjunction with a 3-credit-hour, upper-division psychology course (except PSYC 31498, PSYC 41498, PSYC 41573, PSYC 41574 or PSYC 41993).

PSYC 43001 Clinical Neuroanatomy 3 Credit Hours

(Slashed with PSYC 53001 and PSYC 73001; Cross-listed with BMS 50701 and BSCI 70701) This course examines the anatomical organization of the human brain, emphasizing functional aspects of various neural systems, neuroimaging, and topics of clinical relevance. A conceptual understanding of central nervous system organization and memorization of specific neural structures and pathways, as well as knowledge of the impact of structure and systems dysfunction is required.

PSYC 43002 Current Techniques in Behavioral Neuroscience 3 Credit Hours

(Slashed with PSYC 53002 and PSYC 73002; Cross-listed with BMS 50702 and BMS 70702) This course details current and advanced techniques used in behavioral neuroscience research. Emphasis is placed on understanding the theory behind each technique, and its use in understanding the neural mechanisms of behavior. Detailed protocols for each technique are also covered.

PSYC 43003 Neural Mechanisms of Learning and Memory 3 Credit Hours

(Slashed with PSYC 53003 and PSYC 73003; cross-listed with BMS 50703 and BMS 70703) This course examines the neural and molecular mechanisms underlying learning and memory formation. Cellular mechanisms of learning, including long-term potentiation and basic electrophysiology in invertebrate and mammalian preps are covered. Transcriptional and post-translational modifications required for learning and memory formation, genomic signaling and protein synthesis. The course covers structural changes of neurons associated with memory formation, and the different behavioral methods for studying memory.

PSYC 47387 Neuropsychopharmacology 3 Credit Hours

(Slashed with PSYC 57387 and PSYC 77387) Neuropsychopharmacology is the study of how drugs and other chemicals affect brain and behavior. This course will introduce students to the behavioral effects of psychoactive therapeutic drugs and neurotoxic chemicals in relation to their neural and molecular mechanisms of action. The course will cover general principles of neuropsychopharmacology, nervous system structure in relation to behavior and mind, brain and behavioral systems that are impacted by different classes of drugs and toxic chemicals, and methods employed in neuropsychopharmacology research.

NEW COURSES**NEUR 10100 Seminar in Neuroscience** 1 Credit Hour

Course provides an overview of the neuroscience field including: areas of neuroscience research, foundational principles in neuroscience, current questions and techniques, career possibilities and examples of research being conducted by neuroscience faculty at Kent State.

NEUR 30100 Neuroscience I 3 Credit Hours

Course covers basic principles in neuroscience from the cellular to systems levels. Students will have a basic understanding of how the nervous system is organized, electrophysiology properties of neurons, sensory systems and motor pathways.

NEUR 30200 Neuroscience II 3 Credit Hours

Course builds off of the principles taught in NEUR 30100 by providing more depth and breadth to the functioning of the nervous system. Students will have a more complete understanding of the neuroanatomy, neurophysiology and neural circuitry involved in sensory processing, motor control and higher order cognitive functioning.

NEUR 30300 Experimental Methods in Neuroscience 1 Credit Hour

Accompanying laboratory course to NEUR 30200. Course provides a greater depth of understanding into and hand-on experience with the principles discussed in the lecture course. Students will be fluent in the major research techniques used in this discipline. The major topics covered include electrophysiology, neuroanatomy, learning and memory, the neuromuscular junction, and sensory perception.

NEUR 40192 Internship in Neuroscience 1 to 4 Credit Hours

Work experience and training in neuroscience under the supervision of appropriate personnel in a government agency, nonprofit organization or business.

NEUR 40195 Special Topics In Neuroscience 1 to 3 Credit Hours

The course topic will need to be neuroscience related with appropriate contact hours for the proposed number of credits. Special topic courses require approval by the director of the neuroscience program.

NEUR 40196 Individual Investigation In Neuroscience 1 to 3 Credit Hours

Research study under the guidance of a neuroscience faculty member.

14. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options and any other requirements)?

Major Requirements

BSCI 10120	Biological Foundations	4
BSCI 30140	Cell Biology	4
BSCI 30156	Elements of Genetics	3
BSCI 40600	Writing in the Biological Sciences	1
or PSYC 41980	Research Writing in Psychology	
or PSYC 41990	Writing in Psychology	
CHEM 10060	General Chemistry I	4
CHEM 10061	General Chemistry II	4
CHEM 10062	General Chemistry I Laboratory	1
CHEM 10063	General Chemistry II Laboratory	1
MATH 11010	Algebra for Calculus	3
NEUR 10100	Seminar in Neuroscience	1
NEUR 30100	Neuroscience I	3
NEUR 30200	Neuroscience II	3
NEUR 30300	Experimental Methods in Neuroscience	1
PSYC 11762	General Psychology	3
PSYC 21621	Quantitative Methods in Psychology I	3
PSYC 31574	Research Methods in Psychology	3
Neuroscience Electives, choose from the following:		27
BSCI 40147	Developmental Neurobiology	
BSCI 40152	Molecular Mechanisms of Disease: Neurological Disorders	
BSCI 40157	Neurobiology of Drug Addiction	
BSCI 40158	Molecular Biology	
BSCI 40159	Molecular Biology Laboratory	
BSCI 40431	Neuroendocrinology	
BSCI 40432	Endocrinology	

BSCI 40450	Biological Clocks
BSCI 40460	Advanced Human Physiology
BSCI 40462	Advanced Human Physiology: Readings and Case Studies
BSCI 40515	Animal Behavior
BSCI 40519	Hormones and Behavior
NEUR 40192	Internship in Neuroscience
NEUR 40195	Special Topics in Neuroscience
NEUR 40196	Individual Investigation in Neuroscience
PSYC 31634	Animal Cognition
PSYC 40111	Abnormal Psychology
PSYC 40383	Introduction to Clinical Psychology
PSYC 40446	Cognitive Neuroscience
PSYC 41043	Basic Learning Processes
PSYC 43001	Clinical Neuroanatomy
PSYC 43002	Current Techniques in Behavioral Neuroscience
PSYC 43003	Neural Mechanisms of Learning and Memory
PSYC 47387	Neuropsychopharmacology

Additional Requirements

UC 10097	Destination Kent State: First Year Experience	1
	Foreign Language Requirement	8
	Kent Core Composition	6
	Kent Core Humanities and Fine Arts (minimum one course from each)	9
	Kent Core Social Sciences (must be from two disciplines)	3
	General Electives (total credit hours depends on earning 120 credit hours, including 42 upper-division credit hours)	24

Minimum Total Credit Hours: 120

15. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats or other approaches to learning, explain how the institution will ensure that student work and the levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Not applicable.

Section E. Institutional Staffing, Faculty, and Student Support

16. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

No additional faculty will be employed for the program. Faculty teaching in the program are existing – primarily the departments of Biological Sciences and Psychological Sciences. Approximately 30 faculty will teach the major course requirements, with additional faculty to teach elective courses. Any new faculty hires in the area of neuroscience will be made with their established departments.

17. What will the impact of the new initiative be on faculty workload?

No overall impact on faculty workload is expected as the majority of the courses are existing. Only seven courses are new for the major (four required, three electives).

18. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member's course load in the new program, and the course work each teaches in other programs currently offered. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member.)

See Appendix A.

19. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

20. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

No additional resources are required beyond existing resources supporting the departments of Biological Sciences and Psychological Sciences. The Kent State University Libraries provide on-ground and online access to thousands of journals, books and databases to students across all eight campuses, as well as access to OhioLink, which provides students access to library materials and electronic research databases from 120 academic libraries in Ohio. In addition, Kent State also maintains a license with Safari Books, a digital library of more than 30,000 online technical texts.

Section F. Evaluation

21. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

The College of Arts and Sciences monitors a wide range of metrics for all programs on an annual basis. These include enrollment, freshman retention rates, upperclassman persistence rates and four- and six-year graduation rates. Any anomalies are investigated. Grade distributions, student evaluations of instructors and student feedback to advisors are also monitored on a regular basis so problems can be addressed without delay. Program faculty will meet at least annually to review the progress of students in the Neuroscience major and discuss any issues and potential improvements. The program will undergo a full evaluation periodically in accordance with university policies on the review of academic programs.

The goal of the neuroscience program is to produce graduates who:

- Understand the nervous system and the mechanisms by which it operates;
- Have knowledge of the tools utilized in neuroscience research, to be better able to evaluate science findings on their own, and to possess skills utilized in neuroscience research.
- Can contribute after graduation through employment in scientific or science-related employment or by embarking on graduate-level educational paths.

Graduates of this program will be able to:

- Demonstrate an understanding of fundamental principles of neuroscience.
- Acquire fundamental skills necessary for laboratory investigations into central nervous system function.
- Demonstrate an understanding of proper experimental design, data analysis and communication of research results.
- Demonstrate a greater knowledge and appreciation of the role neuroscience plays in societal issues, such as those related to neurological disorders, mental health, medicine and human and animal behavior.

22. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

Kent State University offers many support services to students through a variety of offices, including advising, tutoring, career, counseling, accessibility and technical support. Students are required to meet each semester with professional academic advisors to review progress using the university's degree audit (Graduate Planning System). In addition, students meet with faculty advisors to discuss research and career goals. Faculty issue evaluation grades for first- and second-year courses between weeks four to seven in the semester to provide feedback to students and allow them time to make adjustments in their studies.

**ADDENDUM TO HIGHER LEARNING COMMISSION
SUBSTANTIVE CHANGE APPLICATION
TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM**

Proposed Major: Neuroscience

Proposed Degree: Bachelor of Science

Administrating College: Arts and Sciences

Administrating Department: jointly between Biological Sciences and Psychological Sciences (program and NEUR courses will be coded in Banner as attached to the college as department)

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

The program director will be a faculty member assigned by the college dean after consultation with the program faculty and the department chairs of Biological Sciences and Psychological Sciences.

Indicate whether any institutions of higher education offer the proposed program within a 30-mile radius of the campus(es) at which the proposed program will be offered. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this campus.

Bachelor's degree programs in neuroscience in Northeast Ohio are offered at Hiram College (20 miles from Kent Campus) and University of Mount Union (25 miles from Kent Campus) These are private institutions that serve a very small number of students. Neuroscience degrees are in high demand at large state institutions, and can reasonably offered at all major institutions in a matter similar to other common majors such as biology and psychology.

That said, neuroscience undergraduate degrees are not offered by Cleveland State University, University of Akron, or Youngstown State University, the other four-year state universities in northeast Ohio, nor is such a degree offered at Case Western Reserve University.

CATALOG COPY

DESCRIPTION OF PROGRAM:

The Bachelor of Science degree in Neuroscience offers a broad-based study of the mechanisms of brain function from the cell and molecular level through cognition and behavior. This major is appropriate for students interested in medicine, other health professions, research and graduate studies in biology, neuroscience and psychology. Students will also be prepared for careers in industries, including biotechnology, pharmaceuticals, research administration and policy, science communication, teaching and other science-related businesses.

Fully Offered At:

- Kent Campus

ACCREDITATION:

Not Applicable

ADMISSION REQUIREMENTS:

Standard admission criteria for the degree.

PROGRAM LEARNING OUTCOMES:

Graduates of this program will be able to:

- Demonstrate an understanding of fundamental principles of neuroscience.
- Acquire fundamental skills necessary for laboratory investigations into central nervous system function.
- Demonstrate an understanding of proper experimental design, data analysis and communication of research results.
- Demonstrate a greater knowledge and appreciation of the role neuroscience plays in societal issues, such as those related to neurological disorders, mental health, medicine and human and animal behavior.

PROGRAM REQUIREMENTS:**MAJOR REQUIREMENTS**

Major Requirements (courses count in major GPA)		
BSCI 10120	Biological Foundations (KBS) (KLAB)	4
BSCI 30140	Cell Biology	4
BSCI 30156	Elements of Genetics	3
BSCI 40600	Writing in the Biological Sciences (WIC) ¹	1
	or PSYC 41980 Research Writing in Psychology (WIC) ¹	
	or PSYC 41990 Writing in Psychology (WIC) ¹	
CHEM 10060	General Chemistry I (KBS)	4
CHEM 10061	General Chemistry II (KBS)	4
CHEM 10062	General Chemistry I Laboratory (KBS) (KLAB)	1
CHEM 10063	General Chemistry II Laboratory (KBS) (KLAB)	1
MATH 11010	Algebra for Calculus (KMCR)	3
NEUR 10100	Seminar in Neuroscience	1
NEUR 30100	Neuroscience I	3
NEUR 30200	Neuroscience II	3
NEUR 30300	Experimental Methods in Neuroscience	1
PSYC 11762	General Psychology (DIVD) (KSS)	3
PSYC 21621	Quantitative Methods in Psychology I	3
PSYC 31574	Research Methods in Psychology (ELR)	3
	Neuroscience Electives, choose from the following:	27
BSCI 40147	Developmental Neurobiology	
BSCI 40152	Molecular Mechanisms of Disease: Neurological Disorders	
BSCI 40157	Neurobiology of Drug Addiction	
BSCI 40158	Molecular Biology	
BSCI 40159	Molecular Biology Laboratory (ELR) (WIC) ¹	
BSCI 40431	Neuroendocrinology	
BSCI 40432	Endocrinology	
BSCI 40450	Biological Clocks	
BSCI 40460	Advanced Human Physiology	
BSCI 40462	Advanced Human Physiology: Readings and Case Studies	
BSCI 40515	Animal Behavior	
BSCI 40519	Hormones and Behavior	
NEUR 40192	Internship in Neuroscience (ELR) ²	
NEUR 40195	Special Topics in Neuroscience	
NEUR 40196	Individual Investigation in Neuroscience	
PSYC 31634	Animal Cognition	
PSYC 40111	Abnormal Psychology	
PSYC 40383	Introduction to Clinical Psychology	
PSYC 40446	Cognitive Neuroscience	
PSYC 41043	Basic Learning Processes	
PSYC 43001	Clinical Neuroanatomy	
PSYC 43002	Current Techniques in Behavioral Neuroscience	
PSYC 43003	Neural Mechanisms of Learning and Memory	
PSYC 47387	Neuropsychopharmacology	
Additional Requirements (courses do not count in major GPA)		
UC 10097	Destination Kent State: First Year Experience	1
	Foreign Language Requirement	8
	Kent Core Composition	6
	Kent Core Humanities and Fine Arts (minimum one course from each)	9
	Kent Core Social Sciences (must be from two disciplines)	3
	General Electives (total credit hours depends on earning 120 credit hours, including 42 upper-division credit hours)	24

Minimum Total Credit Hours: 120

1. A minimum C grade must be earned to fulfill the writing-intensive requirement.
2. A maximum 6 credit hours of NEUR 40192 may count toward the major.

ROADMAP:

Semester One		
BSCI 10120	Biological Foundations (KBS) (KLAB)	4
CHEM 10060	General Chemistry I (KBS)	4
CHEM 10062	General Chemistry Laboratory I (KBS) (KLAB)	1
MATH 11010	Algebra for Calculus (KMCR)	3
NEUR 10100	Seminar in Neuroscience	1
UC 10097	Destination Kent State: First Year Experience	1
		Credit Hours 14
Semester Two		
BSCI 30140	Cell Biology	4
CHEM 10061	General Chemistry II (KBS)	4
CHEM 10062	General Chemistry Laboratory II (KBS) (KLAB)	1
PSYC 11762	General Psychology (DIVD) (KSS)	3
Kent Core Requirement		3
		Credit Hours 15
Semester Three		
BSCI 30156	Elements of Genetics	3
NEUR 30100	Neuroscience I	3
PSYC 21621	Quantitative Methods in Psychology I	3
Foreign Language Requirement		4
Kent Core Requirement		3
		Credit Hours 16
Semester Four		
NEUR 30120	Neuroscience II	3
NEUR 30300	Experimental Methods in Neuroscience	1
PSYC 31574	Research Methods in Psychology (ELR)	3
Foreign Language Requirement		4
Kent Core Requirement		3
		Credit Hours 14
Semester Five		
Neuroscience Electives		9
Kent Core Requirement		3
Kent Core Requirement		3
		Credit Hours 15
Semester Six		
BSCI 40600	Writing in the Biological Sciences (WIC) or PSYC 41980 Research Writing in Psychology (WIC) or PSYC 41990 Writing in Psychology (WIC)	1
Neuroscience Electives		9
Kent Core Requirement		3
General Elective		3
		Credit Hours 15
Semester Seven		
Neuroscience Electives		6
General Electives		9
		Credit Hours 15
Semester Eight		
Neuroscience Elective		3
General Elective		12
		Credit Hours 15

Minimum Total Credit Hours: 120**GRADUATION REQUIREMENTS**

- Minimum Major GPA: 2.000
- Minimum Overall GPA: 2.000

Kent State University

Fiscal Impact Statement

Neuroscience Major within the Bachelor of Science degree (Kent campus)

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	30	60	90	120
Headcount part-time				
Full-time equivalent (FTE) enrollment	29	59	88	117
II. Projected Program Income				
Tuition	\$ 66,077	\$ 241,711	\$ 307,788	\$ 373,864
Expected state subsidy	\$ 3,060	\$ 101,760	\$ 108,810	\$ 115,860
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other Income	\$ -	\$ 1,500	\$ 1,500	\$ 1,500
Total Projected Program Income	\$ 69,137	\$ 344,971	\$ 418,098	\$ 491,224
III. Program Expenses				
New personnel:				
- Instruction				
Full-time: 0	\$ -	\$ -	\$ -	\$ -
Part-time: 0	\$ -	\$ -	\$ -	\$ -
-Non-instruction				
Full-time: 0	\$ -	\$ -	\$ -	\$ -
Part-time: 0	\$ -	\$ -	\$ -	\$ -
Current personnel:				
- Instruction				
Full-time: Faculty time BSCI/PSYS	\$ 3,542	\$ 49,583	\$ 49,583	\$ 49,583
Part-time: GAs for Labs	\$ -	\$ 23,000	\$ 23,000	\$ 23,000
-Non-instruction				
Full-time: 1 Faculty Program Coord.	\$ 21,250	\$ 42,500	\$ 42,500	\$ 42,500
Part-time:	\$ -	\$ -	\$ -	\$ -
Benefits for all personnel	\$ 9,322	\$ 38,073	\$ 38,073	\$ 38,073
New facilities/building/space renovation (describe in narrative)	\$ 100,000	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ -	\$ -	\$ -	\$ -
Additional technology or equipment needs	\$ 50,000	\$ -	\$ -	\$ -
Other expenses (see below)	\$ -	\$ 3,000	\$ 3,000	\$ 3,000
Total Projected Program Expenses	\$ 184,114	\$ 156,156	\$ 156,156	\$ 156,156
Projected Program Net	\$ (114,977)	\$ 188,815	\$ 261,942	\$ 335,068
Other Expenses				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 50%	\$ 34,569	\$ 171,736	\$ 208,299	\$ 244,862
RCM tuition allocation to other colleges	\$ -	\$ -	\$ -	\$ -
Professional development	\$ -	\$ -	\$ -	\$ -
Supplies (office, computer software, duplication, printing)	\$ -	\$ -	\$ -	\$ -
Telephone, network, and lines	\$ -	\$ -	\$ -	\$ -
Other info and communication pool	\$ -	\$ -	\$ -	\$ -
Total Other Expenses	\$ 34,569	\$ 171,736	\$ 208,299	\$ 244,862

BUDGET NARRATIVE:

This estimate is based solely on income that would accrue to the Neuroscience program itself. It does not include additional revenue that would be earned by other academic units that offer coursework taken by Neuroscience majors.

Estimated Enrollment: We consider our estimate of 30 new students to be conservative, based on the growth of the neuroscience major at the Ohio State University after its establishment in 2013. FTE is based on average credit hours per enrolled student in the Biology major.

Tuition revenue was based on an estimate of the revenue that would accrue to the program through the offering of courses under the NEUR course prefix, plus the revenue that would be attributed to Neuroscience majors via the 80/20 split.

SSI is based solely on estimated course completions for NEUR coursework, as the number of degree completions is expected to be small until after the completion of the 4th year of the program's existence.

Other Income includes a \$50 course fee for the Experimental Methods in Neuroscience laboratory course.

Personnel costs for the program include workload for faculty from BSCI or PSYS to teach NEUR-labeled courses, GA support for laboratory course instruction, and workload release for a faculty program coordinator to manage the program and assist in advising students in the major.

Additional expenses in year 1 for renovations and equipment are to modify an older classroom laboratory room in Cunningham Hall to house the required Neuroscience laboratory course.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **17-Nov-17** Curriculum Bulletin _____

Effective Date **Fall 2018** Approved by EPC _____

Department **Mathematical Sciences**
 College **AS - Arts and Sciences**
 Degree **Minor**
 Program Name **Applied Statistics** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

Create a minor in applied statistics.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

We have created four new statistics courses that will be the core of this minor. Initially, we expect to staff these courses with current faculty. Many disciplines apply statistics. We would expect this minor to be of interest to a number of disciplines including areas of university priorities such as brain health and advanced materials. In addition, statistics is critical for areas such as actuarial mathematics and big data which we expect to be future areas of growth for the university.

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

None

REQUIRED ENDORSEMENTS

AMTage 11 / 20 / 17
 Department Chair / School Director

_____ ___ / ___ / ___
 Campus Dean (for Regional Campuses proposals)

Mary Ann Haley 12 / 1 / 17
 College Dean (or designee)

_____ ___ / ___ / ___
 Dean of Graduate Studies (for graduate proposals)

_____ ___ / ___ / ___
 Senior Vice President for Academic Affairs and Provost (or designee)

*MATH
154*

Proposal Summary Establish Applied Statistics Minor

Description of Action, Including Intended Effect

We are creating a minor in applied statistics.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Many disciplines apply statistics. We would expect this minor to be of interest to a number of disciplines including areas of university priorities such as brain health and advanced materials.

Fiscal, Enrollment, Facilities and Staffing Considerations

We have created four new statistics courses that will be the core of this minor. Initially, we expect to staff these courses with current faculty.

Evidence of Need and Sustainability if Establishing

Statistics is critical for areas such as actuarial mathematics and big data which we expect to be future areas of growth for the university.

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Department Approval: November 2017

CCC Approval: November 2017

EPC Approval: January 2018

Implemented: Fall 2018

Applied Statistics Minor:

Catalog Description:

The statistics minor allows students in any discipline to obtain a background in applied and computational statistics.

Requirements:

MATH 12002 ANALYTIC GEOMETRY AND CALCULUS I (5)
MATH 20011 DECISION MAKING UNDER UNCERTAINTY (3)
MATH 21001 LINEAR ALGEBRA AND ITS APPLICATIONS (3)
MATH 40015 APPLIED STATISTICS (3)
MATH 40024 COMPUTATIONAL STATISTICS (3)
MATH 40028 STATISTICAL LEARNING (3)

20 credit hours

MATH
156

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL


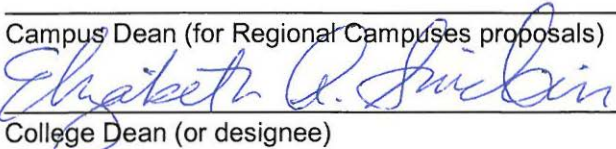
Preparation Date **18-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Management & Information Systems**
 College **BU - Business Administration**
 Degree _____
 Program Name **Joint Military Studies Minor** Program Banner Code **JMS**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Revise program**

Description of proposal:
 Revise the course requirements for the Joint Military Studies minor and change the administrating unit, from the college to the Department of Management and Information Systems (MIS).
 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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
NA

Units consulted (other departments, programs or campuses affected by this proposal):
Provost's Office
College of Arts & Sciences
College of Aeronautics & Applied Engineering

	REQUIRED ENDORSEMENTS
 Department Chair / School Director	<u>12/20/17</u>
Campus Dean (for Regional Campuses proposals)  College Dean (or designee)	<u>1 1</u> <u>12/20/2017</u>
Dean of Graduate Studies (for graduate proposals)	<u>1 1</u>
Senior Vice President for Academic Affairs and Provost (or designee)	<u>1 1</u>

Proposal Summary **Revise Joint Military Studies Minor**

Description of Action, Including Intended Effect

Update the Joint Military Studies minor by changing the name and the minor program code, creating an alignment with College of Business Administration curriculum and making it more relevant for students. Changing the administrating unit from the College to Department of Management and Information Systems (MIS).

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

NA

Fiscal, Enrollment, Facilities and Staffing Considerations

NA

Evidence of Need and Sustainability if Establishing

The College wants to broaden the reach of the minor, which as currently designed, only appeals to those interested in ROTC, and, only in small number. We believe the large veteran population that Kent State enrolls will be attracted to the revised minor for two reasons. First, the revised minor will accept military credit hours. Secondly, many of the veterans likely will have an interest in developing their leadership skills regardless of their career interest.

Another reason for revising the minor has to do with the fact that it does not require a single business course even though university policy states that “Minors are sponsored by the unit that offers courses in that discipline.” We propose changing the name to Military and Leadership Studies and requiring leadership courses offered by the College. If the minor program code MLS is available, we recommend using this code.

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

October 2017 Curriculum Committee approval

November 2017 EPC approval

Fall 2018 Revisions take effect

Kellogg, Jennifer

From: Sinclair, Elizabeth
Sent: Tuesday, January 16, 2018 10:47 AM
To: Kellogg, Jennifer; Spake, Deborah
Subject: RE: Joint Military Studies

Hi, Jennifer,

Yes, please change the administrating unit from the college to MIS.

Thank you,

Liz

From: Kellogg, Jennifer
Sent: Tuesday, January 16, 2018 9:24 AM
To: Sinclair, Elizabeth <easincla@kent.edu>; Spake, Deborah <dspake@kent.edu>
Subject: Joint Military Studies
Importance: High

Good morning,

We are finalizing the January EPC agenda today and I had a question about the Joint Military Studies minor program revisions. We had talked before about how you would like for the college not to “own” programs and courses, this minor is technically “owned” and administered by the college. Since you are revising it, would you also want to change the administrating unit from the college to MIS? Below is how the item will appear in the EPC agenda. Please let me know as soon as possible, we plan on sending out the agenda this afternoon.

College of Business Administration

Revision of name and course requirements for the Joint Military Studies [JMC] minor. Revised name is Military and Leadership Studies [MLS]. Course revision includes adding MIS 24163 and MIS 34165; revising military history elective list; adding MIS 34175, MIS 34180, MIS 34185 and MIS 44152 as electives; and requiring 6 credit hours of any ASTU, MSCI or military experience credit. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2018

Jennifer
Jennifer S. Kellogg | Academic Program Coordinator | Curriculum Services
Kent State University | 208J Schwartz Center | 800 E. Summit St. | Kent, Ohio 44242
jkello7@kent.edu | 330.672.1885 | www.kent.edu

JOINT MILITARY STUDIES - MINOR

College of Business Administration
107 Business Administration Building
Kent Campus
330-672-2772
www.kent.edu/business

Description

Leadership styles, organizational structure and behavior and a global perspective form the common ground between the military and business. The Joint Military Studies minor enhances junior leader development and success in an increasingly competitive world. Please note it is not limited only to those students enrolled in one of the military's pre-conditioning programs (Air Force or Army ROTC).

Fully Offered At:

- Kent Campus

Admission Requirements

Admission to a minor is open to students enrolled in a bachelor's degree, the A.A.B. or A.A.S. degree or the A.T.S. degree (not Individualized Program major). Students enrolled only in the A.A. or A.S. degree or the A.T.S. degree in Individualized Program may not declare a minor. Students may not pursue a minor and a major in the same discipline.

Minor Requirements

[JMS] *New Code Needed?*

Minor Requirements

All of the following rules apply:

At least 6 credit hours taken at the junior or senior (30000 or 40000) level

At least 3 credit hours taken from HIST

At least 4 credit hours from ASTU or MSCI (military branch different than one student is pursuing)

At least a minimum grade of "C" must be earned in all courses

Choose from the following:

Aerospace Studies

ASTU 10101	THE FOUNDATION OF THE UNITED STATES AIR FORCE I
ASTU 10102	THE FOUNDATION OF THE UNITED STATES AIR FORCE II
ASTU 20101	EVOLUTION OF UNITED STATES AIR FORCE AIR AND SPACE POWER I
ASTU 20102	EVOLUTION OF THE UNITED STATES AIR FORCE AIR AND SPACE POWER II
ASTU 30101	LEADERSHIP STUDIES I
ASTU 30102	LEADERSHIP STUDIES II
ASTU 40101	DEFENSE STUDIES I
ASTU 40102	DEFENSE STUDIES II

Military Science

MSCI 10180	INTRODUCTION TO LEADERSHIP I
MSCI 10191	LEADERSHIP SEMINAR I
MSCI 10185	INTRODUCTION TO LEADERSHIP II

MSCI 20181	LEADERSHIP ASSESSMENT I
MSCI 20191	LEADERSHIP SEMINAR II
MSCI 20183	LEADERSHIP ASSESSMENT II
MSCI 20196	INDIVIDUAL RESEARCH
MSCI 30160	LEADERSHIP DEVELOPMENT
MSCI 30170	ORGANIZATIONAL LEADERSHIP
MSCI 40160	MILITARY MANAGEMENT AND ETHICS
MSCI 40170	THE PROFESSIONAL MILITARY OFFICER, MANAGEMENT, AND LAW

Military History

HIST 31024	WORLD WAR II
HIST 31030	NATO:THE ENDURING ALLIANCE
HIST 31032	SEVENTEENTH-CENTURY EUROPE
HIST 31052	HISTORY OF MODERN FRANCE
HIST 31087	SECTIONAL CONFLICT AND CIVIL WAR
HIST 31100	RECONSTRUCTION AND THE LATER SOUTH
HIST 31106	PROGRESSIVE AMERICA THE UNITED STATES, 1896-1919
HIST 31118	VIETNAM WAR
HIST 31126	HISTORY OF THE MIDDLE EAST
HIST 41024	MODERN EUROPEAN HISTORY, 1914-1945
HIST 41045	MODERN RUSSIA, 1917-PRESENT
HIST 41051	POLITICS, CULTURE AND SOCIETY OF 20TH-CENTURY EUROPE
HIST 41057	EIGHTEENTH-CENTURY AMERICA:1714-1789 (DIVD)
HIST 41129	THE HOLOCAUST:THE DESTRUCTION OF EUROPEAN JEWRY, 1938-1945
POL 40530	POLITICS OF WAR
POL 40840	COMPARATIVE FOREIGN POLICY
POL 40930	U. S. FOREIGN POLICY

Minimum Total Credit Hours:

18

Graduation Requirements

Minimum Minor GPA

2.000

- A minor in Joint Military Studies is open to any student. The Professor of Military Science and Professor of Aerospace Studies as appropriate grant access to junior and senior level courses for non-ROTC students who are pursuing a Joint Military Studies minor and who are not contracted ROTC students.
- A minor in Joint Military Studies allows students who have completed specialized ROTC courses to receive credit for this training. Normally the ROTC courses are applied as electives within a degree program. A minor provides proof on a student's transcript that they have specialized in the area of Joint Military Studies.

18

Military and Leadership Studies

~~JOINT MILITARY STUDIES -~~
MINOR

A432

College of Business Administration
 707 Business Administration Building
 Kent Campus
 330-672-2772-1140
 www.kent.edu/business
 mis@Kent.edu

Description

Leadership styles, organizational structure and behavior and a global perspective form the common ground between the military and business. The Joint Military Studies minor enhances junior leader development and success in an increasingly competitive world. Please note it is not limited only to those students enrolled in one of the military's pre-conditioning programs (Air Force or Army ROTC).

Fully Offered At:

- Kent Campus
- minor provides an overview of management and leadership. Students will gain a military perspective through hands on experience as well as coursework. The interdisciplinary minor is open to all students.*

Admission Requirements

Admission to a minor is open to students enrolled in a bachelor's degree, the A.A.B. or A.A.S. degree or the A.T.S. degree (not Individualized Program major). Students enrolled only in the A.A. or A.S. degree or the A.T.S. degree in Individualized Program may not declare a minor. Students may not pursue a minor and a major in the same discipline.

Minor Requirements

[JMS]

Minor Requirements

- All of the following rules apply:
 - At least 6 credit hours required in MIS
 - At least 6 credit hours taken at the junior or senior (30000 or 40000) level
 - At least 3 credit hours from Leadership Electives
 - At least 3 credit hours taken from HIST or POL
 - At least 4 credit hours from ASTU or MSCI (military branch different than one student is pursuing) or Military Credit
 - At least a minimum grade of "C" must be earned in all courses

Choose from the following:

Aerospace Studies

- ASTU 10101 THE FOUNDATION OF THE UNITED STATES AIR FORCE I
- ASTU 10102 THE FOUNDATION OF THE UNITED STATES AIR FORCE II
- ASTU 20101 EVOLUTION OF UNITED STATES AIR FORCE AIR AND SPACE POWER I
- ASTU 20102 EVOLUTION OF THE UNITED STATES AIR FORCE AIR AND SPACE POWER II
- ASTU 30101 LEADERSHIP STUDIES I
- ASTU 30102 LEADERSHIP STUDIES II
- ASTU 40101 DEFENSE STUDIES I
- ASTU 40102 DEFENSE STUDIES II

Military Science

- MSCI 10180 INTRODUCTION TO LEADERSHIP I
- MSCI 10191 LEADERSHIP SEMINAR I
- MSCI 10185 INTRODUCTION TO LEADERSHIP II

- MSCI 20181 LEADERSHIP ASSESSMENT I
- MSCI 20191 LEADERSHIP SEMINAR II
- MSCI 20183 LEADERSHIP ASSESSMENT II
- MSCI 20196 INDIVIDUAL RESEARCH
- MSCI 30160 LEADERSHIP DEVELOPMENT
- MSCI 30170 ORGANIZATIONAL LEADERSHIP
- MSCI 40160 MILITARY MANAGEMENT AND ETHICS
- MSCI 40170 THE PROFESSIONAL MILITARY OFFICER, MANAGEMENT AND LAW

2 Choose one from the following: 3
 Military History course

- HIST 31024 WORLD WAR II
- ~~HIST 31030~~ ~~WORLD WAR II~~ HIST 31035
- ~~HIST 31032~~ ~~SEVENTEENTH-CENTURY EUROPE~~ HIST 31072
- ~~HIST 31052~~ ~~HISTORY OF MODERN FRANCE~~ HIST 31073
- ~~HIST 31087~~ ~~SECTIONAL CONFLICT AND CIVIL WAR~~ HIST 31102
- ~~HIST 31100~~ ~~RECONSTRUCTION AND THE LATER SOUTH~~
- ~~HIST 31106~~ ~~PROGRESSIVE AMERICA: THE UNITED STATES, 1896-1919~~
- HIST 31118 VIETNAM WAR
- ~~HIST 31126~~ ~~HISTORY OF THE MIDDLE EAST~~ HIST 31120
- HIST 41024 MODERN EUROPEAN HISTORY, 1914-1945 HIST 31123
- HIST 41045 MODERN RUSSIA, 1917-PRESENT
- ~~HIST 41051~~ ~~POLITICS, CULTURE AND SOCIETY OF 20TH-CENTURY EUROPE~~
- HIST 41057 EIGHTEENTH-CENTURY AMERICA: 1714-1789 (DIVD)
- HIST 41129 THE HOLOCAUST: THE DESTRUCTION OF EUROPEAN JEWRY, 1938-1945
- POL 40530 POLITICS OF WAR
- ~~POL 40840~~ ~~COMPARATIVE FOREIGN POLICY~~
- ~~POL 40930~~ ~~U.S. FOREIGN POLICY~~

Minimum Total Credit Hours: 18

Graduation Requirements

Minimum Minor GPA 2.000

- A minor in Joint Military Studies is open to any student. The Professor of Military Science and Professor of Aerospace Studies as appropriate grant access to junior and senior level courses for non-ROTC students who are pursuing a Joint Military Studies minor and who are not contracted ROTC students.

- A minor in Joint Military Studies allows students who have completed specialized ROTC courses to receive credit for this training. Normally the ROTC courses are applied as electives within a degree program. A minor provides proof on a student's transcript that they have specialized in the area of Joint Military Studies.

1 Required

MIS 24163	Prin. of Mgmt	3
MIS 34165	Dynamics of Ldrshp	3
Leadership Elective		3
MIS 44152	Proj. Mgmt	
MIS 34175	Learn to Lead	
MIS 34180	HR	
MIS 34185	Ind. & Group Behavior	

Proposed

Military and Leadership Studies Minor
 College: College of Business Administration
 Department: Management and Information Systems
 107 Business Administration Building
 330-672-2872
 Web: www.kent.edu/business

Requirement to declare the Military Studies and Leadership minor:

Minimum 2.00 overall GPA; or if new freshman, no established GPA is required.

Requirement to graduate with the Military Studies and Leadership minor:

Minimum 2.00 GPA (including all attempts of the courses at the 30000 level) is required in the minor courses.

Description:

Leadership styles, organizational structure and behavior, and a global perspective form the common ground between the military and business. The Military Studies and Leadership minor provides an overview of management, leadership and international business. Student will gain a military perspective through hands-on experience as well as coursework. This interdisciplinary minor is open to all students.

A minor in Military Studies and Leadership allows students who have completed specialized ROTC or military service courses to receive credit for this training. Normally these courses are applied as electives within a degree program. A minor provides proof on a student's transcript that they have specialized in the area of Military Studies and Leadership.

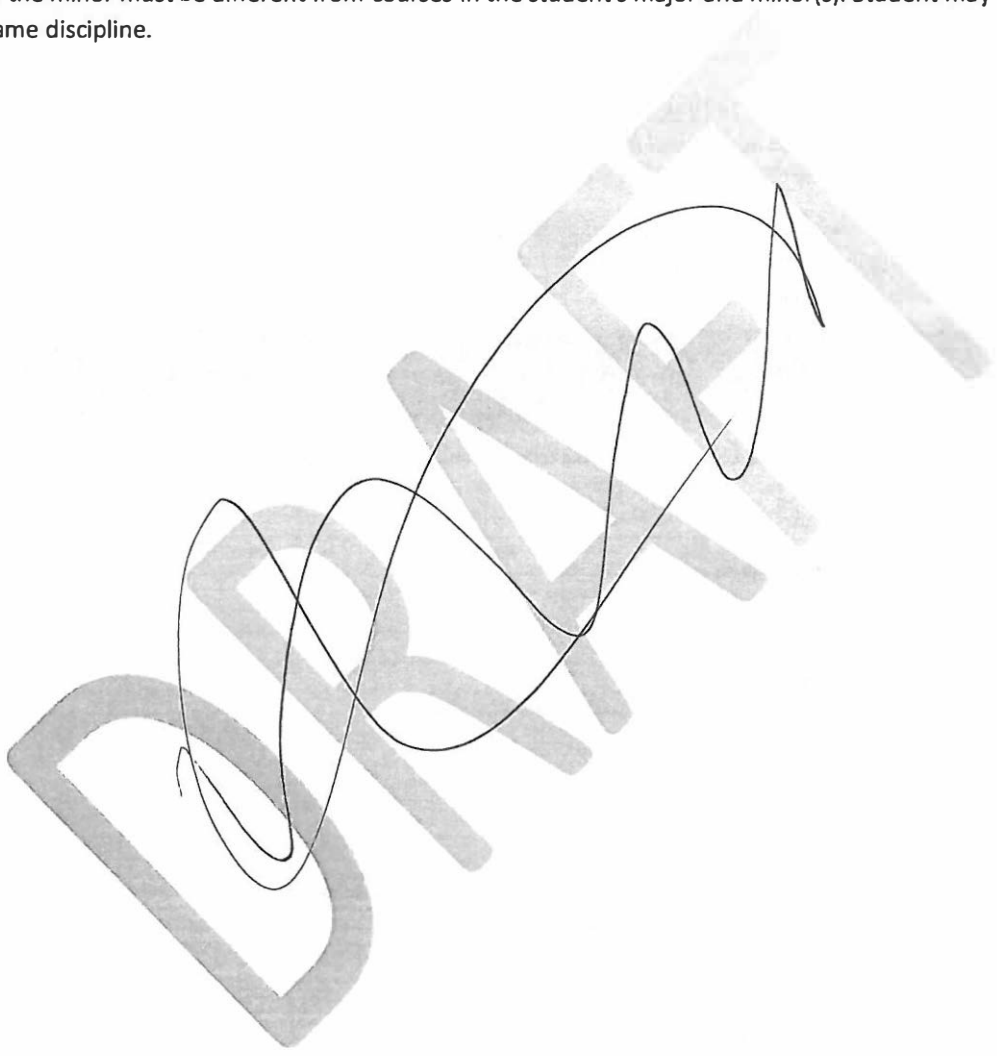
Military and Leadership Studies Minor Program Requirements (18 credits)

Attribute	Course	Title	Credits
Choose 18 credit hours from the list of courses below with all of the following rules applied to the electives:			18
3 credit hours from Leadership Electives			
3 credit hours taken from HIST or POL			
6 credit hours from ASTU, MSCI, or Military Credit			
MIS	24163	Principles of Management	3
MIS	34165	Dynamics of Leadership	3
Leadership Electives: choose one of the following:			3
MIS	44152	Project Management	
MIS	34175	Learning to Lead	
MIS	34180	Human Resource Management	
MIS	34185	Individual and Group Behavior	
Aerospace Studies (ASTU), Military Science (MSCI), or Military Credit Electives			6
Military History Electives: choose one of the following:			3
HIST	31024	World War II	
HIST	31035	The Global Cold War	
HIST	31072	U.S. Foreign Relations: 1898-1945	
HIST	31073	U.S. Foreign Relations since 1945	
HIST	31102	War and Society in the U.S. from 1865 to Present	
HIST	31118	Vietnam War	
HIST	31120	Comparative Third World Revolutions	
HIST	31123	History of Contemporary Africa	
HIST	41024	Modern European History 1914-1945	
HIST	41045	Modern Russia, 1917-Present	
HIST	41057	Eighteenth-Century America: 1714-1789	
HIST	41129	The Holocaust: The Destruction of European Jewry, 1938-1945	
POL	40530	Politics of War	
MINIMUM TOTAL			18

Program Policies:

A minor in Military Studies and Leadership is open to any student. The Professor of Military Science and Professor of Aerospace Studies as appropriate grant access to junior and senior level courses for non-ROTC students who are pursuing a Military Studies and Leadership minor and who are not contracted ROTC students.

To earn a College of Business Administration minor, students must complete at least 50 percent of the total required credit hours for the minor at Kent State University, at least 6 credit hours in the minor must be at the upper-division (30-40000) level, and at least 6 credit hours in the minor must be different from courses in the student's major and minor(s). Student may not pursue a minor and a major in the same discipline.



Sinclair, Elizabeth

From: Sines, Robert
Sent: Thursday, October 19, 2017 12:49 PM
To: Sinclair, Elizabeth
Subject: RE: Joint Military Studies Minor

Liz
The College of Aeronautics and Engineering support the revision of the minor.
Regards
Bob

Robert G. Sines, Jr.
Interim Dean
College of Aeronautics and Engineering
330 672-0790

From: Sinclair, Elizabeth
Sent: Wednesday, October 18, 2017 6:53 PM
To: Sines, Robert <rsines@kent.edu>; HALEY, MARY ANN <mhaley@kent.edu>
Cc: Sinclair, Elizabeth <easincla@kent.edu>
Subject: Joint Military Studies Minor

Bob and Mary Ann,

Melody Tankersly asked me to contact you about the College of Business Administration's proposal to revise the above minor.

This minor doesn't have a single business course required even though the university has a policy stating that "minors are sponsored by the unit that offers courses in that discipline." The bulk of the courses are in Arts & Sciences and many of them are no longer offered. It is difficult for this college's advisors to help the few students who pursue the minor since we don't offer any of the courses and have nothing to do with the majority. So for this reason as well as a number of others, we decided to keep the minor alive rather than eliminate it.

Please review the attached documents and get back with me with your endorsement or questions.

Thanks,

Liz

Sinclair, Elizabeth

From: BLANK, JAMES
Sent: Friday, November 17, 2017 3:20 PM
To: Sinclair, Elizabeth
Cc: HALEY, MARY ANN
Subject: RE: Two College of Business Administration Proposals

The College of Arts and Sciences endorses both proposals.
James Blank
Dean

From: Sinclair, Elizabeth
Sent: Friday, November 17, 2017 12:16 PM
To: BLANK, JAMES <jblank@kent.edu>
Cc: HALEY, MARY ANN <mhaley@kent.edu>; Sinclair, Elizabeth <easincla@kent.edu>
Subject: Two College of Business Administration Proposals

Hello, Dean Blank,

I am writing to share two changes being proposed by the College of Business Administration. Last Spring semester, I spoke with you about the first proposal, which is a course to replace the 2 credit hour Writing in Business (ENG 30061) and 1 credit hour Professional Business Practices (BUS 30061) courses. You had indicated when we spoke that you were fine with us moving in a different direction and as a result we have been working with the English Department to phase out or repurpose ENG 30062. I have attached a copy of our course proposal – Professional Development – for your review.

The second proposal has to do with the Joint Military Studies Minor, a minor belonging to the College of Business Administration. When it was first created, the curriculum included business courses. However, over the years it has been revised and somehow got to the point where it no longer requires any business courses. This happened in spite of University policy that requires the unit that sponsors the minor to offer “courses in that discipline.” As a result, we have struggled with the minor because many of the courses in it are not offered with any regularity. Advisors have to reach out to individuals primarily in your college to seek substitutions. We thought about eliminating it but because leadership is so closely aligned with the military and we offer leadership courses, we agreed it made sense to revise it to make it attractive to wider population of students. We ran our proposal by the Provost’s Office who oversees the Military Studies faculty and they are fully supportive of the new curriculum. We also shared it with Associate Dean Haley for her endorsement.

Can you also endorse both of these proposals?

Liz

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Nov-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **M&IS**
 College **BU - Business Administration**
 Degree **BBA - Bachelor of Business Administration**
 Program Name **Leadership Minor** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

This proposal is to create a new minor in Leadership. The minor provides students expertise in responsible leadership. Students will learn fundamental principles of leadership, with an emphasis on considering the interests of all business stakeholders including workers, customers, clients, the community, the environment, and future generations.


Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: _____ Proposed total credit hours **15**

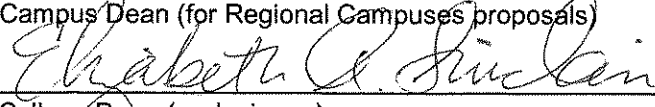
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

Of the five required courses in the minor, four already exist. One is a new class. This new class has been offered as a Special Topics class, so creating a course number and name for the class will not require any additional faculty. Also, the four elective courses are existing courses. The development of this new minor requires no new faculty hires.

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

Applied Conflict Management and Communications offered approval for inclusion of the courses as electives within the minor.

 **REQUIRED ENDORSEMENTS** 12/20/17
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) 1 1
 12/20/2017
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) 1 1

 Senior Vice President for Academic Affairs and Provost (or designee) 1 1

Proposal Summary **[Proposal to establish a Leadership Minor]**

Description of Action, Including Intended Effect

This is a proposal to establish a Leadership minor within the Management & Information Systems department in the College of Business Administration. The minor would contain 4 required courses and one elective.

Required courses

MIS 24163 Principles of Management
MIS 34165 Dynamics of leadership
***Choose 2 from the following*
MIS 34164 Organizational Mentorship
MIS 34280 Organizational Change Management
MIS 44009 Business Case for Sustainability

Elective courses (choose 1)

CACM 11001 Conflict Management
COM 25863 Business and Professional Communication
MIS 34175 Learning to Lead
MIS 44395 Special Topics in Management

The intended effect of the minor is to create a formalized pathway for students interested in becoming responsible leaders to acquire the necessary expertise in understanding principles of sustainability, how those apply to business decisions, and how to lead others with sustainable goals in mind.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

There is no impact on other programs, course offerings, faculty, or staff. The minor is composed of existing classes. Impact on students is the opportunity to gain expertise in responsible leadership.

Fiscal, Enrollment, Facilities and Staffing Considerations

Because these are existing courses, there is no impact on fiscal considerations, enrollment, facilities, or staffing.

Evidence of Need and Sustainability if Establishing

Responsible leadership involves making sustainable business decisions that consider the interests of all stakeholders including employees, clients, suppliers, customers, stakeholders, society, the environment, and future generations. Addressing these varied and often conflicting concerns requires skill.

The purpose of this minor is to provide students skills in understanding the business environment as a system of interrelated and interdependent parts, how to analyze the system to identify opportunities and challenges for addressing stakeholder concerns, and skills for influencing others to work toward sustainable practices.

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Fall 2017: Approval from M&IS faculty advisory council

Fall 2017: Approval from COBA undergraduate curriculum committee

January 2018: EPC

January 2018: Faculty Senate

Fall 2018: Effective date

Leadership Minor

College of Business Administration

Department of Management and Information Systems

A430 Business Administration Building

Kent Campus

330-672-1140

mis@kent.edu www.kent.edu/business/mis

Description

Responsible leadership involves making sustainable business decisions that consider the interests of all stakeholders including employees, clients, suppliers, customers, stakeholders, society, the environment, and future generations. Addressing these varied and often conflicting concerns requires skill.

The purpose of this minor is to provide students skills in understanding the business environment as a system of interrelated and interdependent parts, how to analyze the system to identify opportunities and challenges for addressing stakeholder concerns, and skills for influencing others to work toward sustainable practices.

Fully Offered at:

Kent Campus

Admission Requirements

Admission to a minor is open to students enrolled in a bachelor's degree, the A.A.B. or A.A.S. degree or the A.T.S. degree (not Individualized Program major). Students enrolled A.A. or A.S. degree or the A.T.S. degree in Individualized Program may not declare a minor. Students may not pursue a minor and a major in the same discipline.

Minimum 2.5000 overall GPA; or if new freshman, no established GPA is required

Minor Requirements

Required courses

MIS 24163 Principles of Management	3
MIS 34165 Dynamics of leadership	3

***Choose 2 from the following* 6

MIS 34164 Organizational Mentorship

MIS 34280 Organizational Change Management

MIS 44009 Business Case for Sustainability

Elective courses (choose 1) 3

CACM 11001 Conflict Management

COMM 25863 Business and Professional Communication

MIS 34175 Learning to Lead

MIS 44395 Special Topics in Management

Minimum Total Credit Hours: 15

Graduation Requirements

Minimum Minor GPA

2.500

To earn a College of Business Administration minor, students must complete at least 50 percent of the total required credit hours for the minor at Kent State University, at least 6 credit hours in the minor must be at the upper division (30000 and 40000 level), and at least 6 credit hours in the minor must be different from courses in the student's major and minor(s). Students may not pursue a minor and major in the same discipline.

In computing the minor GPA, all attempts of 30000 and 40000 level courses in the minor are included in the calculation.

Sinclair, Elizabeth

Subject: FW: COM 25863

From: Graham, Elizabeth
Sent: Wednesday, November 29, 2017 1:44:20 PM
To: HOGUE, MARY
Cc: Goodall, Catherine; Bacue, Aaron
Subject: Re: COM 25863

Dear Mary,

Yes, please do include our Business and Professional Communication course (25863) in your new minor. Thank you for including us and letting me know.

Good luck,

Beth

Elizabeth Graham, Ph.D.
Professor & Director
School of Communication Studies
201 Taylor Hall
Kent State University
Kent, OH 44242
Office: 330 672-2659
Cell: 740-707-9703
www.kent.edu/comm



School of Communication Studies | Kent
State University

www.kent.edu

The top-ranked School of Communication Studies at Kent State University in Ohio offers communication degrees in applied, global, health, interpersonal, organization and public communication.

From: "HOGUE, MARY" <mhogue@kent.edu>
Date: Wednesday, November 29, 2017 at 12:09 PM
To: "Graham, Elizabeth" <egraha18@kent.edu>
Cc: "ROLLYSON, MATTHEW" <mrollyso@kent.edu>
Subject: COM 25863

Hello, Dr. Graham

My colleagues and I are developing a Responsible Leadership Minor in the College of Business Administration. We would like to include your course, COM 25863 Business and Professional Communication, as an elective within the minor.

May we have your permission to do so?

Thank you and kind regards,
Mary

Mary Hogue, Ph.D.
Kent State University
Department of Management & Information Systems

Sinclair, Elizabeth

Subject: FW: CACM 11001

From: Coy, Patrick G.
Sent: Wednesday, November 29, 2017 2:26:34 PM
To: HOGUE, MARY
Subject: RE: CACM 11001

Dear Dr. Hogue,

Thank for this welcome news. Yes, of course, that would be fine on our end. Insofar as the set curriculum in that Kent Core course is to help students identify their own and recognize other "conflict styles," learn communication skills like active listening and constructive assertions, learn how to negotiate using a principled approach, and learn how to apply all of those skill sets in informal mediations, it would be ideal for your students in the Responsible Leadership program.

If you need anything else from like us please do let me know.

Kind regards,
Pat

Patrick G. Coy
Professor, and Interim Director
School of Peace and Conflict Studies
Kent State University
<https://www.kent.edu/spcs/patrick-g-coy>



Patrick G. Coy | Kent State University

www.kent.edu

Active in the field of peace and conflict studies since the early 1980s, Patrick Coy has been the editor of the peer-reviewed research series, *Research in Social ...*

Editor, *Research in Social Movements, Conflicts and Change*
<http://www.emeraldgroupublishing.com/products/books/series.htm?id=0163-786X>

From: HOGUE, MARY
Sent: Wednesday, November 29, 2017 12:15 PM
To: Coy, Patrick G. <pcoy@kent.edu>
Cc: HALEY, MARY ANN <mhaley@kent.edu>
Subject: CACM 11001

Dear Dr. Coy

My colleagues and I are developing a Responsible Leadership Minor in the College of Business Administration intended to provide students an understanding of leadership with an emphasis on corporate responsibility (social, economic, etc.). We would like to include your class, CACM 11001, as an elective within the minor. May we have your permission to do so?

Thank you and kind regards,
Mary

Mary Hogue, Ph.D.
Kent State University
Department of Management & Information Systems

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department **Lifespan Development and Educational Sciences**
 College **EH - Education, Health and Human Services**
 Degree **CER1 - Post-Secondary Certificate <1 year**
 Program Name **Addictions Counseling Certificate** Program Banner Code **TBD**
 Concentration(s) **Concentration(s) Banner Code(s)**
 Proposal **Establish program**

Description of proposal:

The purpose of this proposal is to establish an addictions counseling post-secondary certificate (ACCP).

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

The proposed addictions counseling certificate program (ACCP) expands the number of courses currently offered at KSU that have as their focus addiction, substance abuse, and/or drugs and alcohol that will supplement, complement, and enhance existing courses and related (i.e., health and behavioral health) programs, such as Psychology, Health Education, and Human Development and Family Studies. The proposed ACCP will be housed in and sponsored by the Counselor Education and Supervision (CES) program. CES faculty (full-time, part-time) will provide instruction for the expanded undergraduate and graduate courses in addictions counseling that are proposed.

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

Department of Psychological Sciences (College of Arts and Sciences), College of Nursing, Human Development and Family Studies (School of LDES, College of EHHS), Rehabilitation Counseling (School of LDES, College of EHHS), Department of Residence Services, School of Health Sciences (College of EHHS), and Human Services (Salem campus).

REQUIRED ENDORSEMENTS

<p style="text-align: center;"><i>R. DelBarno-Jenkins</i></p>	<p><u>11 / 2 / 2017</u></p>
Department Chair / School Director	
<p style="text-align: center;">_____</p>	<p><u> / / </u></p>
Campus Dean (for Regional Campuses proposals)	
<p style="text-align: center;"><i>Alicia R. Moore</i></p>	<p><u>11 / 20 / 2017</u></p>
College Dean (or designee)	
<p style="text-align: center;">_____</p>	<p><u> / / </u></p>
Dean of Graduate Studies (for graduate proposals)	
<p style="text-align: center;">_____</p>	<p><u> / / </u></p>
Senior Vice President for Academic Affairs or Provost (or designee)	

Proposal Summary

Establish Addictions Counseling Certificate at Post-Secondary and Graduate Levels

The purpose of this proposal is to establish an addictions counseling certificate program (ACCP) at the undergraduate and graduate levels at KSU. The ACCP will be housed in and sponsored by the Counselor Education and Supervision (CES) program within the School of Lifespan Development and Educational Sciences [LDES] in the College of Education, Health and Human Services [EH].

The ACCP will be a minimum of **16**-credits comprising five 3-credit courses. The fifth and final course will be a practicum course that, at the undergraduate level, can be taken for ~~4-9~~ credits and, at the graduate level, can be taken for 3 or 6 credits. Completion of the ACCP will provide undergraduate and graduate students with all the requisite training hours for licensure eligibility as a chemical dependency counselor in Ohio (issued by the Ohio Chemical Dependency Professionals Board, or OCDPB; see <http://ocdp.ohio.gov/>). The completion of the first 3-credit course in the five-course ACCP series will provide undergraduate and graduate students with the requisite training hours necessary for the credential of chemical dependency counselor assistant (CDCA Phase I) in Ohio (also issued by the OCDPB). The CDCA is an employable credential (see specifically 9/19/2017 support letter from Robert Young at Townhall II in Kent) that, in addition to the chemical dependency-specific training hours fulfilled in the first course in the ACCP series, requires only a high school diploma or GED.

The ACCP will target undergraduate/post-secondary and graduate (post-baccalaureate or post-master) students at KSU enrolled in a behavioral sciences program (e.g., psychology, counseling, public health), as well as in-career professionals (non-KSU students) who wish to pursue a career or specialization in addictions counseling. Completion of the ACCP is projected to take students one academic year and one summer to complete (i.e., 12 months).

Description of Action, Including Intended Effect

The proposed 15-credit addictions counseling certificate program (ACCP) expands the number of undergraduate and graduate courses currently offered at KSU (across colleges, units, and programs) that have as their focus addiction, substance abuse, and/or drugs and alcohol. Courses offered in the ACCP will supplement, complement, and enhance existing courses and related (i.e., health and behavioral health) programs, such as Psychology, Health Education (HED), and Human Development and Family Studies (HDFS). Letters of support for the ACCP have been provided by faculty and administrators from these and other KSU academic programs and administrative/support offices (e.g., University Psychological Services). The ACCP will provide a career pathway (including state credentialing eligibility) for persons interested in practicing as an addictions counselor in Ohio.

In addition to currently enrolled KSU degree-seeking students, the ACCP is intended to attract non-degree-seeking students to KSU who are in-career professionals wishing to add an addictions counseling specialization to their current work (e.g., mental health therapists, clergy, rehabilitation counselors, nurses). The ACCP also may attract persons without a college degree who are currently practicing as a certified Ohio peer recovery supporter or a peer-support specialist or a recovery coach (see <http://workforce.mha.ohio.gov/Workforce-Development/Job-Seekers/Peer->

Supporter Certification) and who wish to pursue credentialing as an addictions counselor (e.g., chemical dependency counselor assistant) and potentially earn an associate's degree or bachelor's degree at KSU to fulfill degree requirements for licensure as a chemical dependency counselor in Ohio.

See attached catalog copy for certificate description, admission and graduation requirements, and course requirements.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

Since Fall 2016, 22 persons from 12 different academic programs or administrative/support units within the university (representing Kent, Salem, and Stark campuses) were consulted about the ACCP proposal. Most of these consultations took place in-person. Among the programs and units consulted were the College of Nursing (Drs. Drew and Williams), the College of Public Health (Drs. Kenne and Stephens), the Department of Psychological Sciences (Drs. Hughes and Joynes) in the College of Arts and Sciences, the Criminology and Justice Studies program (Dr. Vander Horst) in the Department of Sociology in the College of Arts and Sciences, the Human Development and Family Studies (HDFS) program (Dr. Cichy) in the School of Lifespan Development and Educational Sciences (LDES) in the College of EHHS, and the Health Education program (Drs. Ding, Backus, and Kerr) in the School of Health Sciences in the College of EHHS. All faculty and administrators/support staff consulted from these and other academic programs voiced their support for the proposed ACCP.

Letters of support from eight academic programs or administrative/support units at KSU are included in ACCP proposal documents. One of these is from Dr. Lynne Rowan, Director of the School of Health Sciences (College of EHHS), the School that houses the Health Education (HED) program. In her letter (dated 9/21/2017), Dr. Rowan states: "The ACCP is not in conflict nor encroaches upon established curricular programs or specific courses within the School of Health Sciences; rather, the ACCP would lead to interprofessional training." One of the programs housed in and sponsored by the HED program is the Alcohol, Tobacco and Other Drug Prevention certificate. The proposed ACCP does not conflict with nor does it encroach upon this HED prevention certificate because the latter does not prepare students for licensure as a chemical dependency (CD) counselor in Ohio. The HED prevention certificate only prepares persons for a prevention certificate (not a license) issued by the Ohio CD Professionals Board.

Fiscal, Enrollment, Facilities and Staffing Considerations

The proposed ACCP will be housed in and sponsored by the Counselor Education and Supervision (CES) program. CES faculty (full-time, part-time) will provide instruction for the expanded undergraduate and graduate courses in addictions counseling that are proposed.

Evidence of Need and Sustainability if Establishing

(See *Notice of Intent to Offer* form for more details.)

Information gathered from 22 internal and 17 external constituents provided guidance in the development of the curricular content and the format (e.g., number of courses, length of time for earning the certificate) of the ACCP. All have supported a certificate program that targets three audiences (1) KSU undergraduate/post-secondary students, (2) KSU graduate students, and (3) in-

career professionals (e.g., licensed professional counselors, clergy, health care professionals) and others not affiliated with the university who wish to pursue a specialization in or a career in addictions counseling (including recovery coaches and other peer-support specialists whose work does not require a college degree). The ACCP curriculum – whether at the undergraduate or graduate level – fulfills training content areas and hours required of the OCDPB for licensure eligibility as a chemical dependency counselor in Ohio.

A brief Qualtrics survey was developed to assess current KSU undergraduate/post-secondary and graduate students' interest in the ACCP. The survey was administered over a 3-week period Fall 2017 (September 29 – October 17, 2017). Four faculty representing three undergraduate academic programs at the Kent campus of KSU (i.e., Psychology, Sociology, HDFS) were asked to disseminate the survey to their students. CES program faculty also were asked to disseminate the survey to graduate students enrolled in their courses. A total of 176 undergraduate students responded, with 73% (N=128) reporting interest in enrolling in the ACCP; another 22% reported “maybe” they would enroll. Ninety-one undergraduate students provided their names and contact information to receive further information about the ACCP.

A majority (60%) of the graduate students who responded (N=55) to the Qualtrics survey also expressed interest in enrolling in the ACCP, with another 22% reporting “maybe” they would enroll. Sixteen graduate students provided their names and contact information to receive further information about the ACCP. In a letter of support for the ACCP, Dr. Philip Rumrill, Professor of Rehabilitation Counseling in the College of EHHS (who was not asked to disseminate the Qualtrics survey to his students), states that “approximately 5-7 master’s-level students in Rehabilitation Counseling will enroll in your certificate program each year.” He further states that “The millions of Americans who struggle with addictions need and deserve greater access to highly qualified counselors who can address their complex therapeutic needs.”

There is a national shortage of professionals prepared to care for persons with substance-related conditions, a shortage that now has become “a severe workforce crisis” (see Vestal, 2015). Estimates are that by 2025, there will be a shortage of approximately 16,540 substance abuse counselors in the United States, representing a 16% supply shortage (Health Resources and Services Administration, HRSA, 2015).

National data compiled in 2015 by the research firm Advocates for Human Potential (and reported by Vestal, 2015, at The Pew Charitable Trusts) revealed that the number of behavioral health professionals (including addictions counselors) qualified to treat persons with substance-related problems ranged from a low of 11 professionals per 1,000 adults in Nevada to a high of 70 professionals per 1,000 adults in Vermont. The national average was 32. Ohio was below this average at approximately 29 professionals per 1,000 adults.

Hwang (2015) reported that nation-wide there will be approximately 300,000 job openings for substance abuse treatment providers. This expansion of mental health benefits is applicable to approximately 60 million American citizens.

Research cited by Andrews (2014) reveals that in 2004, less than 50% of staff in addictions treatment facilities in the United States held a professional or other graduate degree. In Ohio, projections indicate a 19% increase in substance abuse counselor positions from 2014 to 2024 (see www.onetonline.org), necessitating current investment in workforce development and addictions

counselor preparedness. This workforce includes licensed chemical dependency counselors, the workforce that the proposed ACCP intends to prepare.

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2018. The following is the anticipated schedule:

- CES program approval: October 2017
- LDES SCC approval: November 1, 2017
- presented to EHHS for approval: November 17, 2017
- presented to EPC for approval: January 22, 2018
- notification of HLC

Addictions Counseling Post-Secondary Certificate

College of Education, Health and Human Services
 School of Lifespan Development and Educational Sciences
 405 White Hall
 Kent Campus
 330-672-2294
www.kent.edu/ehhs/lides

Description

The Addictions Counseling Certificate Program (ACCP) is a five-course certificate (minimum of 15 credits) housed in and sponsored by the Counselor Education and Supervision (CES) program. The ACCP prepares undergraduate/post-secondary students to provide a wide range of theory- and research-informed services in addictions counseling in a variety of settings with a range of clientele. It also provides all necessary training hours in the required content areas for licensure eligibility as a chemical dependency counselor in Ohio. The first course in the ACCP provides all necessary training hours for certification as a chemical dependency counselor assistant (CDCA) in Ohio, an employable credential. The ACCP course content includes theories and models of addiction and addictive behaviors, pharmacology (i.e., review of substances typically misused, as well as medications used to treat symptoms of substance use disorders), screening and diagnostic assessment of substance use and co-occurring disorders, case conceptualization and treatment planning using the American Society of Addiction Medicine (ASAM) Criteria, evidence-based practices in addictions (e.g., motivational interviewing, contingency management), and legal and ethical considerations in addictions counseling. Experiential training is infused throughout the curriculum (e.g., use of simulated clients in the classroom) and culminates in a practicum in addictions counseling, undertaken in the field at an approved counseling facility under the supervision of an approved licensed behavioral health provider. The ACCP is most useful for undergraduate/post-secondary students who wish to pursue a specialization in or a career in addictions counseling.

Fully offered at:

Kent campus

Admission Requirements

Kent State University affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who graduated from high school three or more years ago.

Freshman Students on the Kent Campus: The freshman admission policy on the Kent Campus is selective. Admission decisions are based upon the following: cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. The Admissions Office at the Kent Campus may defer the admission of students who do not meet admissions criteria but who demonstrate areas of promise for successful college study. Deferred applicants may begin their college coursework at one of seven Regional Campuses of

Kent State University. For more information on admissions, including additional requirements for some academic programs, visit the admissions website for new freshmen.

Freshman Students on the Regional Campuses: Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, as well as the Regional Academic Center in Twinsburg, have open enrollment admission for students who hold a high school diploma, GED or equivalent.

Transfer, Transitioning and Former Students: For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 525 TOEFL score (71 on the Internet-based version), minimum 75 MELAB score, minimum 6.0 IELTS score or minimum 48 PTE Academic score, or by completing the ELS level 112 Intensive Program. For more information on international admission, visit the Office of Global Education's admission website.

Program Requirements

Undergraduate/Post-secondary Certificate Requirements

Requirements for the Addictions Counseling Certificate Program (ACCP)

Course Number	Course Name	Credit Hours
CES 37662	Introduction to Addictions Counseling	3
CES 34650	Practices and Theories in Addictions Counseling	3
CES 37665	Planning Care in Addictions Counseling	3
CES 34654	Evidence-based Approaches in Addictions Counseling	3
or CES 37668	Motivational Interviewing	
CES 37692	Addictions Counseling Practicum Introduction to Motivational Interviewing	4-9
Minimum Total Credit Hours:		16

Graduation Requirements

Minimum certificate GPA

2.500

- Students must declare themselves as a certificate candidate before enrolling in the second course of the ACCP.
- Students must complete a minimum of 15 credits at Kent State University.

Notice of Intent to Offer an Educational Program Addictions Counseling Certificate Program Kent State University

Gainful Employment Electronic Announcement #5 dated 1 June 2011 and posted on www.ifap.ed.gov explains the process for institutional notification to the U.S. Department of Education (ED) of new educational programs that prepare students for gainful employment in a recognized occupation (GE Programs). An institution's notification to ED of its intent to offer a new GE Program must include information to support the institution's determination of the need for the program, as required by the regulations at 34 CFR 600.20(d)(2). Descriptions and documentation provided by an institution can cover more than one new GE Program, if the same, or similar, process was used by the institution to determine the need for the program, and should be provided as follows:

1. Institution Name: **Kent State University**
2. OPEID: **00305100**
3. Program name(s) and program CIP code(s) supported by this documentation: *(Therese Tillett will provide CIP code once document has been submitted to Curriculum Services.)*

Addictions Counseling Certificate (Post-Secondary and Post-Baccalaureate)

4. Narrative description of how the institution determined the need for the program. For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s) and provide details describing the benefits of the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative. The institution must retain documents that support this description for review or submission to the ED upon request.

In Spring 2016, Dr. Mary Dellmann-Jenkins, Director of the School of Lifespan Development and Educational Sciences (LDES) in the College of Education, Health and Human Services (EHHS), recommended to Dr. Cynthia Osborn, Professor of Counselor Education and Supervision (CES)/LDES, the development of a certificate program in addictions counseling at KSU. This recommendation was based on the observed need in the community and the Northeast Ohio region for an expanded addictions workforce, a workforce well prepared and equipped to address ongoing societal challenges related to substance misuse, including the rising rates of opioid misuse and overdose. Dr. Osborn's clinical background is in substance abuse counseling, specifically working with adults with both substance use disorders and mental illnesses. She also teaches the two elective CES graduate courses in addictions counseling.

Dr. Osborn's initial work in developing the proposed 15-credit hour addictions counseling certificate program (ACCP) at the undergraduate/post-secondary and graduate levels revealed only seven undergraduate and/or graduate courses offered at KSU that have as the focus (in the title of the course) substance abuse, addiction, and/or drugs and alcohol. For a higher education institution the size of KSU (i.e., student enrollment, number of academic programs offered), this is a paltry number of courses in the cross-disciplinary field of addictions. Two therapists at Psychological Services at KSU noted this as well. In their joint letter of support for the ACCP, Dr. John Schell, Senior Psychologist, and Ms. Ashley Holt,

Chemical Dependency Specialist, referred to “a curricular gap at the university” specific to addictions and addictions counseling.

Two of the seven existing courses at KSU that have as their focus (in the title of the course) substance abuse, addiction, and/or drugs and alcohol are the two CES courses Dr. Osborn already teaches (CES 6/77664 and CES 6/77665). They are graduate-only courses. Another graduate-only course (RHAB 6/77744) is offered in Rehabilitation Counseling (School of LDES, College of EHHS). Health Education (School of Health Sciences, College of EHHS) offers two courses, one an undergraduate only course (HED 32530), the other an undergraduate and graduate course (HED 4/54550). Another undergraduate and graduate course is offered in Sociology (College of Arts and Sciences), specifically Criminology (CRIM 46701). The remaining course offered at KSU that has as its focus substance abuse, addiction, and/or drugs and alcohol is an undergraduate only course in the Department of Psychological Sciences (PSYC 41364; College of Arts and Sciences). No course that addresses substance abuse, addiction, and/or drugs and alcohol is offered in the College of Nursing or the College of Public Health. Of the seven existing courses that have as their focus substance abuse, addiction, and/or drugs and alcohol, four have as their explicit focus pharmacology, or a survey of substances typically misused and their pharmacologic properties and medical and subjective effects.

Existing coursework at KSU at the undergraduate and graduate level is lacking in theories or models of addiction, methods of prevention and intervention (e.g., evidence-based practices), ethical and legal considerations in the care of persons struggling with substance use, and methods for engaging persons struggling with substance use to consider behavior change. These represent content or training areas required for licensure eligibility as an addictions professional in many states including Ohio (e.g., Licensed Chemical Dependency Counselor in Ohio). Furthermore, no academic unit at KSU houses a degree or certificate program in addictions counseling. The proposed ACCP fills the need for additional and comprehensive coursework in the broad area of addictions, and provides qualifying students with a university/academic credential (i.e., certificate) that satisfies training requirements of the Ohio Chemical Dependency Professionals Board (OCDPB) for licensure eligibility as a chemical dependency counselor in Ohio.

5. Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs. For example, indicate if Bureau of Labor Statistics data or state labor data systems information was used, and/or if state, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers. The institution must retain copies of documents and its analysis for review and submission to the ED upon request.

Since Fall 2017, Dr. Osborn and/or the CES doctoral student and graduate assistant helping her develop the ACCP, Annaleise Lessick, have consulted with persons within and outside the university about the proposed ACCP. These consultation meetings took place in person or over the telephone. To date, we have consulted 22 persons from 12 different academic programs or administrative units within the university (representing Kent, Salem, and Stark campuses). Seven letters of support for the ACCP from internal constituents are included in

the ACCP proposal. Seventeen persons from 11 different agencies (e.g., community-based addictions treatment facilities) or organizations external to the university also were consulted. Seven persons external to the university have provided letters of support and these are included in the ACCP proposal. External consultants represent agencies located in six different Northeast Ohio counties (i.e., Portage, Stark, Summit, Cuyahoga, Mahoning, and Wayne). Two of the external consultants were the former Executive Director of the OCDPB (located in Columbus, Ohio) and then her predecessor.

Information gathered from the 22 internal and 17 external constituents we consulted provided guidance in the development of the curricular content and the format (e.g., number of courses, length of time for earning the certificate) of the ACCP. All have supported a certificate program that targets three audiences (1) KSU undergraduate/post-secondary students, (2) KSU graduate students, and (3) in-career professionals (e.g., licensed professional counselors, clergy, health care professionals) and others not affiliated with the university who wish to pursue a specialization in or a career in addictions counseling (including recovery coaches and other peer-support specialists whose work does not require a college degree). The ACCP curriculum – whether at the undergraduate or graduate level – fulfills training content areas and hours required of the OCDPB for licensure eligibility as a chemical dependency counselor in Ohio.

One aspect of the proposed ACCP that has received support from internal and external constituents consulted is the inclusion of a practicum course. External consultants have indicated the need for students and potential employees (e.g., addictions counselors) to have practical, structured, and supervised experience in addictions counseling. Although experiential training opportunities will be infused in two earlier courses in the ACCP sequence, the final course of a practicum provides intensive and closely supervised work experience for students. Clock hours accrued in the field during practicum also will count toward the total 2,000 practice hours required for licensure eligibility as a chemical dependency counselor in Ohio. The inclusion of a practicum course specific to addictions counseling is unique among the other certificate programs offered by other academic institutions in Ohio. Other two- and four-year universities in Ohio (e.g., Cleveland State University) offer a certificate program in substance abuse counseling. None of these universities appears to offer comprehensive and structured experiential training in addictions counseling that targets undergraduate, graduate, and post-graduate health care workers. Only one of these universities (Cincinnati State Technical and Community College) offers comprehensive training (i.e., 33 credit hours) that includes a formal practicum course. This institution, however, is a two-year college unable to cater to upper division undergraduates or graduate students.

Additional information for the development of the ACCP was obtained by attending several professional and public gatherings. Among these were the Portage County Opioid Awareness Symposium held at NEOMED in Rootstown, Ohio, in October 2016; and the Ohio Workforce for the Future Forum held in Columbus, Ohio, in April 2017, a gathering sponsored in part by the Substance Abuse and Mental Health Services Administration (SAMHSA) and the Association for Addiction Professionals (NAADAC). Dr. Osborn attended the Ohio Addictions Studies Institute (www.addictionstudiesinstitute.com) in Columbus in late July 2017. She also attended the one-hour webinar, Research to Strengthen Behavioral Health Workforce Capacity, sponsored by NAADAC (www.naadac.org) in September 2017 and conducted by researchers at the Behavioral Health Workforce Research

Center at the University of Michigan (see www.behavioralhealthworkforce.org). These professional and public gatherings reinforced the need for a well-trained workforce to address ongoing regional and national challenges of substance use in general, and the opioid epidemic in particular.

There is a national shortage of professionals prepared to care for persons with substance-related conditions, a shortage that now has become “a severe workforce crisis” (see Vestal, 2015). Estimates are that by 2025, there will be a shortage of approximately 16,540 substance abuse counselors in the United States, representing a 16% supply shortage (Health Resources and Services Administration, HRSA, 2015).

National data compiled in 2015 by the research firm Advocates for Human Potential (and reported by Vestal, 2015, at The Pew Charitable Trusts) revealed that the number of behavioral health professionals (including addictions counselors) qualified to treat persons with substance-related problems ranged from a low of 11 professionals per 1,000 adults in Nevada to a high of 70 professionals per 1,000 adults in Vermont. The national average was 32. Ohio was below this average at approximately 29 professionals per 1,000 adults.

Hwang (2015) reported that nation-wide there will be approximately 300,000 job openings for substance abuse treatment providers. This expansion of mental health benefits is applicable to approximately 60 million American citizens.

Research cited by Andrews (2014) reveals that in 2004, less than 50% of staff in addictions treatment facilities in the United States held a professional or other graduate degree. In Ohio, projections indicate a 19% increase in substance abuse counselor positions from 2014 to 2024 (see www.onetonline.org), necessitating current investment in workforce development and addictions counselor preparedness. This workforce includes licensed chemical dependency counselors, the workforce that the proposed ACCP intends to prepare.

6. Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program. The institution must retain copies of analysis documents for review and submission to the ED upon request.

The Ohio Chemical Dependency Professionals Board (OCDPB; <http://ocdp.ohio.gov/>) issues four professional chemical dependency credentials: (1) the chemical dependency counselor assistant (CDCA), (2) the licensed chemical dependency counselor II (LCDC II), (3) the LCDC III, and (4) the licensed independent chemical dependency counselor (LICDC). The CDCA is an entry-level credential (not a license) that requires only a high school diploma or GED and 40 clock hours of content-specific chemical dependency (CD) training. This training will be satisfied in the first of five courses in the proposed ACCP. The scope of practice for a CDCA includes assessment, facilitating treatment groups, and case management. Robert Young, Clinical Services Director at Townhall II in Kent, an addictions treatment facility, states in his ACCP support letter of September 19, 2017, that persons with the CDCA credential can be employed at Townhall II with a starting salary “usually in the \$30K range.”

Persons who hold a CD license (LCDC II, LCDC III, or LICDC) have varying levels of academic degrees but all require the same 180 clock hours of content-specific CD training. This training will be completed in the five-course series of the proposed ACCP. The LCDC II requires an associate's degree, the LCDC III requires a baccalaureate/four-year degree, and the LICDC requires a graduate degree. In his ACCP support letter of September 28, 2017, Jason Joyce, Senior Director of Clinical Services at Recovery Resources in Cleveland, states that his agency employs CD counselors at a starting salary of "around \$40,000" which he indicates "is a significant increase for most people who are working in case management [a professional role that may require only a minimum of a high school diploma or GED] and care coordination." At Meridian Healthcare in Youngstown, Meghan Fawcett, Vice President Clinical Treatment, states in her October 4, 2017 ACCP letter of support, that "Compensation (starting pay) for positions with Chemical Dependency Licensure ranges from \$12.00 per hour to 40,000 a year; depending on licensure and experience."

These reported pay and salary ranges for CD counselors reported by senior clinicians at addictions treatment facilities in NE Ohio are consistent with the 2016 mean wage (\$21.23/hour), median wage (\$19.75/hour), and median annual wage (\$41,070) reported by the U.S. Bureau of Labor Statistics for "substance abuse and behavior disorder counselors" (see <https://data.bls.gov/cgi-bin/>). From another source (www.onetonline.org), the average salary for substance abuse and behavioral disorder counselors is approximately \$19.50 per hour and \$39,980 per year across educational levels.

7. Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following: business advisory committees; program integrity boards; business that would likely employ graduates of the program; and/or public or private oversight or regulatory agencies (not including the state licensing/authorization agency and accrediting agency).

For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the ED upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

As stated, since Fall 2017, Dr. Osborn and/or the CES doctoral student and graduate assistant, Annalise Lessick, have consulted with persons within and outside the university about the proposed ACCP. These consultation meetings took place in person or over the telephone. To date, we have consulted 22 persons from 12 different academic programs or administrative units within the university (representing Kent, Salem, and Stark campuses). Seven letters of support for the ACCP from internal constituents are included in the ACCP proposal. Seventeen persons from 11 different agencies (e.g., community-based addictions treatment facilities) or organizations external to the university also were consulted. Seven persons external to the university have provided letters of support and these are included in the ACCP proposal. External consultants represent agencies located in six different Northeast Ohio counties (i.e., Portage, Stark, Summit, Cuyahoga, Mahoning, and Wayne). Clinicians from behavioral health (including addictions) facilities in NE Ohio who have submitted letters of support for the ACCP have all offered their facilities as practicum sites for students

in the ACCP. These sites also represent potential employers of ACCP graduates.

8. Date of the first day of class. Include both:

- a. The first day the program was or will be offered by the institution, and

August 27, 2018

- b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.

August 20, 2018

New Program Needs Analysis and Faculty Credentials

Establishment of Addictions Counseling Certificates (Post-Secondary and Post-Baccalaureate)

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the “need” for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

The elements of a needs analysis include:

1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

The Need and Rationale:

Substance use disorders are among the three most prevalent categories of mental disorders in the United States (the other two are anxiety and mood disorders; Rosenthal, 2013). The Centers for Disease Control and Prevention (CDC; www.cdc.gov) reports that each day in the United States: 1,300 deaths are attributable to cigarette smoking; 91 persons die of an opioid overdose; and 6 persons die of alcohol poisoning. The CDC also reports that in an average year, 480,000 deaths are attributable to cigarette smoking and 88,000 deaths are related to excessive alcohol use. In 2015, more than 33,000 persons died of an opioid overdose. Ohio Department of Health data reveal that 3,050 persons died of a drug overdose in 2015, the highest number on record at that time and the highest compared to all other states (see www.healthy.ohio.gov). Unfortunately, this number increased (by 25%) to 4,050 in 2016. Fentanyl, a synthetic opioid (and, more often than not, illegally produced), was involved in the majority (58.2%) of drug overdose deaths in 2016.

Given the expansion of Medicaid under the 2010 Affordable Care Act (ACA) that remains federal law, all states (including Ohio) will be required to provide basic coverage for substance use services (e.g., counseling) to Medicaid enrollees (Andrews, 2014). The ACA considers substance use services as one of 10 essential health benefits (see www.hhs.gov/healthcare/about-the-aca). Manderscheid (2014) projected that Medicaid expansion will “favor persons with primary substance use conditions” (pp. 88-89). (**References** to all scholarly and other sources cited in this Needs Analysis are found in **Appendix A**. Exceptions are sources that have electronic link citations in-text.)

There is a shortage of professionals prepared to care for persons with substance-related conditions, a shortage that now has become “a severe workforce crisis” (see Vestal, 2015). Estimates are that by 2025, there will be a shortage of approximately 16,540 substance abuse counselors in the United States, representing a 16% supply shortage (Health Resources and Services Administration, HRSA, 2015). National data compiled in 2015 by the research firm Advocates for Human Potential (and reported by Vestal, 2015, at The Pew Charitable Trusts) revealed that the number of behavioral health professionals (including addictions counselors) qualified to treat persons with substance-related problems ranged from a low of 11 professionals

per 1,000 adults in Nevada to a high of 70 professionals per 1,000 adults in Vermont. The national average was 32. Ohio was below this average at approximately 29 professionals per 1,000 adults.

Hwang (2015) reported that nation-wide there will be approximately 300,000 job openings for substance abuse treatment providers. This expansion of mental health benefits is applicable to approximately 60 million American citizens. Research cited by Andrews (2014) revealed that in 2004, less than 50% of staff in addictions treatment facilities in the United States held a professional or other graduate degree. In Ohio, projections indicate a 19% increase in substance abuse counselor positions from 2014 to 2024 (see www.onetonline.org), necessitating current investment in workforce development and addictions counselor preparedness. This workforce includes licensed chemical dependency counselors.

Occupational Titles:

An August 2016 report of the Behavioral Health Workforce Research Center at the University of Michigan (see www.behavioralhealthworkforce.org) highlights a major challenge in the training, preparation, and supply of behavioral health care providers (including addictions counselors): the lack of “comprehensive data describing the size and composition of the numerous disciplines comprising the behavioral health workforce.” Names and titles abound for those who are employed and practice in the addictions field or provide addictions services. The array of designations illustrates the cross-disciplinary nature of addictions work. Persons who struggle with substance use and other addictive behaviors (e.g., gambling) are seen by a variety of health care providers (whether or not the providers are initially aware of their patients’ or clients’ substance use and addictive behaviors). Substance use disorders and addictive behaviors in general do not discriminate.

Nationally, behavioral health occupations that have a licensure procedure include psychiatry, psychology, marriage and family therapy, social work, professional counseling, and addictions counseling. Those whose specialization is addictions include those with the title of substance abuse counselor, addiction(s) counselor, chemical dependency counselor, alcohol and other drug (AOD) counselor, and addiction psychiatrist or addictionologist. The U.S. Bureau of Labor Statistics uses the occupational category of Substance Abuse and Behavioral Disorder Counselors (see <https://data.bls.gov>) to assess employment and wages for this vast occupational group. The designation used in Ohio for professionals who have earned the state credential is chemical dependency counselor. The broad and all-encompassing occupational title used in this proposal and for the proposed certificate program is addictions counselor.

Employment Opportunities:

The Ohio Chemical Dependency Professionals Board (OCDPB; <http://ocdp.ohio.gov/>) issues four professional chemical dependency credentials: (1) the chemical dependency counselor assistant (CDCA), (2) the licensed chemical dependency counselor II (LCDC II), (3) the LCDC III, and (4) the licensed independent chemical dependency counselor (LICDC). The CDCA is an entry-level credential (not a license) that requires only a high school diploma or GED and 40 clock hours of content-specific chemical dependency (CD) training. This training will be

satisfied in the first of five courses in the proposed addictions counseling certificate program (ACCP). The scope of practice for a CDCA includes conducting assessment and treatment planning, facilitating individual and group counseling sessions, providing education on substance use and addiction, and engaging in case management – all services conducted under supervision. Robert Young, Clinical Services Director at Townhall II in Kent, an addictions treatment facility, states in his ACCP support letter of September 19, 2017 that persons with the CDCA credential can be employed at Townhall II with a starting salary “usually in the \$30K range.”

Persons who hold a CD license in Ohio (LCDC II, LCDC III, or LICDC) have varying levels of academic degrees but all require the same 180 clock hours of content-specific CD training. This training will be completed in the five-course series of the proposed ACCP. The LCDC II requires an associate’s degree, the LCDC III requires a baccalaureate/four-year degree, and the LICDC requires a graduate degree. According to the OCDPB, academic degrees that qualify for CD counselor licensure must be at least 27 credit hours and in a behavioral science, broadly defined to include such degree programs in human services, addictions, chemical dependency, social work, criminal justice, corrections, psychology, child development, counseling, personnel and industrial relations, vocational rehabilitation counseling, and sociology.

In his ACCP support letter of September 28, 2017, Jason Joyce, Senior Director of Clinical Services at Recovery Resources in Cleveland, describes the significant need for CD counselors in Cuyahoga County. He states: “We have had continuous openings for counselors over the past year and are in need of additional support. On many days, we have more people walk in for an assessment than we are able to see, prompting us to reschedule. We are striving towards same day access, much like physical health and the hospital system, but we need highly trained staff to do so.” This need is evident in Mahoning and Trumbull counties as well, the counties served by Meridian Healthcare. In her October 4, 2017 ACCP letter of support, Meghan Fawcett, Vice President Clinical Treatment at Meridian Healthcare, states that “we have been unable to fill positions as fast as the demand has occurred. Programs such as [the ACCP at KSU] will assist us in hiring individuals with knowledge and experience in the treatment of addictions.”

A similar need is apparent in Summit County, where Child Guidance and Family Solutions (CG&FS), a community-based treatment facility in Akron, is located. Steve Case, Senior Clinical Consultant for Co-Occurring Disorders at CG&FS describes in his September 21, 2017 ACCP support letter the “significant chemical dependency workforce shortage” in Ohio and the need to “provide future mental health professionals the opportunity to gain the much needed and highly valued specialization in chemical dependency treatment.” Because of Medicaid expansion and its call for health care integration, Mr. Case explains that more health care professionals will need training in addictions counseling. He states that “fewer than 5” of the over 100 mental health clinicians employed at CG&FS “possess a dual chemical dependency credential.”

The need for well-trained addictions professionals is further echoed by Dr. Sarah Friebert, Director of the Haslinger Pediatric Palliative Care Division and Director of the Office of Addiction Services at Akron Children’s Hospital. In her October 16, 2017 ACCP letter of support, Dr. Friebert states: “More helping professionals (including physicians) are needed with formal training in addictions counseling.” This includes professionals in the hospital setting, she adds, “to enhance the coordination of care that takes place on a treatment team.”

Earnings for CD counselors in NE Ohio are not extremely high; however, they are not extremely low either. In his ACCP support letter, Jason Joyce from Recovery Resources in Cleveland, states that his agency employs CD counselors at a starting salary of “around \$40,000” which he indicates “is a significant increase for most people who are working in case management [a professional role that may require only a minimum of a high school diploma or GED] and care coordination.” At Meridian Healthcare in Youngstown, Meghan Fawcett, states that “Compensation (starting pay) for positions with Chemical Dependency Licensure ranges from \$12.00 per hour to 40,000 a year; depending on licensure and experience.” For someone who has just graduated with a 2- or 4-year degree in a behavioral science (e.g., Psychology, Sociology, HDFS) and has been able to obtain a CD counselor license in Ohio as a result of completing the ACCP at KSU, these starting pay ranges will be appealing.

These pay and salary ranges for CD counselors reported by senior clinicians at addictions treatment facilities in NE Ohio are consistent with the 2016 mean wage (\$21.23/hour), median wage (\$19.75/hour), and median annual wage (\$41,070) reported by the U.S. Bureau of Labor Statistics for “substance abuse and behavior disorder counselors” (see <https://data.bls.gov/cgi-bin/>). From another source (www.onetonline.org), the average salary for substance abuse and behavioral disorder counselors is approximately \$19.50 per hour and \$39,980 per year across educational levels.

Other Evidence:

On April 12, 2017, the CES program faculty voted unanimously to “proceed with completing work [on] the development of the Addictions Counseling Certificate Program and submit the documents needed for curriculum review/approval fall 2017” (CES program faculty meeting minutes). CES program faculty maintained their support for the ACCP on September 14, 2017 after reviewing a 2-page draft overview and description of the proposed ACCP prepared by Dr. Osborn. This unanimous vote was documented in CES program faculty meeting minutes as follows: “Faculty voted to support the Addictions Counseling Certificate Program (ACCP) as presented by Osborn (see handout).”

Appendix B of this Needs Analysis is the 2-page overview of the proposed ACCP provided to internal and external constituents. This overview was prepared by Cynthia Osborn and circulated among her CES faculty colleagues.

Appendix C of this Needs Analysis includes all letters of support (N=15) obtained for the ACCP. **Internal letters of support** (N=8) are from:

1. Mary Dellmann-Jenkins, Director, School of Lifespan Development and Educational Sciences (LDES), College of EHHS;
2. Lynne Rowan, Director, School of Health Sciences, College of EHHS;
3. Maria Zaragoza, Chair, Department of Psychological Sciences, College of Arts and Sciences;

4. Kelly Cichy, Program Coordinator, Human Development and Family Studies (HDFS), College of EHHS;
5. Kimberly Steele, Academic Program Director of Human Services at Columbiana County Campuses of KSU;
6. John Schell, Senior Psychologist, and Ashley Holt, Chemical Dependency Specialist, both of Psychological Services, University Health Services;
7. Kevin Mowers, Director, Residence Life, Residence Services; and
8. Philip Rumrill, Professor of Rehabilitation Counseling, School of LDES, College of EHHS.

External letters of support (from constituents external to the university; N=7) are from:

1. Robert Young, M.Ed., Clinical Services Director at Townhall II in Kent;
2. Steve Case, M.Ed., Senior Clinical Consultant for Co-Occurring Disorders, Child Guidance and Family Solutions, Inc., in Akron;
3. Greg Emanuelson, Ph.D., Massillon Site Coordinator of CommQuest in Massillon;
4. Jason Joyce, M.Ed., Senior Director of Clinical Services at Recovery Resources in Cleveland;
5. Bill Russell, M.Ed., Chief Officer, Portage Behavioral Health, Coleman Behavioral Health in Kent and Ravenna;
6. Meghan Fawcett, Vice President of Clinical Treatment at Meridian Healthcare, Youngstown; and
7. Sarah Friebert, M.D., Director of the Haslinger Pediatric Palliative Care Division and Director of the Office of Addiction Services at Akron Children's Hospital.

2. PROJECTED STUDENT AND GRADUATE DATA

Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time.

The proposed addictions counseling certificate program (ACCP) has three target audiences: (1) KSU undergraduate/post-secondary students, (2) KSU graduate students, and (3) in-career professionals (e.g., licensed professional counselors, clergy, health care professionals) and others not affiliated with the university (non-degree seeking KSU students) who wish to pursue a specialization in or a career in addictions counseling (including recovery coaches and other peer-support specialists whose work does not require a college degree). The ACCP curriculum – whether at the undergraduate/post-secondary or graduate level – fulfills training content areas and training hours required by the Ohio Chemical Dependency Professionals Board (OCDPB; <http://ocdp.ohio.gov/>) for licensure eligibility as a chemical dependency counselor in Ohio.

A brief, 3-item Qualtrics survey was developed to assess current KSU undergraduate and graduate students' interest in the ACCP. The survey was administered over a 3-week period Fall

2017 (September 29 – October 17, 2017). Four faculty representing three undergraduate academic programs at the Kent campus of KSU (i.e., Psychology, Sociology, HDFS) were asked to disseminate the survey to their students. CES program faculty also were asked to disseminate the survey to graduate students enrolled in their courses. A total of 176 undergraduate students responded, with 73% (N=128) reporting interest in enrolling in the ACCP; another 22% reported “maybe” they would enroll. Ninety-one undergraduate students provided their names and contact information to receive detailed information about the ACCP.

This level of undergraduate student interest in the ACCP is underscored by Dr. Kelly Cichy, HDFS Program Coordinator (School of LDES, College of EHHS), in her letter of support. She states: “I anticipate that the ACCP certificate will be very attractive to our students across all of our concentrations...[and] is likely to be particularly sought after by students in our Case Management (2016 RPIE, *n* = 73) and Child and Youth Development (2016 RPIE, *n* = 168) concentrations.” Dr. Cichy adds: “I would anticipate that more than half of our Case Management concentration students will pursue the ACCP as a means toward employment in addictions by obtaining the chemical Dependency Counselor Assistant (CDCA) during their undergraduate studies.” Dr. Maria Zaragoza, Chair of the Department of Psychological Sciences, also envisions high undergraduate student interest in the proposed ACCP. She explains in her letter of support that “the proposed ACCP provides a viable employment pathway for the large number of undergraduate Psychology majors who are interested in counseling work.” In clarifying that the proposed ACCP does not conflict with nor encroach upon curricular programs in Psychology, she adds that “To the contrary, we believe that the ACCP would augment the academic training our students receive in a way that is both targeted and practical.”

A majority (60%) of the graduate students who responded (N=55) to the brief Qualtrics survey also expressed interest in enrolling in the ACCP, with another 22% reporting “maybe” they would enroll. Sixteen graduate students provided their names and contact information to receive detailed information about the ACCP. This graduate student level of interest in the ACCP also is reinforced by Dr. Kelly Cichy in her letter of support. She explains: “In addition to their core coursework, HDFS MA students have the opportunity to develop a concentration area, where they select the courses that best fit their interests and career goals. This concentration area often includes the pursuit of additional certificates, and I anticipate that prospective HDFS MA students will be strongly interested in the ACCP certificate as a means of rounding out their training and increasing their competitiveness.” In another letter of support for the ACCP, Dr. Philip Rumrill, Professor of Rehabilitation Counseling (School of LDES) in the College of EHHS (who was not asked to disseminate the Qualtrics survey to his students), predicted that “approximately 5-7 master’s-level students in Rehabilitation Counseling will enroll in your certificate program each year.”

As proposed, the 15-credit ACCP can be completed in 12 months (Fall, Spring, and Summer). Students will enroll in 6 credits (two 3-credit courses) in the Fall, 6 credits (two 3-credit courses) in the Spring, and 3 credits (practicum) in the Summer. Undergraduate students who wish to enroll in 6 or 9 credits of practicum in the Summer (to accrue additional practice hours toward the 2,000 hours required for CD counselor licensure eligibility in Ohio) can do so. This also is true for graduate students who wish to enroll in 6 credits of practicum in the Summer.

Given student responses to the Qualtrics survey conducted Fall 2017 about the proposed ACCP, consultations with internal and external constituents since early Fall 2016, and given the support letters received from specifically internal constituents (e.g., academic program coordinators), it is anticipated that student enrollment in the ACCP will increase significantly (i.e., up to 110%) over the first 5 years of its implementation. Table 1 presents projected student enrollment in the ACCP over the first 5 years. Each year represents a new group of ACCP students as the ACCP is intended to be completed within 12 months (Fall, Spring, and Summer). These are conservative estimates.

Table 1.

Projected student enrollment over the first 5 years of the ACCP.

	2018-19	2019-20	2020-21	2021-22	2022-23	5-Year % Increase
KSU Undergraduate Students	20	25	28	32	35	75%
KSU Graduate Students	8	10	12	15	18	80%
In-career Professionals (non-degree seeking KSU students)	3	4	6	8	12	33%
Total projected student enrollment	31	39	46	55	65	110%

One explanation for projected student enrollment increases over the first 5 years of the ACCP is the continued development of the KSU Collegiate Recovery Community (CRC) mentioned in the joint letter of support from Dr. John Schell and Ms. Ashley Holt of Psychological Services. They state that the CRC “has been underway for the past three years, but has really gathered more broad-based support this year [i.e., 2017-18] and is one of the strategic initiatives of University Health Services as well as a priority within the Division of Student Affairs.” They proceed to explain that “The ACCP will provide students in recovery a chance to learn more about addictions and various treatment options, and will be an important way for students in the CRC to connect intellectually and academically.” They end their letter of support by referring to the development of a Living and Learning Community (LLC) through Residence Services at KSU and that the proposed ACCP may serve as the academic program to which this newly proposed LLC may be tied.

It is anticipated that initial enrollment in the ACCP will be greater for KSU undergraduate students than for KSU graduate students. Compared to undergraduate students, graduate students already may be enrolled in a professional degree program that leads toward licensure in a

behavioral science (e.g., professional counseling, psychology). Increases in enrollment across student levels each year are anticipated in response to ACCP promotion and marketing efforts. These efforts will include CES program faculty and CES doctoral students (e.g., graduate assistants) disseminating information about the ACCP to undergraduate and graduate students via in-classroom guest appearances, meeting with professional advisors in various academic programs and colleges, and attending job and career fairs at various KSU campuses. A brief promotional video about KSU's ACCP will be developed. This promotional video will be accessible on the CES program website and will be disseminated across KSU campuses and to constituents outside the university (e.g., clinical directors of behavioral health treatment/care facilities in Northeast Ohio, county boards of mental health and addictions services, CES program alumni).

ACCP enrollment increases over the first 5 years also are projected when certain ACCP courses are offered online or at least as hybrid courses. Online course delivery of at least two ACCP courses is planned to begin the second year of ACCP implementation (i.e., 2019-2000). Further enrollment increases are projected in response to the CES program applying for and securing external teaching/training funds (e.g., from the U.S. Health Resources and Services Administration, www.hrsa.gov) to provide financial support to ACCP students during practicum, as well as to onsite practicum supervisors. Dr. Sarah Friebert of Akron Children's Hospital specifically states in her letter of support that she is willing to collaborate with ACCP personnel to "secure extramural funding for joint interdisciplinary initiatives, including financial support for ACCP students and their onsite supervisors during practicum."

3. COMMUNICATION WITH BUSINESS AND INDUSTRY

Since early Fall 2017, Cynthia Osborn, Professor of CES in the School of LDES, College of EHHS, and/or Annaleise Lessick, the CES doctoral student and graduate assistant who has assisted Dr. Osborn with the ACCP proposal development, have consulted with persons within and outside the university about the proposed ACCP. These consultation meetings took place in person or over the telephone. To date, we have consulted 22 persons from 12 different academic programs or administrative units within the university (representing Kent, Salem, and Stark campuses). Eight letters of support for the ACCP from internal constituents are included in the ACCP proposal. Seventeen persons from 11 different agencies (e.g., community-based addictions treatment facilities) or organizations external to the university also were consulted. Seven persons external to the university have provided letters of support and these are included in the ACCP proposal. External consultants represent agencies located in six different Northeast Ohio counties (i.e., Portage, Stark, Summit, Cuyahoga, Mahoning, and Wayne). Clinicians from behavioral health (including addictions) facilities in Northeast Ohio who have submitted letters of support for the ACCP have all offered their facilities as practicum sites for students in the ACCP. These sites also represent potential employers of ACCP graduates. Refer to **Appendix B** of this Needs Analysis for all seven letters of support from constituents external to the university who represent potential practicum and employment sites for ACCP students and graduates.

4. FACULTY CREDENTIALS AND CAPACITY

Faculty Credentials

The proposed ACCP will be housed in and sponsored by the Counselor Education and Supervision (CES) program (School of LDES, College of EHHS). All undergraduate and graduate ACCP courses will be CES courses. The following faculty will provide oversight of and instruction for the ACCP. Unless otherwise specified, all resumes/CVs of faculty listed in this section are included in **Appendix D** of this Needs Analysis.

Full-time ACCP Faculty:

Cynthia Osborn, Ph.D., Professor of CES at KSU Kent, will serve as the initial ACCP coordinator and is prepared and qualified to teach all five ACCP courses at the undergraduate and graduate levels. She routinely teaches the two existing CES courses in addictions counseling that will be part of the graduate ACCP (and modified as part of the undergraduate/post-secondary ACCP). Dr. Osborn has been on the CES faculty for 20 years, has an earned Ph.D. degree in Counselor Education and Supervision (from Ohio University), is a Licensed Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S), is a Licensed Independent Chemical Dependency Counselor in Ohio (LICDC), and practiced addictions counseling for 2 years prior to her tenure-track appointment to the CES faculty in 1997. Her CV is accessible at www.kent.edu/node/dr-cynthia-osborn.

Cassandra Storlie, Ph.D., Assistant Professor of CES at KSU Kent, is prepared to teach at least one of the graduate courses in the ACCP series. Dr. Storlie routinely teaches master's and doctoral courses in the CES program (e.g., doctoral internship, orientation to clinical mental health counseling). Prior to her 2013 tenure-track appointment to the CES faculty, Dr. Storlie practiced counseling for approx. 5 years in a variety of care facilities, including almost 2 years as the Director of an inpatient mental health and substance abuse treatment facility. She has an earned Ph.D. degree in Counselor Education and Supervision (University of Iowa) and is a licensed Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S). Her CV is accessible at www.kent.edu/node/dr-cassandra-storlie.

Part-time ACCP Faculty:

Kimberly Steele, M.S.Ed., Academic Program Director at KSU Salem, is prepared to serve as the undergraduate ACCP coordinator, depending on student enrollment. She also is prepared and qualified to teach one or more of the ACCP courses at the undergraduate and graduate levels. Since 2007, Ms. Steele has directed all operational, administrative, instructional, and student service activities for the Associate of Applied Science in Human Services Technology at KSU Salem. Prior to her current appointment (from 2007-15), she provided similar services for the Bachelor of Science degree in the HDFS program at the Salem and East Liverpool campuses of KSU. Ms. Steele has a master's degree in Clinical Counseling and Higher Education Student Services Administration (from YSU), is currently enrolled in the Ph.D. degree program in

Cultural Foundations at KSU, is a licensed Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S), is a licensed independent Chemical Dependency Counselor (with supervisory endorsement) in Ohio (LICDC-CS), and has practiced in the addictions treatment field for almost 30 years. She continues to provide counseling services to the Mahoning County Juvenile Court in Youngstown. Her CV is included in Appendix D.

Greg Emanuelson, Ph.D., is currently Site Coordinator for CommQuest, a community-based and residential addictions treatment facility in Canton, Ohio. He is prepared and qualified to teach one or more ACCP courses at the graduate level. Dr. Emanuelson has practiced counseling and clinical supervision in a variety of settings for over 27 years. He has an earned Ph.D. degree in Counselor Education and Supervision (University of Akron) and is a licensed Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S). Dr. Emanuelson is currently a part-time instructor for the CES program, teaching one section of Theories of Counseling. His resume/CV is included in Appendix D.

Jennifer Waugh, M.Ed., is the Assistant Director of The Counseling Center at KSU Kent. She also is a doctoral candidate in the CES Ph.D. degree program. Her master's degree is in Community Counseling from KSU. Ms. Waugh has taught (as instructor of record) seven different graduate CES courses over the past 4 years (14 different sections), and also has taught two different undergraduate courses in the HDFS program in that same time (4 different sections). She is prepared and qualified to teach one or more of the ACCP courses at the graduate and undergraduate levels. Ms. Waugh has practiced in the mental health and addictions fields for over 12 years and holds dual licenses of Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S) and independent Chemical Dependency Counselor in Ohio (LICDC). Her CV is included in Appendix D.

Steve Case, M.Ed., is Senior Clinical Consultant for Co-Occurring Disorders at Child Guidance and Family Solutions, Inc., a large community-based mental health facility in Akron, Ohio. He has practiced in the mental health and addictions fields for over 12 years. His master's degree is in Community Counseling from KSU and he holds the dual licenses of Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S) and independent Chemical Dependency Counselor (with supervisory endorsement) in Ohio (LICDC-CS). Mr. Case has guest lectured in CES addictions counseling courses and is currently a part-time instructor for the CES program, teaching the Diagnosis in Counseling course. He is prepared and qualified to teach one or more of the ACCP courses at the graduate level. His resume is included in Appendix D.

Cheryl Stahl, M.Ed., is Program Manager of the Portage Area Recovery Center, a part of Family and Community Services, Inc., of Portage County. Ms. Stahl has over 12 years of experience providing counseling services in the addictions and mental health fields, including serving as Clinical Coordinator of a women's half-way house sponsored and run by Townhall II in Kent. Her master's degree is in Community Counseling from KSU and she holds the license of Professional Clinical Counselor (LPCC) in Ohio. For over 13 years, Ms. Stahl has served as an adjunct instructor in the Criminology and Justice Studies program (Department of Sociology, College of Arts and Sciences), teaching seven different courses at the undergraduate level. She is prepared and qualified to teach one or more of the ACCP courses at the undergraduate level, and perhaps at the graduate level as well. Her resume is included in Appendix D.

Ashley Holt, M.Ed., is Chemical Dependency Specialist for Psychological Services at KSU Kent. She has practiced as a professional counselor for over 12 years in settings that include a university counseling center (at Ohio University, OU) and a women's residential addictions treatment facility (as Clinical Coordinator). Her master's degree is in Community and Rehabilitation Counseling from OU. Ms. Holt holds dual licenses of Professional Clinical Counselor (with supervisory endorsement) in Ohio (LPCC-S) and as independent Chemical Dependency Counselor in Ohio (LICDC). She is prepared and qualified to teach one or more of the ACCP courses at the undergraduate level. Her resume is included in Appendix D.

CES Doctoral Students may be called upon to teach ACCP courses at the undergraduate or graduate level, depending on their availability and qualifications. This teaching assignment may be part of their graduate assistantship. CES doctoral students currently teach one CES undergraduate course and a variety of CES graduate courses. Ms. Waugh, whose qualifications are described above, is one such example.

Faculty Capacity

The ACCP will be overseen (as Program Coordinator) by Dr. Cynthia Osborn, CES Professor. She also will serve as initial advisor to ACCP students. Ms. Kimberly Steele is prepared to serve as coordinator of the undergraduate ACCP, depending on enrollment (see her letter of support in Appendix B). Ms. Steele also will serve as advisor to ACCP undergraduate students.

To address the need for more CES full-time faculty involvement in and responsibility for the ACCP, a request has been submitted (Fall 2017) to the Office of the Provost for the hire of a new full-time non-tenure-track (NTT) faculty position in the CES program. If approved, and with a successful hire, this new full-time CES faculty will teach primarily in the ACCP. In addition to holding minimum requisite academic and professional credentials, priority will be given to hiring a new full-time CES faculty member who reflects the racial, ethnic, and gender diversity of the local/regional and campus communities. The CES program faculty uphold their commitment to enhancing, in their composition, their representation of the racial, ethnic, and gender diversity of the community and the student body. Of the current 11 CES full-time program faculty, eight identify as female, three as male; and three identify as persons of color (African American, Latino/a), eight as Caucasian.

In the first year of ACCP implementation (2018-19), all courses will be delivered face-to-face and classes will be held at the Kent campus of KSU. To address projected increases in student enrollment and to have the capacity to recruit additional students to the ACCP (e.g., from KSU campuses other than the Kent campus), online course delivery of at least two of the ACCP courses is planned in the second year of the ACCP implementation (2019-20).

APPENDIX A:

References

References

- Andrews, C. M. (2014). The relationship of state Medicaid coverage to Medicaid acceptance among substance abuse providers in the United States. *Journal of Behavioral Health Services & Research*, 41, 460-472.
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- Vestal, C. (2015, April 1). *How severe is the shortage of substance abuse specialists?* Retrieved from <http://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2015/4/01/how-severe-is-the-shortage-of-substance-abuse-specialists>

APPENDIX B

Two-page Draft Overview of the Proposed ACCP

(distributed to internal and external consultants and those who provided letters of support)

Kent State University
Counselor Education and Supervision (CES) Program
Overview of Proposed Addictions Counseling Certificate Program (ACCP)

Structure and Components of ACCP

- Housed in/sponsored by the Counselor Education and Supervision (CES) program
- Cynthia Osborn will serve as initial program coordinator
- Offered to: (a) KSU graduate and undergraduate students enrolled in a behavioral science program, and (b) non-KSU students/in-career professionals (e.g., LPCs/LPCCs, social workers, recovery coaches, clergy) desiring to expand their credentials/expertise in addictions counseling
- Total training hours (225 hours of education) exceed minimum training hours of 180 required by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a licensed chemical dependency counselor (LCDC II, LCDC III or LICDC)
- Five 3-credit CES courses taught/offered in 12 months; separate course offerings and sections for undergraduate and graduate students, although content similar
- All 15 ACCP credits for currently enrolled KSU CES graduate students can be earned while pursuing their KSU degree
- Former KSU students or students currently enrolled in another university can only transfer in 6 credits toward the 15-credit ACCP

Five-Course Sequence of ACCP (intended to be taken in the following 1-5 sequence):

1. **Introduction to Addictions Counseling:** offered in first 7 weeks of Fall 2018
 - CES 37662 for undergraduates; CES 6/77662 for graduates/doctoral students
 - Content in this course will satisfy the 40 hours of education covering six defined content areas required for eligibility as a chemical dependency counselor assistant (CDCA Phase I) in Ohio
 - Additional content area included in this course that is not required by the OCDPB is pharmacology (3 clock/training hours)
2. **Theories and Practices in Addictions Counseling:** offered in second 7 weeks of Fall 2018
 - CES 37664 for undergraduates; CES 6/77664 for graduates/doctoral students (this a revised course of existing CES 6/77664)
 - Theories and models of addiction (including public health and harm reduction, social learning, biological/medical, disease)
 - Further training in pharmacology/substance classification
 - Introduction to counseling procedures in addictions counseling (e.g., screening, assessment, diagnostic assessment) and recommended approaches (e.g., client-centered care)

3. **Treatment Planning in Addictions Counseling:** offered in first 7 weeks of Spring 2019
 - CES 37665 for undergraduates; CES 6/77665 for graduates/doctoral students (this a revised course of existing CES 6/77665)
 - Screening and assessment measures
 - Further training in pharmacology, including medication assisted treatment (MAT)
 - The ASAM Criteria
 - Case conceptualization practices as basis for treatment planning
 - Defining relapse and methods for promoting maintenance
 - Legal and ethical considerations in treatment planning
 - Use of simulated clients in class to teach/learn specific practices

4. **Evidence-based Practices in Addictions Counseling:** offered in second 7 weeks of Spring 2019
 - CES 37666 for undergraduates; CES 6/77666 for graduates and doctoral students)
 - Approximately 6 evidence-based practices (EBPs) will be introduced, including community reinforcement approach, contingency management, motivational interviewing, mindfulness-based approaches, and skills training as part of cognitive-behavior therapy
 - Use of simulated clients in class to teach/learn specific practices
 - 3-credit CES course in motivational interviewing (MI) can be substituted for this course (an undergraduate CES MI course will be established)

5. **Practicum in Addictions Counseling:** offered over 10 weeks of Summer 2019, and possibly in Fall and Spring also
 - CES 37692 for undergraduates; CES 6/77692 for graduates and doctoral students
 - Course content covered during class sessions include professional development practices (e.g., self-care, making use of supervision)
 - Intended to be completed in a treatment facility that provides services to persons struggling with substance use
 - ACCP coordinator will develop appropriate practicum sites in the NE Ohio area by working with current providers at treatment facilities
 - 300 clock hours total (will count toward 2,000 practice experience clock hours required for LCDC II, LCDC III, and LICDC eligibility)
 - 20% of practice hours need to be in addiction-related services
 - the ODCPB has no requirements for direct client contact minimum for the 2,000 practice experience hours
 - On-site supervisor will need to be licensed as a LICDC/LICDC-CS, LPCC-S, psychologist, or LISW
 - KSU CES School Counseling (SCON) and Clinical MH Counseling (CMHC) students (and graduates of a CACREP-accredited master's or doctoral degree program who completed a practicum or internship in past 5 years) can substitute either their SCON or CMHC practicum or internship under certain conditions
 - KSU students enrolled in another behavioral science program that offers a practicum and/or internship can substitute their degree program practicum or internship under certain conditions

APPENDIX C

Letters of Support:

Internal and External



Haslinger Family Pediatric Palliative Care Center

One Perkins Square, Akron, OH 44308 | 330-543-3343 or 800-262-0333, ext. 33343 | www.akronchildrens.org/palliativecare

October 16, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

I was pleased to learn recently from you about the development of an Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

As you know, I am the founder and Director of the Akron Children's Hospital's Haslinger Family Pediatric Palliative Care Center. My role and responsibilities recently have expanded to include directorship of the Office of Addiction Services at Akron Children's. We have created this initiative to respond to children and their families who are affected by substance misuse (namely opioids recently). The office is housed within the Division of Palliative Medicine precisely because palliative care is focused on children with life-threatening conditions and their families, and there is nothing more life-threatening facing our children today than the epidemic of addiction. I am committed to serving the Northeast Ohio community to identify and implement evidence-based prevention and treatment services to halt the slow-moving hurricane of opioid overdoses, as well as to address substance use disorder as a whole, especially as it affects our youth. The time is now to do so. And the ACCP you have described is one means to prepare a dedicated workforce to provide needed services.

I have reviewed the 2-page overview of the proposed ACCP you provided that includes information about the proposed 15-credit hour academic program to be completed in 12 months. I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already

employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts because there is a great need for well-prepared professionals in the hospital setting and in the community to provide caring, patient-centered, empathic, and effective services to children and their families. The stigma of addictive behaviors (let alone mental illnesses and other medical conditions) and the longstanding perspective in the United States that addictive behaviors are immoral and should be somehow punished has unfortunately kept many persons from considering a career in the field of addictions. More helping professionals (including physicians) are needed with formal training in addictions counseling. This will clearly benefit children and their families who interact with a wide range of professionals in the hospital setting. Training in addictive behaviors for professionals will enhance the coordination of care that takes place on a treatment team, and will allow us to focus on prevention and education efforts to begin to quell this devastating epidemic.

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment includes providing consultation services to you as you prepare for ACCP approval (e.g., curricular content), as well as its implementation once it is approved. Once approved, I am willing to be interviewed or shadowed by an ACCP student, and I would be interested in serving as a guest lecturer in some of the ACCP courses (e.g., medical interventions used in the treatment of addiction). I will pursue opportunities here at Akron Children's Hospital so that ACCP students can undertake their practicum experience under the supervision of qualified staff. I am also interested in learning of opportunities to collaborate with you and others in the ACCP program to develop, submit, and secure extramural funding for joint interdisciplinary initiatives, including financial support for ACCP students and their on-site supervisors during practicum. Of course funding for joint research initiatives (e.g., investigating the effects of recommended practices in addictions care/treatment provision) is something I would gladly welcome the opportunity to pursue with you.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,



Sarah Friebert, MD
Director, Haslinger Pediatric Palliative Care Division
Director, Office of Addiction Services
sfriebert@chmca.org



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September 21, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
 Professor, Counselor Education and Supervision
 310 White Hall, 150 Terrace Dr.
 Kent State University
 Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn:

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We spoke about this in person approximately nine months ago and I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts. As you are aware, Ohio is experiencing a significant chemical dependency workforce shortage and this need continues to grow as a result of the opioid epidemic and increased access to care through Medicaid Expansion. Additionally, given the prevalence of co-occurring mental health and substance use disorders and the importance of integrating these into one treatment plan, this program will provide future mental health professionals the opportunity to gain the much needed and highly valued specialization in chemical dependency treatment. This is a real need across all the community mental health organizations in Summit County, including Child Guidance & Family Solutions, which employs over 100 mental health clinicians but fewer than 5 possess a dual chemical dependency credential.

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. At this time, my commitment would include serving as a guest lecturer or as a supervisor of practicum students. If Child Guidance & Family Solutions is ever able to provide a practicum experience for your students, then we would be happy to explore that as well.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,

Handwritten signature of Steve Case in black ink, with the text "LPCCS LICDCS" written in blue ink below it.

Steve Case LPCC-S, LICDC-CS
 Manager, Home Based Therapy
 Sr. Clinical Consultant for Co-Occurring Disorders
Cases@cgfs.org

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 Alcohol, Drug Addiction and Mental Health
 Services Board. Accredited by the
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 330-928-2042

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 2305 E. Aurora Road A-12
 Twinsburg, OH 44087-1940
 330-425-7111 Akron: 330-798-8010

SOUTHEAST SUMMIT
 87 N. Canton Road
 Akron, OH 44305-3838
 330-733-7993

SOUTHWEST SUMMIT
 524 W. Park Avenue
 Barberton, OH 44203-2516
 330-753-1096

FISCAL
 87 N. Canton Road
 Akron, OH 44305-3838
 330-794-4254

DEVELOPMENT
 18 N. Forge Street
 Akron, OH 44304-1317
 330-384-2882

10/13/17

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
 Professor, Counselor Education and Supervision
 310 White Hall, 150 Terrace Dr.
 Kent State University
 Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We conferred about this via email approximately 1 month ago and I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts because we continue to struggle, detrimentally, as an industry to keep up with the need for addiction disorder treatment, and qualified professionals to provide such treatment. Best practices continue to support full capability in treating both mental health and addiction disorders, yet finding eager new professionals who come into the field with necessary competencies continues to be more and more challenging, as demand is ever exceeding supply. Having a local academic institution cultivating such a knowledge base will immensely help our local healthcare providers train and recruit the next generation of substance use treatment experts, as they have in other areas previously.

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment could include providing guest speakers on addiction treatment topics, interviewees for students, and other consultative and experiential learning opportunities. We have a long history of partnering with Kent State University for internships and clinical placements in a variety of programs, including but not limited to the Clinical Mental Health Counseling program. We would be very interested to accommodate clinical placements

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 Mental Health, Ohio
 Department of Health,
 and Ohio Department of
 Drug and Alcohol
 Addiction Services.*

that will enhance learning opportunities for new addiction disorder providers, especially for those pursuing a counseling-track licensure. Our population at Coleman is such that the majority of our clients have both mental health and substance use disorders, and upon accepting a student's placement we would ensure a student's direct care-related requirements were satisfied for this program, compliant with state standards in care, and provide a meaningful experience in treating addictions. We have multiple providers who hold LPCC-S, Psychologist, LISW-S, licensures and may be available to offer such supervisory experiences.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,

A handwritten signature in black ink, appearing to read "BR LPCC-S". The signature is stylized and cursive.

Bill Russell, M. Ed., LPCC-S
Chief Officer, Portage Behavioral Health



September 25, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cjoshorn@kent.edu

Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We spoke about this in person approximately three months ago, I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts because my employer, CommQuest, regularly hires employees with their chemical dependency licensure to work in their recovery based programming. These employees routinely conduct assessments, treatment planning, and provide individual and group counseling to those individuals struggling with addictions of various kinds. Having an additional addictions training program in Northeast Ohio will help provide well trained chemical dependency counselors with the resources to become employed and be viewed as an employee of choice with the skills and knowledge necessary to be successful on the job. With the ever present heroin epidemic rampaging through Ohio, the need for highly qualified chemical dependency counselors is higher than ever!

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment includes a willingness to serve as a practicum site supervisor, guest lecturer, or be interviewed by ACCP students. CommQuest routinely looks for interns and would welcome any qualified student.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,

A handwritten signature in cursive script that reads "Greg Emanuelson, PhD, LPCC-S".

Greg Emanuelson, PhD, LPCC-S
Massillon Site Coordinator
CommQuest
46 Federal Ave NW
Massillon, OH 44646
gemanuelson@csstark.org
330-833-0234

From: Phil Rumrill
To: OSBORN, CYNTHIA
Cc: "Phil Rumrill"; Dellmann-Jenkins, Mary
Subject: Support for Addictions Counseling Certificate Program
Date: Friday, October 20, 2017 11:13:14 AM

Dear Dr. Osborn,

Thank you for the opportunity to review your proposal for the Addictions Counseling Certificate that will be housed within our Counselor Education and Supervision program. I enthusiastically support this timely and much-needed initiative, which will increase the supply of qualified addiction counselors at a time in our society when rates of substance use disorders have reached epidemic proportions.

I expect that your certificate program will be of extremely high interest to students in our master's degree program in Rehabilitation Counseling, as well as to a number of our program's alumni who are practicing as rehabilitation counselors. Addiction as a disabling condition in and of itself is an important element of our graduate training, and so is the role that substance abuse plays as a causative factor in the onset of many disabilities (e.g., spinal cord injury, traumatic brain injury). Moreover, the role that addiction plays as part of the adjustment process following the onset of disability is a major clinical practice and training issue in the field of rehabilitation counseling.

Not only does your proposed curriculum not encroach upon or duplicate any aspect of our master's-level curriculum in Rehabilitation Counseling, it stands to provide tremendous value-added benefit for our students and alumni who are wise enough to enroll in your training. You have established yourself as a major national leader in the field of addictions counseling, and your textbook on that subject is one of the finest books on the market. I am delighted that our past, present, and future students will have the opportunity to learn state-of-the-art best practices in addictions counseling from you and your colleagues, and they will significantly expand their clinical practice prospects in the process.

I anticipate that approximately 5-7 master's-level students in Rehabilitation Counseling will enroll in your certificate program each year. I will also be very pleased to promote your program through our alumni and advisory board listservs, the former of which includes 1,200 Certified Rehabilitation Counselors who have graduated from our program since its inception in 1965.

Thank you for your visionary leadership in developing this critically important certificate program. The millions of Americans who struggle with addictions need and deserve greater access to highly qualified counselors who can address their complex therapeutic needs. You have my full and unqualified support in your efforts to address this problem through the comprehensive curriculum you have proposed. Congratulations and best wishes!

Respectfully

Phillip Rumrill, Ph.D., CRC

Professor & Coordinator
Rehabilitation Counseling Program
Director, Center for Disability Studies



October 9, 2017

Dear Committee:

I am writing this letter of support for the proposed Addictions Counseling Certificate Program (ACCP). A distinct advantage to this certificate program is that it will be available to **both** graduate and undergraduate students. In particular, the ACCP certificate is particularly relevant for undergraduate students in the Human Development and Family Studies (HDFS) program, who often go on to work in settings where they may encounter individuals and families coping with addiction.

Given the opioid epidemic in Northeast Ohio and around the country, this additional certification and advanced training in addictions counseling is highly likely to significantly strengthen our HDFS students' competitiveness on the job market. For example, an increasing number of human service organizations are being called on to provide support and services for individuals living with addictions, and research further underscores how addiction has reverberating consequences across the entire family system. I anticipate that the ACCP certificate will be very attractive to our students across all of our concentrations (2016 RPIE, $N = 303$), however, this certificate is likely to be particularly sought after by students in our Case Management (2016 RPIE, $n = 73$) and Child and Youth Development (2016 RPIE, $n = 168$) concentrations. I would anticipate that more than half of our Case Management concentration students will pursue the ACCP as a means toward employment in addictions by obtaining the chemical Dependency Counselor Assistant (CDCA) during their undergraduate studies.

Although the existing HDFS curriculum does provide students with awareness and understanding of individual and family risk factors for substance use and abuse, the ACCP does not encroach upon existing coursework, but instead enhances the training our students receive. Specifically, the proposed certificate augments our students' training by providing training and coursework in areas that are typically not addressed in our undergraduate program, including treatment planning and evidence-based practices in addictions counseling.

An additional benefit of the proposed ACCP certificate is that there are external funding opportunities related to research and practice in addictions, and this external funding could include financial support for HDFS students completing their Practicum field placements. Funded Practicums are highly sought after by our students, and this support would further strengthen our students' interest in and commitment to pursuing the ACCP certificate.

Finally, I believe the proposed ACCP certificate will also be of interest to our HDFS Master's students, including those who are already working in the human services field seeking to further their training. In addition to their core coursework, HDFS MA students have the opportunity to develop a concentration area, where they select the courses that best fit their interests and career goals. This concentration area often includes the pursuit of additional certificates, and I anticipate that prospective HDFS MA students will be strongly interested in the ACCP certificate as a means of rounding out their training and increasing their competitiveness.

Lifespan Development and Educational Sciences

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In closing, as the Program Coordinator for the HDFS program at Kent State, I fully endorse the proposed Addictions Counseling Certificate Program (ACCP), and I anticipate that HDFS students at both the undergraduate and graduate level will be attracted to this credential. Please do not hesitate to contact me if you have any other further questions, or if there is additional information that I can provide (phone: 330-672-2449; email: kcichy@kent.edu).

Sincerely,

Kelly E. Cichy

Kelly E. Cichy, PhD
Program Coordinator and Associate Professor of Human Development and Family Studies
School of Lifespan Development and Educational Sciences
Kent State University



October 6, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
 Professor, Counselor Education and Supervision
 310 White Hall, 150 Terrace Dr.
 Kent State University
 Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

Thank you for updating us on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University. We enjoyed meeting with you on July 24th to discuss this program, and were pleased then to learn about its development. We understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program, in the School of LDES at KSU.

We have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, we understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). We further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers) and paraprofessional helpers (e.g., peer-support specialists, recovery coaches). It also may provide a career path for those who currently are not pursuing a college degree, thus serving as a means of student recruitment to Kent State University.

We both think this is a great program, and fully support your efforts for a number of reasons. First and foremost, there is an increasing need in the State of Ohio for well-trained Chemical Dependency counselors because of increased drug and alcohol abuse. We are all too well aware of the heroin epidemic and its impact on Ohio, but we are seeing other drugs being abused more regularly on campus as well, indicative of the fact that substance abuse and dependence is an increasing problem, both on campus and in the larger community. The ACCP will help meet the demand for more treatment providers. It will also provide educational and employment opportunities for current Kent State students, while also attracting others to enroll because of this unique training opportunity. Furthermore, providing more focused educational training in addictions counseling will enhance the education of current undergraduate and graduate students in counseling and related fields, thereby filling a curricular gap at the university as well. Finally, we are both especially excited about the opportunities the ACCP will provide for collaboration, especially as we work to develop the Kent State University Collegiate Recovery Community (CRC). This effort has been underway for the past three years, but has really gathered more

University Health Services

P.O. Box 5190 • Kent, Ohio 44242-0001

Medical Services: 330-672-2322 • Office of Health Promotion: 330-672-2320 • Psychological Services: 330-672-2487
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broad-based support this year, and is one of the strategic initiatives of University Health Services as well as a priority within the Division of Student Affairs. The ACCP will provide students in recovery a chance to learn more about addictions and various treatment options, and will be an important way for students in the CRC to connect intellectually and academically.

We are fully committed to assisting you and others involved in the approval and implementation of the ACCP at Kent State University. This commitment includes allowing you to promote the ACCP to the Collegiate Recovery Community, and as we discussed, we would also be open to consideration of a "curricular collaboration." We would welcome having the CES and ACCP sponsor our development of a Living Learning Community through Residence Services, and possibly having one of us teach or guest lecture for the ACCP. In this way, the CRC and the ACCP could mutually support one another.

We look forward to learning more from you about the status of the ACCP here at Kent State University. Please be assured of our support for your efforts for the reasons we have stated here.

Sincerely,

A handwritten signature in black ink that reads "John S. Schell, Ph.D." with a large, sweeping flourish on the left side.

John S. Schell, Ph.D.
Senior Psychologist
Psychological Services/UHS
Kent State University
Kent, OH 44242-0001
jschell@kent.edu
(330) 672-2487

A handwritten signature in black ink that reads "Ashley Holt, M.Ed. LICDC/PCCS" with a large, sweeping flourish on the left side.

Ashley Holt, M.Ed. LICDC/PCCS
Chemical Dependency Specialist
Psychological Services/UHS
Kent State University
Kent, OH 44242-0001
aholt10@kent.edu
(330) 672-2487

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October 10, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Hall
Kent State University
Kent, OH 44242

Dear Dr. Osborn,

Thank you for taking a leadership role in the creation of the Addictions Counseling Certificate program (ACCP) – a comprehensive training program in addictions counseling that targets three groups at Kent State University, NE Ohio and beyond:

- Undergraduate and graduate students in behavioral sciences programs (i.e., Human Development and Family Studies; Psychological Sciences, Sociology, Public Health)
- Community professionals who wish to pursue specialization in addictions counseling
- Students at the KSU regional campuses with the creation of on-line courses.

As you and I have discussed, for 5+ years, KSU students have expressed high levels of interest in coursework and training in addiction treatment services. It so is very exciting that in the near future (hopefully, fall 2018) a certificate program of the highest quality will be available under your expert direction. The ACCT program matches and supports KSU students' professional goals as they enter careers in the fields of human services, public and mental health, health education and advocacy, nursing, and gerontology (to name just a few).

The rigor and comprehensiveness of the curriculum and training experiences you conceptualized and developed is noteworthy and positions the certificate program to be highly attractive to students and community professionals. As indicated in the proposal, the ACCP "exceeds the minimum training hours for eligibility as a Licensed Chemical Dependency Counselor (LCDCII, LCDCIII, or LICDI), as set by the Ohio Chemical Dependency Professional Boards".

The regional and community collaborations and conversations you have established while creating the curriculum also position the ACCT program to have a regional impact. Our KSU regional campus partners are eagerly anticipating access to the ACCP through on-line course work. Thank you for your diligence in meeting with campus deans and academic advisors across the KSU campus system!

School of Lifespan Development and Educational Sciences

Counselor Education and Supervision • Educational Psychology • Gerontology
Human Development and Family Studies • Instructional Technology
Rehabilitation Counseling • School Psychology • Special Education

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An additional thank you for the preparation and time you spent setting up meetings with NE Ohio and state level stakeholders with the purpose of further documenting the need for this credential. These conversations provided evidence that the "ACCP will be the only program in Ohio to offer comprehensive experiential training in addictions counseling targeting three groups: undergraduates, and graduate students, and community professionals".

In closing, it is an honor to have you as a colleague and thank you for identifying the School of Lifespan Development and Educational Sciences (LDES) as the academic home of the ACCP. LDES faculty and administration are eager to align with your professional mission in addressing the (1) addiction crises in NE Ohio and (2) shortage of qualified behavioral health care workers to treat those with addictions in our community. Please do not hesitate to call upon me to help in anyway with the successful implementation of the ACCP.



Sincerely,

Mary M. Dellmann-Jenkins, Ph.D.
Professor, Human Development and Family Studies
Director, Lifespan Development and Educational Sciences



October 4, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We spoke about this over the phone approximately nine months ago and I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts because there is a tremendous need for Chemical Dependency Counselors throughout the state of Ohio. Our agency has addiction treatment programming in Mahoning and Trumbull County. Both of these counties have been strongly impacted by the Opiate Epidemic. As a result, we are in need of knowledgeable, licensed, professionals to treat clients with Opiate and other addictive disorders. In our search to hire professionals with licensure through the OCPB and/or the Ohio Counselor Social Worker Marriage and Family Therapist Board (OCSWMFTB), we have been unable to fill positions as fast as the demand has occurred. Programs such as this, will assist us in hiring individuals with knowledge and experience in the treatment of addictions. Positions filled by individuals with a CDCA and/or LCDC II, III, or LICDC are hired for case management, group facilitation and individual counseling. Compensation (starting pay) for positions with Chemical Dependency Licensure ranges from 12.00 per hour to 40,000 a year; depending on licensure and experience.

Meridian HealthCare is fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment includes providing opportunities for students to



shadow counselors, observe services provided by counseling staff, practicum opportunities and supervision for practicum students. In addition, we are happy to provide our experienced staff as guest lecturers in ACCP courses.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,

Meghan Fawcett, LPCC-S, LICDC-CS
Vice President Clinical Treatment
Meridian HealthCare
8255 South Avenue, Youngstown, OH 44512
mfawcett@meridianhealthcare.net
330-270-5323



October 20, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We spoke about this in person on October 17, 2017 and I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program, in the School of LDES at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. I am most excited for the opportunity to prepare individuals for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers) and paraprofessional helpers (e.g., peer-support specialists, recovery coaches). I find great appreciation that this may provide a career path for those who currently are not pursuing a college degree, thus serving as a means of student recruitment to KSU. The need for this type of program on our campus will lead us towards state certification eligibility that will allow us to hire enrolled students to better support the efforts. Additionally, there are opportunities for interdisciplinary collaboration between faculty and staff in order to truly meet the needs of our students on campus. These factors are commendable!

As the Director of Residence Life at Kent State University, I witness individuals on a daily basis that could benefit greatly from chemical dependency counseling. I fully support your efforts because there is a real need around the chemical dependency support for both our campus and the NE Ohio community.

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. I look forward to learning more from you about the status of the ACCP here at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,

A handwritten signature in black ink, appearing to read "KM", with a long, sweeping horizontal line extending to the right.

Kevin D. Mowers
Director, Residence Life
Residence Services

Residence Services

P.O. Box 5190 • Kent, Ohio 44242-0001
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October 13, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program, in the School of LDES at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided, and discussed it with the department's Undergraduate Curriculum Coordinator and Faculty Advisory Committee. The proposal includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers) and paraprofessional helpers (e.g., peer-support specialists, recovery coaches). It also may provide a career path for those who currently are not pursuing a college degree, thus serving as a means of student recruitment to KSU. I applaud these efforts.

The Department of Psychological Sciences supports the proposed ACCP for a number of reasons. There is an urgent need for well-trained CD counselors in Ohio, and the proposed ACCP provides a viable employment pathway for the large number of undergraduate Psychology majors who are interested in counseling work. The proposed Addictions Counseling Program does not in any way encroach on our current curricular programs. To the contrary, we believe that the ACCP would augment the academic training our students receive in a way that is both targeted and practical.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of the department's support of your efforts to implement the ACCP.

Sincerely,

A handwritten signature in black ink that reads "Maria S. Zaragoz".

Professor and Chair
College of Arts and Sciences
Department of Psychological Sciences
mzaragoz@kent.edu
330-672-2167

Department of Psychological Sciences
P.O. Box 5190 • Kent, Ohio 44242-0001
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September 21, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn:

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). When we spoke about this approximately five months ago, I was pleased to learn about the certificate program and continue to be supportive of its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program, in the School of Lifespan Development and Educational Sciences here at Kent State University (KSU).

I have reviewed the two-page overview of the proposed ACCP that you provided which includes the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). This certificate also may provide a career path for those who currently are not pursuing a college degree, thus serving as a means of student recruitment for KSU.

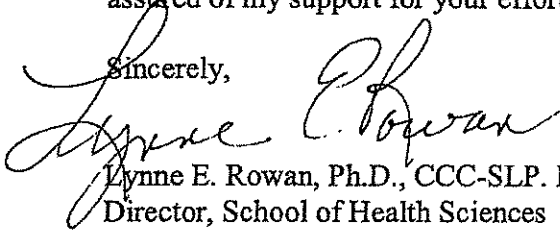
I fully support your efforts because of the need for preparing well-trained CD counselors in Ohio. There is a need within KSU to establish a certificate program that leads toward state certification eligibility (i.e., the CDCA) and licensure eligibility (licensed CD counselor in Ohio) which would lead to employment opportunities for currently enrolled students. The ACCP would provide opportunities for interdisciplinary collaboration, including faculty in the School of Health Sciences who might be interested in teaching one or more of the ACCP courses, and/or pursuing interdisciplinary research funding opportunities. The ACCP is not in conflict nor encroaches upon established curricular programs or specific courses within the School of Health Sciences; rather, the ACCP would lead to interprofessional training.

School of Health Sciences

I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment includes: permitting you and others affiliated with the ACCP to promote the ACCP to the students and faculty in the School of Health Sciences as well as discuss it with our Professional Advisors in the College. We also can support curricular collaborations by suggesting our students take as an elective the initial course in the ACCP sequence, Introduction to Addictions Counseling. Given that some of our students are earning degrees in school health education and community health education taking such a course will increase their knowledge and skills as well as possibly lead them to enroll in the AACCP.

I look forward to learning more from you about the status of the ACCP here at KSU. Please be assured of my support for your efforts.

Sincerely,



Lynne E. Rowan, Ph.D., CCC-SLP, BCS-CL
Director, School of Health Sciences
College of Education, Health and Human Services
100 Nixon
1225 Theatre Drive
lrowan@kent.edu
330-672-2197



SALEM

October 5, 2017

To Whom It May Concern:

As both a Licensed Independent Chemical Dependency Clinical Supervising Counselor and as the Academic Program Director for the Associate of Applied Science in Human Services at KSU Salem, I am writing this letter of support for the proposed certificate in Chemical Dependency Counseling.

The proposed certificate has direct relevance to the field of Human Services as well as that of Human Development and Family Studies bachelor students in Columbiana County, as well as the rest of the State of Ohio and nation.

As a clinician in the field of chemical dependency counseling, I can attest to the ever growing need for a well-trained/prepared chemical dependency workforce. In my region, there is an increase in new chemical dependency treatment facilities as well as those well established for decades; both of which are continuously and actively seeking qualified Chemical Dependency Counseling Assistants and Licensed Chemical Dependency Counselors. The tiered process of Chemical Dependency Counselor Assistant certification through licensure has a broad base of opportunities for the undergraduate student. The ACCP will serve as a means to open the door for students to begin working in the field; and tiered licensure process encourages continuation of education through the associate, bachelor and graduate levels in alignment with student career goals.

Over the past several years I have worked in partnership with Dr. Osborn in exploring the expansion and or development of courses at Kent State University in the field of Chemical Dependency culminating in the development of the proposed ACCP certificate program. I am willing to continue to support the ACCP by working with Dr. Osborn and other CES program faculty to develop learning opportunities for ACCP students, such as serving as a guest speaker in and/or instructor of ACCP courses; welcoming ACCP students to interview me, or job shadow me or my colleagues engaged in clinical services; helping to identify sites that may serve as settings for a 300-hour practicum experience for ACCP students; and/or serving as a counseling supervisor for ACCP students during their practicum experience. Dr. Osborn has discussed the potential of me serving as the initial ACCP undergraduate coordinator, for which I am willing, if so desired.

It should be noted that the proposed certificate does not encroach on nor compete with any established curricular programs or areas at the Columbiana County campuses of Kent State University.

I whole heartedly support this endeavor that will be a great asset to our students and community at large.

Sincerely,

A handwritten signature in black ink, appearing to read "Kimberly Steele".

Kimberly Steele, PCC/S, LICDC-CS, LSW
Academic Program Director, Human Services
Kent State University, Columbiana County Campuses
ksteele6@kent.edu
330-337-4283



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9/28/17

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
Professor, Counselor Education and Supervision
310 White Hall, 150 Terrace Dr.
Kent State University
Kent, OH 44242
cosborn@kent.edu

Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We spoke about this on the phone approximately seven months ago and I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts because of the strong need for more CD counselors. There is a shortage of well-trained staff that actually want to work in Community Behavioral Health Centers. The opiate epidemic has ravaged Northeast Ohio, and more work is needed. We have had continuous openings for counselors over the past year and are in need of additional support. On many days, we have more people walk in for an assessment than we are able to see, prompting us to reschedule. We are striving towards same day access, much like physical health and the hospital system, but we need highly trained staff to do so. Medicaid expansion in Ohio allowed for greater access to healthcare, however Behavioral Health Organizations are struggling to keep up with the demand. For CD counselors at our agency, the starting salary is around \$40,000, which is a significant increase for most people who are working in case management and care coordination.

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I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment includes being interviewed or shadowed by an ACCP student, serving as a guest lecturer in some of the ACCP courses, offering Recovery Resources as a practicum site, and offering our clinical team members as potential supervisors of practicum students.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my support for your efforts for the reasons I have stated here.

Sincerely,

Jason Joyce LPCC-S, LICDC-CS
Senior Director of Clinical Services
Recovery Resources
4269 Pearl Rd. Cleveland, OH 44109
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 Fax: 330-678-7558 Kent, OH 44240
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September 19, 2017

Cynthia J. Osborn, Ph.D., LPCC-S, LICDC
 Professor, Counselor Education and Supervision
 310 White Hall, 150 Terrace Dr.
 Kent State University
 Kent, OH 44242
cosborn@kent.edu

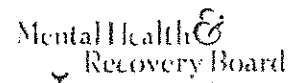
Dear Dr. Osborn,

Thank you for updating me on the progress of the proposed Addictions Counseling Certificate Program (ACCP) at Kent State University (KSU). We spoke about this in person during our meeting approximately 10 months ago and I was pleased then to learn about its development. I understand that the ACCP will be sponsored by and housed in the Counselor Education and Supervision (CES) program at KSU.

I have reviewed the 2-page overview of the proposed ACCP that you provided which includes information about the proposed 15-credit hour academic program to be completed in 12 months. From the information you provided, I understand the ACCP will provide all the training hours and content necessary by the Ohio Chemical Dependency Professionals Board (OCDPB) for eligibility as a Chemical Dependency Counselor Assistant (CDCA) and a licensed chemical dependency counselor (LCDC II, LCDC III, or LICDC). I further understand that the ACCP is designed to prepare persons for a career in addictions counseling or add a level of specialization to those who are already employed as professional helpers (e.g., mental health providers). It also may provide a career path for those who currently are not pursuing a college degree. I applaud these efforts!

I fully support your efforts because in my opinion, many counselor training programs simply do not provide students with an adequate amount of addiction-specific content; students may only get a general overview of addiction or the training program may only have 1-2 courses on addiction. This may explain why we have found it very challenging to find and hire counselors, especially individuals who are newly licensed, who have an appropriate level of knowledge on the key concepts related to the identification, diagnosis, and treatment of Substance Use Disorders. In addition, it has been my experience that many licensed counselor often do not fully understand withdrawal management, Level of Care placements, the dynamics of relapse, or how to utilize appropriate medications in the recovery process. Counselors who lack addiction-specific training also usually struggle with effectively implementing specific evidence-based interventions when working with individuals with addiction, including the proper use of motivational strategies. At Townhall II we are consistently looking for qualified individuals to provide addiction treatment services, with a starting salary in the \$38,000 to \$42,000 range. We are also looking to hire up to six Certified Peer Supporters (Recovery Coaches) who often have a CDCA. Those starting salaries are usually in the \$30K range.

- 24/7 Helpline
- Outpatient Addiction Treatment/Counseling
- Alcohol/Drug/Violence/Gambling Prevention and Education
- Halfway House for Women - Horizon House
- Driver Intervention Program - Project Detour
- Victim Advocacy/Outreach/Counseling
- Portage County Rape Crisis Center





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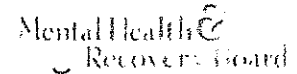
I am fully committed to assisting you and others involved in the approval and implementation of the ACCP at KSU. This commitment includes being more than willing to be interviewed or shadowed by an ACCP student, offering Townhall II as a practicum site and/or offering myself as a potential supervisor of practicum students, and serving as a guest lecturer in some of the ACCP courses- for many years I have given presentations throughout Portage County on how addiction develops and what constitutes effective treatment. I am also a part of the training group that provides Project DAWN kits to the community.

I look forward to learning more from you about the status of the ACCP at KSU. Please be assured of my strongest support for your efforts for the reasons I have stated above.

Sincerely,

Robert Young, MEd., LICDC-CS
Clinical Services Director
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- 24/7 Helpline
- Outpatient Addiction Treatment/Counseling
- Alcohol/Drug/Violence/Gambling Prevention and Education
- Halfway House for Women - Horizon House
- Driver Intervention Program - Project Detour
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- Portage County Rape Crisis Center



APPENDIX D

Vitae (CVs) and Resumes of full-time CES faculty [Drs. Osborn and Storlie] and ACCP Part-Time Faculty

CYNTHIA JANE OSBORN

Professor
 Counselor Education and Supervision (CES) Program
 310 White Hall, 150 Terrace Drive
 School of Lifespan Development and Educational Sciences (LDES)
 College of Education, Health and Human Services (EHHS)
 Kent State University
 P.O. Box 5190, Kent, OH 44242
cosborn@kent.edu
 Office: (330) 672-0695
 Fax: (330) 672-2472

EDUCATION

Doctor of Philosophy – Ohio University, Athens, OH. June 1996. Program of Study: Counselor Education (CACREP-accredited).

Dissertation: *Solution-Focused Brief Therapy in Alcoholism Treatment: The Impact of Clinicians' Views of Alcoholism*. Director: Thomas E. Davis, Ph.D.

Master of Divinity – United Theological Seminary, Dayton, OH. May 1988. Program of Study: Theology/Pastoral Ministry.

Bachelor of Arts – Otterbein College, Westerville, OH. June 1984. Majors: Psychology and Religion. Graduated Magna Cum Laude with Departmental Honors.

HIGHER EDUCATION EXPERIENCE**Faculty Appointments:**

Professor – Counselor Education and Supervision (CES) Program [formerly Counseling and Human Development Services (CHDS) Program], School of Lifespan Development and Educational Sciences (LDES), College of Education, Health and Human Services, Kent State University, Kent, OH. August 2009 – present.

- Engaged in teaching, advising, service, and research responsibilities in both the Master's degree Clinical Mental Health Counseling and School Counseling programs, and in the Counselor Education and Supervision Ph.D. degree program (all CACREP-accredited).
- Full Graduate Faculty Member, Summer 2000 – present.

Associate Professor – Counseling and Human Development Services (CHDS) Program, Department of Adult, Counseling, Health, and Vocational Education (ACHVE), College of Education, Health and Human Services, Kent State University, Kent, OH. August 2003 – July 2009.

- Tenure granted August 2003.

Assistant Professor – Counseling and Human Development Services (CHDS) Program, Department of Adult, Counseling, Health, and Vocational Education (ACHVE), College of Education, Kent State University, Kent, OH. August 1997 – July 2003.

Administrative Appointment:

Dean's Designee for Undergraduate Student Services. Appointed by the Dean of the College of Education, Health and Human Services (EHHS) as one of three faculty members to assume responsibilities of the Associate Dean for Undergraduate Studies during her sabbatical, Fall 2010. Specific assignment was to Student Services in the Vacca Office of Student Services, including academic advising, clearance for graduation, and advanced study. August 2010 – January 2011.

PUBLICATIONS

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3. Cormier, S., Nurius, P. S., & Osborn, C. J. (2009). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions* (6th ed.). Pacific Grove, CA: Brooks/Cole-Cengage. [ISBN# 978-0-4954-1053-9]
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1. Osborn, C. J., West, J. D., & Petruzzi, M. L. (2001). Solution-focused family counseling. In E. Welfel & E. Ingersoll (Eds.), *The mental health desk reference: A sourcebook for counselors and therapists* (pp. 365-371). New York: Wiley.

Module for Custom Book

Osborn, C. J. (2014). *A practical guide to mental health counseling*. Standalone enrichment module/chapter for custom textbook in the Helping Professions Collection, Cengage Learning. San Francisco, CA: Cengage Learning. [ISBN # 9781305401037; accessible at <http://services.cengage.com/custom>]

Video Recordings

5. Cormier, S., & Osborn, C. J. (Developers and Co-Producers). (2017). *Cengage Training Video Series*. A series of 36 video segments (18 1- to 3-min. "Helper Studio" segments, and 18 5- to 7-min. counseling session segments) designed for use in counselor training in ethics, helping skills, and substance use. Developed for Cengage Learning (www.cengage.com) and filmed and edited at TeleProductions, Kent State University.
4. Cormier, S., & Osborn, C. J. (Developers and Co-Producers). (2016). *Cengage's Group Video Series*, a 5-session (30 mins. each) training video series on stages of group development, developed for Cengage Learning (www.cengage.com) and filmed and edited at TeleProductions, Kent State University.
3. Cormier, S., & Osborn, C. J. (Co-Producers). (2014). *Helper studio: Counseling skills*. A series of interactive training videos developed for Cengage Learning (www.cengage.com) and filmed and edited at TeleProductions, Kent State University.
2. Osborn, C. J. (Producer). (2005). *The written supervision contract: Documenting ethics in action*. VHS and DVD recording filmed by TeleProductions, Kent State University. (Available from the American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304, www.counseling.org, or by calling 1-800-422-2648 x222)
1. Osborn, C. J. (Producer). (2005). *Role induction in counseling supervision: Clarifying duties and responsibilities*. VHS and DVD recording filmed by TeleProductions, Kent State University. (Available from the American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304, www.counseling.org, or by calling 1-800-422-2648 x222)

GRANT ACTIVITY

Funded Applications

- Osborn, C. J. (2017, August). *Learning and practicing motivational interviewing: A 2-day intensive training with simulated clients in one counselor education program*. Funding of \$1,400 from the Association for Counselor Education and Supervision.
- Osborn, C. J. (2017, March). *Meeting an unmet need: A university-based comprehensive addictions counseling certificate program to prepare skillful addictions counselors*. Summer Teaching Development Grant (for 10 weeks in Summer 2017) in the amount of \$9,000 funded by the University Teaching Council, Kent State University.
- Osborn, C. J. (2016, April). *Project Motivational Interviewing (MI)*. One-day MI learning workshop funding of \$1,978 provided by University Teaching Council, Kent State University.
- Osborn, C. J. (2014, April). *Counselors' experiences portraying clients in counselor education*. Funding of \$275 from University Research Council, Kent State University.

Thombs, D. L. (PI), Olds, R. S. (Co-PI), & Osborn, C. J. (Co-PI). (2003, July). *Web-based delivery of normative feedback to deter high-risk drinking in residence halls*. Funding of \$299,273 from the U.S. Department of Education for a 2-year period.

Osborn, C. J. (2000, May). *The effects of a written supervision contract*. Funding of \$1,950 from University Research Council, Kent State University.

Osborn, C. J. (1998, March). *Ohio chemical dependency counselors' attitudes towards alcoholism and treatment methods*. Funding of \$2,058 from University Research Council, Kent State University.

Consultation

Consultant on two National Institutes of Health (NIH) funded projects:

- Thombs, D. L. (Co-PI, University of North Texas Health Science Center) & Olson, D. (Co-PI, Phase V/Propaganda Labs, Denver, CO), August 2010. *Recognition and referral skills for resident assistants (RAs) – Alcohol/drug problems*. 3-year STTR Phase II award (total award=\$898,054) funded by NIAAA. Consultant tasks included contributing to design of online training program, and participating on expert panel. October 2010 – 2013.
- Thombs, D. L. (PI, Univ. of Florida; 2008, June/July; total award=\$309,126). *Recognition and referral skills for resident assistants (RAs): Alcohol/drug problems and mental health problems* (two STTR Phase I awards from NIAAA and NIMH). Consultant tasks included conducting individual interviews and focus groups with RAs at Kent State University, contributing to design of online training programs, and participating on expert panel. July 2008 – December 2009.

REFEREED PRESENTATIONS

International:

Thombs, D. L. & Osborn, C. J. (1999, April). *An empirical model of the maturation process of chemical dependency counselors*. International Coalition for Addictions Studies Educators (INCASE) Conference, Las Vegas, NV.

National:

Giegerich, V., & Osborn, C. J. (2017, October). *Training in evidence-based practices via counselor education learning communities*. Proposal accepted and scheduled for the Association for Counselor Education and Supervision (ACES) conference, Chicago, IL.

Osborn, C. J., West, E. M., & Nance, W. Z. (2015, October). *Counselors' experiences portraying clients in counselor education*. Poster presentation conducted at the Association for Counselor Education and Supervision (ACES) conference, Philadelphia, PA.

Iarussi, M. M., & Osborn, C. J. (2014, March). *Integrating two evidence-based practices: Motivational interviewing and cognitive behavior therapy*. 3-hour pre-conference Learning Institute session at the American Counseling Association (ACA) conference, Honolulu, HI.

- Osborn, C. J., & Waugh, J. (2013, October). *Teaching evidence-based practices in counseling*. 50-minute content session presented at the Association for Counselor Education and Supervision (ACES) conference, Denver, CO.
- Thombs, D. L., & Osborn, C. J. (2013, April). *Associations between Resident Assistant (RA) attitudes and their referrals of residents for alcohol or marijuana problems*. 20-minute content session presented at the Building Healthy Academic Communities National (inaugural) Summit (a collaborative of 11 universities/colleges nationwide, sponsored by Ohio State University), Columbus, OH.
- Osborn, C. J., Iarussi, M. M., & Lewis, T. F. (2013, March). *Incorporating motivational interviewing into counselor supervision*. 60-minute content session presented at the American Counseling Association (ACA) Conference, Cincinnati, OH.
- Iarussi, M. M., & Osborn, C. J. (2013, March). *Counselors' experiences using motivational interviewing and cognitive behavior therapy*. Poster session conducted at the American Counseling Association (ACA) Conference, Cincinnati, OH.
- Osborn, C. J., Scherer, M. M., & Fuller, K. (2009, March). *Dancing with clients to the music of motivational interviewing*. 90-minute content session presented at the American Counseling Association (ACA) Annual Convention, Charlotte, NC.
- Freadling, A. H., & Osborn, C. J. (2007, October). *Preparing counselor trainees for effective and efficient advocacy within managed behavioral healthcare systems*. Poster session at the Association for Counselor Education and Supervision (ACES) Conference, Columbus, OH.
- Lassiter, P. S., Osborn, C. J., Lewis, T. F., Miller, G. & Hollowell, J. (2007, March). *Creative strategies for teaching in the addictions*. American Counseling Association (ACA) Annual Convention, Detroit, MI.
- Osborn, C. J., West, J. D., & Musson, J. L. (2005, October). *Collaborative instruction: Faculty and doctoral students as co-teachers*. Association for Counselor Education and Supervision (ACES) Conference, Pittsburgh, PA.
- Lewis, T. F., & Osborn, C. J. (2005, April). *Solution-focused counseling and motivational interviewing: A consideration of confluence*. American Counseling Association's (ACA) Annual Convention, Atlanta, GA.
- Thombs, D. L., Olds, R. S., & Osborn, C. J. (2004, October). *Web-based delivery of normative feedback to deter high-risk drinking in residence halls*. Poster session presented at the U.S. Department of Education's 18th Annual National Meeting on Alcohol and Other Drug Abuse and Violence Prevention in Higher Education, Washington, DC.
- Osborn, C. J., Paez, S. B., & Kindsvatter, A. (2004, April). *Collaborating for change: Intentional interactions to involve clients in the planning process*. American Counseling Association's (ACA) Annual Convention, Kansas City, MO.

- Kelly, V., Juhnke, G., Brooks, C., Hagedorn, B., Coll, K., Redmond, L., Veach, L., Burch-Ragan, K., Glaser, B., & Osborn, C. (2004, April). *Critical issues in addictions counseling*. American Counseling Association's (ACA) Annual Convention, Kansas City, MO.
- Osborn, C. J. (2003, March). *Comprehensive case conceptualization: Avoiding shortcuts that shortchange*. Poster session presented at the American Counseling Association's (ACA) Annual Convention, Anaheim, CA.
- Osborn, C. J., Davis, T. E., Sears, S. J., & Lewis, T. F. (2002, October). *Mentoring across four generations: Bequeathing and inheriting a counselor legacy*. Association for Counselor Education and Supervision (ACES) Conference, Park City, UT.
- Kindsvatter, A., Osborn, C. J., & Sayles, J. (2002, October). *The reflective conversation: A dialogue for counselor supervision*. Association for Counselor Education and Supervision (ACES) Conference, Park City, UT.
- Osborn, C. J., Lewis, T. F., Olson, S. D., Dean, E. P., & Chrobak, M. C. (2001, March). *The counselor's role as multidisciplinary treatment team member*. American Counseling Association's (ACA) World Conference, San Antonio, TX.
- Osborn, C. J., Lewis, T. F., Wagner, M. W., & Kindsvatter, A. (2001, March). *Motivation reconsidered: Engaging difficult client cases*. Three-hour workshop presented at the American Counseling Association's (ACA) World Conference, San Antonio, TX.
- Johanson, G. A., & Osborn, C. J. (2000, April). *Acquiescence as differential person functioning*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Osborn, C. J. (2000, March). *An empirical typology of chemical dependency counselors: Implications for practice and training*. American Counseling Association's (ACA) World Conference, Washington, DC.
- West, J. D., Watts, R. E., Trepal, H., Wester, K., Redmond, D., Lewis, T., Townsend, F., Meadows, F. B., & Osborn, C. J. (2000, March). *Reflective thinking during family counseling*. American Counseling Association's (ACA) World Conference, Washington, DC.
- Osborn, C. J., Marlowe, E., & Davis, T. E. (1999, October). *Making it perfectly clear: The development and implementation of a supervision contract*. Association for Counselor Education and Supervision (ACES) National Convention, New Orleans, LA.
- West, J. D., Bubenzer, D. L., Osborn, C. J., Slencak, R., Borders, L. D., Davis, T. E., Gladding, S., Hosie, T., Sears, S., & Wilcoxon, A. (1999, October). *Concrete practices used by counselor education programs to strengthen their image in the university*. Association for Counselor Education and Supervision (ACES) National Convention, New Orleans, LA.

Regional:

West, J. D., Osborn, C. J., & Hoffman, R. M. (2006, October). *Enhancing the profession through published scholarship: The purpose of Counselor Education and Supervision*. North Central Association for Counselor Education and Supervision (NCACES) Conference, Kansas City, MO.

Osborn, C. J., & Kelly, B. L. (2006, October). *Summarize, not surprise: Conducting supervisee evaluations*. North Central Association for Counselor Education and Supervision (NCACES) Conference, Kansas City, MO.

West, J. D., Bubenzer, D. L., Osborn, C. J., Paez, S. B., & Desmond, K. J. (2004, October). *Leadership dimensions for counselor consideration*. North Central Association for Counselor Education and Supervision (NCACES) Conference, St. Louis, MO.

McGlothlin, J. M., West, J. D., Osborn, C. J., & Musson, J. L. (2004, October). *Marketing a counselor education program on the Internet: Building bridges between prospective students, students, alumni, and the community*. North Central Association for Counselor Education and Supervision (NCACES) Conference, St. Louis, MO.

West, J. D., Bubenzer, D. L., Osborn, C. J., & Paez, S. B. (2003, October). *Findings from a Q-methodology study of counseling leaders*. North Central Association for Counselor Education and Supervision (NCACES) Conference, Cincinnati, OH.

Paez, S. B., Osborn, C. J., & Carrabine, C. (2003, October). *Passing it on: Lessons learned in a supervisory lineage*. North Central Association for Counselor Education and Supervision (NCACES) Conference, Cincinnati, OH.

Osborn, C. J., West, J. D., Petruzzi, M. L., & Rehfuss, M. C. (2001, October). *Reflective processing in counselor supervision*. North Central Association for Counselor Education and Supervision, Oakbrook, IL.

Osborn, C. J., West, J. D., & Petruzzi, M. L. (2001, October). *Cultivating and promoting alumni relations: One counseling program's efforts*. North Central Association for Counselor Education and Supervision, Oakbrook, IL.

State:

Osborn, C. J., & Giegerich, V. (2016, November). *Motivational interviewing in counseling supervision*. All Ohio Counselors' Conference, Columbus, OH.

Osborn, C. J. (2016, July). *Enhancing client motivation and autonomy in addictions treatment*. Content session (2.25 hours) presented at the 2016 Addiction Studies Institute, sponsored by Ohio State University, Talbot Hall, Columbus, OH.

Osborn, C. J., & Giegerich, V. (2015, November). *Promoting proficiency in motivational interviewing*. All Ohio Counselors' Conference, Columbus, OH.

- Osborn, C. J., & Davis, T. E. (2014, November). *Supervision and evidence-based practice*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., & Shick, A. M. (2011, November). *Then and now: Views of addiction and implications for clinical practice in the Buckeye state*. All Ohio Counselors' Conference, Columbus, OH.
- Davis, T. E., & Osborn, C. J. (2011, November). *The counselor's job market in 2020: Where will we be working, and how will we be trained as counselors in the future?* All Ohio Counselors' Conference, Columbus, OH.
- Imhoff, B., Davis, T., Osborn, C., Protivnak, J., & Mann, D. (2011, April). *Professional counselor preparation: Theory into practice*. Ohio Association for Counselor Education and Supervision Spring Meeting, Dublin, OH.
- Osborn, C. J., Shundry, B., Maggiore, D., & Smith, E. (2010, November). *Learning the dance of motivational interviewing: Student counselor testimonials*. 90-minute content session conducted at the All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., Scherer, M. M., & Fuller, K. (2008, November). *Dancing with clients to the music of motivational interviewing*. 90-minute content session conducted at the All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., Hill, C., Kelly, B. L., & Musson, J. L. (2005, November). *No surprises: Conducting supervisee evaluations*. All Ohio Counselors' Conference, Columbus, OH.
- Paez, S. B., Osborn, C. J., & Carrabine, C. (2003, November). *Passing it on: Lessons learned in a supervisory lineage*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., West, J. D., & Musson, J. L. (2003, November). *Straight from the source: Prioritizing client preferences in solution-focused counseling*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., Petruzzi, M. L., & Paez, S. B. (2002, November). *Seven salutary ingredients for counselor stamina*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., & Davis, T. E. (2001, November). *Stalking the elusive solution: Challenges in solution-focused counseling*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., West, J. D., Petruzzi, M. L., Rehfuss, M. C., & Wright, T. L. (2001, November). *Reflective processing in counselor supervision*. All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., West, J. D., & Petruzzi, M. L. (2001, May). *Cultivating and promoting alumni relations: One counseling program's efforts*. Spring meeting of the Ohio Association for Counselor Education and Supervision (OACES), Columbus, OH.

Osborn, C. J., Lewis, T. F., Wagner, M. W., & Kindsvatter, A. (2000, November). *Reframing resistance: Motivational interviewing strategies for the school and clinical setting*. Two-hour post-conference workshop at the All Ohio Counselors' Conference, Columbus, OH.

Osborn, C. J., & Lewis, T. F. (2000, September). *Working with resistance: Motivational interviewing strategies with challenging client cases*. Day-long workshop conducted at the Ohio Association of Alcoholism and Drug Abuse Counselors' (OAADAC) Annual Conference, Sandusky, OH.

Lewis, T. F., & Osborn, C. J. (2000, May). *Motivational interviewing: Helping clients to initiate behavior change*. Three-hour workshop presented at the Ohio Drug and Alcohol Studies Institute, Ashland University, Ashland, OH.

Thombs, D. L., & Osborn, C. J. (2000, May). *Characteristics of chemical dependency counselors in Ohio: Implications for training and supervision*. Ohio Drug and Alcohol Studies Institute, Ashland University, Ashland, OH.

Osborn, C. J., & Davis, T. E. (1999, November). *The solution-focused school counselor: Shaping professional practice*. All Ohio Counselors' Conference, Columbus, OH.

Osborn, C. J., & Richardson, J. (1999, September). *Attitudes of chemical dependency counselors in Ohio: Implications for practice and training*. Ohio Association of Alcoholism and Drug Abuse Counselors' (OAADAC) Annual Conference, Sandusky, OH.

Osborn, C. J., & Wolfe, B. A. (1998, November). *Solution-Focused subscriptions: National surveys of practitioner and educator attitudes toward Solution-Focused counseling*. All Ohio Counselors' Conference, Columbus, OH.

Marlowe, E., & Osborn, C. J. (1998, November). *The supervision contract: A tool for enhancing the supervisory process*. All Ohio Counselors' Conference, Columbus, OH.

Osborn, C. J. (1997, October). *Solution-Focused strategies with "involuntary" clients: Applications for the school and clinical setting*. All Ohio Counselors' Conference, Columbus, OH.

Davis, T. E., Osborn, C. J., & Cook, D. (1996, November). *Brief and Solution-Focused methods in school counseling*. All Ohio Counselors' Conference, Columbus, OH.

Davis, T. E., Osborn, C. J., & Cook, D. (1995, November). *Brief counseling strategies and the school counselor*. All Ohio Counselors' Conference, Columbus, OH.

INVITED AND SERVICE PRESENTATIONS

Guest Speaker for Chi Sigma Iota Counseling Honor Society Chapter Induction Ceremonies:

Osborn, C. J. (2007, April). *Honoring our inheritance: Pride and excellence in the counseling profession*. Alpha Upsilon Chapter of Chi Sigma Iota, University of Akron, Akron, OH.

Osborn, C. J. (2006, April). *Honoring our inheritance: Pride and excellence in the counseling profession*. Iota Upsilon Pi Chapter of Chi Sigma Iota, Indiana University of Pennsylvania, Indiana, PA.

Osborn, C. J. (2005, May). *Honoring our inheritance: Pride and excellence in the counseling profession*. Alpha Chapter of Chi Sigma Iota, Ohio University, Athens, OH.

Osborn, C. J. (2005, April). *Passing it on: Pride and excellence in the counseling profession*. Alpha Omega Chapter of Chi Sigma Iota, University of Toledo, Toledo, OH.

Osborn, C. J. (2005, March). *Passing it on: Pride and excellence in the counseling profession*. Upsilon Nu Chi Chapter of Chi Sigma Iota, University of North Carolina at Greensboro, Greensboro, NC.

Osborn, C. J. (2004, April). *Passing it on: Pride and excellence in the counseling profession*. Gamma Upsilon Chi Chapter (inaugural Induction Banquet) of Chi Sigma Iota, Gannon University, Erie, PA.

Training and Consultation Services Provided in Motivational Interviewing

Osborn, C. J. (2015, September 15). *A taste of motivational interviewing*. One hour webinar conducted for Chi Sigma Iota, Counseling Academic and Professional Honor Society International.

Osborn, C. J. (2015, June). *Talk of change: Learning the style of motivational interviewing*. 2.5-hour training as part of the all-day "Everything Girls" Seminar sponsored by the Mahoning County Juvenile Court, Youngstown, OH.

Osborn, C. J. (2015, March). *Learning the style and language of motivational interviewing*. Three-hour training for care ministry team members of Riverwood Community Chapel, Kent, OH.

Osborn, C. J. (2014, November). *Learning the style and language of motivational interviewing*. One-day training for students, faculty, and alumni of the graduate counseling program at South Dakota State University, Brookings, SD.

Osborn, C. J. (2014, June). *Learning the style and language of motivational interviewing*. Two-day training for clinical staff in the Palliative Care unit, Akron Children's Hospital, Akron, OH.

Osborn, C. J. (2014, May). *Refinement of motivational interviewing style and skills*. Five-day training conducted for Parent Partners (peer support specialists) employed at Akron Children's Hospital, Akron, OH.

Osborn, C. J. (2013, September and October). *Continuing to learn the style and language of motivational interviewing*. Four-day training conducted for clinical staff of Child Guidance and Family Solutions, Inc., Akron, OH.

- Osborn, C. J. (2013, May and June). *Learning the style and language of motivational interviewing*. Four-day training conducted for Parent Partners (peer support specialists) employed at Akron Children's Hospital, Akron, OH.
- Osborn, C. J. (2013, August; 2012, October). *Learning the style and language of motivational interviewing*. Two separate four-hour live webinar sessions conducted for multidisciplinary clinical staff and sponsored by the Louis Stokes Department of Veterans Affairs Medical Center, Cleveland, OH.
- Osborn, C. J. (2011, January). *Motivational interviewing: Engaging clients toward positive change*. Two all-day workshops for chemical dependency counselors employed at Northeast Ohio Community Alternative Program, Warren, OH.
- Osborn, C. J. (2010, April). *Motivational interviewing to engage patients in lifestyle changes*. Two-hour presentation as part of morning "Matters of the Heart" program, sponsored by Chi Eta Phi Sorority (Nu Chi Chapter) Professional Nursing Association and the Cleveland Council of Black Nurses, Beachwood, OH.
- Osborn, C. J. (2010, March). *Motivational interviewing with college students: Guiding conversations toward positive behavior change*. Two 3.5-hour training sessions for various student services staff across campus (e.g., academic advising, athletics), sponsored by the Behavioral Review Initiatives Committee, Kent State University, Kent, OH.
- Osborn, C. J. (2009, October). *Motivational interviewing in the mental health setting*. Invited 4.5-hour presentation as part of all-day conference, "People Moving Forward: Foundations and Techniques of Motivational Interviewing," sponsored by Akron Children's Hospital's Adolescent Health Center, Akron, OH.
- Osborn, C. J. (2008, September). *Motivational interviewing: Techniques to help patients identify ambivalence to life style changes*. 45-minute presentation as part of all-day Stroke Care 2008 Conference for nurses and health care professionals who care for stroke patients throughout Ohio. Sponsored by Ohio Coverdell Stroke Registry, American Heart Association, American Stroke Association, and MetroHealth Medical Center, Independence, OH.
- Osborn, C. J. (2008, August). *Learning new dance steps: Motivational interviewing for challenging clinical circumstances*. All-day workshop for clinical staff of Child Guidance and Family Solutions, Akron, OH.
- Osborn, C. J. (2007, November). *Motivational interviewing for juvenile justice*. Two-day workshop for the staff of the Mahoning County Juvenile Court, Youngstown, OH.
- Osborn, C. J. (2007, March). *Motivational interviewing in the treatment of clients with co-occurring disorders*. Two-hour workshop presented to clinical staff at Community Health Center, Akron, OH.
- Osborn, C. J. (2007, January/February). *Motivational interviewing with co-occurring disorders*. Two 3-hour workshops presented to clinical staff of Child Guidance and Family Solutions, Inc., Akron, OH.

- Osborn, C. J. (2006, October). *Motivational interviewing with college students*. All-day workshop presented to clinical staff of two counseling centers (Hill Center and Counseling and Psychological Services) at Ohio University, Athens, OH.
- Osborn, C. J. (2006, January-June). *Applying motivational interviewing to ongoing chemical dependency counseling*. Monthly training (2.5 hours/month) provided to clinical staff of Quest Recovery and Prevention Services, Inc., Canton, OH.
- Osborn, C. J. (2004, August). *Motivational interviewing: Engaging clients toward positive change*. All-day workshop presented to staff of Quest Recovery and Prevention Services, Inc., Canton, OH.
- Osborn, C. J. (2004, April). *Motivational interviewing: Engaging clients toward positive change*. All-day workshop for clinical staff of Personal and Family Counseling Services, New Philadelphia, OH.
- Osborn, C. J. (2004, February and March). *Motivational interviewing for chemical dependency practitioners*. Provided two all-day (6 hrs. each) training seminars sponsored by the Alcohol and Drug Addiction Services Board of Stark County, Canton, OH.
- Osborn, C. J. (2003, November). *Practicing the "spirit" of motivational interviewing*. Presented at the Northern Ohio Chapter of the Employee Assistance Professionals Association monthly gathering, Brooklyn Heights, OH.
- Osborn, C. J. (2003, April). *Motivational interviewing: Engaging clients toward positive change*. Invited 4-hour closing session for the South Dakota Counseling Association annual convention, Rapid City, SD.
- Osborn, C. J. (2003, March). *Promoting the "spirit" of motivational interviewing*. In-service training for the staff of Family Solutions, Inc., and Child Guidance Centers, Akron, OH.
- Osborn, C. J. (2003, February). *Reframing resistance: Motivational interviewing practices for client engagement*. In-service training for the staff of Community Support Services, Inc., Akron, OH.
- Osborn, C. J. (2003, January). *A refreshing reframe: Motivational interviewing as a lens for excellent counselor practice*. Invited keynote address for the Greater Cincinnati Counseling Association's Winter Workshop, "A Spectrum of New Ideas: Excellence in Counselor Practice," Cincinnati, OH.
- Osborn, C. J., & Lewis, T. F. (2001, May). *Motivational interviewing and motivational enhancement therapy: Foundations and applications*. All-day workshop sponsored by Talbert House treatment facility, for agency staff and area practitioners, Cincinnati, OH.

Training and Consultation Services Provided in Solution-Focused Counseling:

- Osborn, C. J. (2008, February). *Solution-focused strategies in substance abuse counseling*. Three-hour workshop for counseling students and practitioners, sponsored by the Department of Counseling and Educational Development, University of North Carolina at Greensboro, Greensboro, NC.
- Osborn, C. J. (2005, October, March; 2004, July, May; 2003, October, August, June). *Solution-focused counseling in action*. Case consultations (1.5 hours each) provided to clinical staff of Child Guidance and Family Solutions, Inc., Akron, OH.
- Osborn, C. J., & Musson, J. L. (2004, March). *Solution-building with children and adolescents*. Three-hour workshop for clinical staff of Child Guidance and Family Solutions, Inc., Akron, OH.
- Osborn, C. J. (2002, March). *Solution-focused school counseling: Strategies for student, staff, and family engagement*. Half-day workshop for school counselors in District 4 of the Ohio School Counselors' Association, Warren, OH.
- Osborn, C. J., & West, J. D. (2002, March). *Solution-focused school counseling: Strategies for student, staff, and family engagement*. All-day workshop for school counselors in District 7 of the Ohio School Counselors' Association, Akron, OH.
- Osborn, C. J. (2001, February). *Solution-focused school counseling: Strategies for student engagement*. In-service training provided to approximately 60 school counselors in the Akron Public Schools, Akron, OH.
- Davis, T. E., & Osborn, C. J. (2000, April). *Solution-focused strategies for school counselors*. Invited workshop sponsored by the Ohio University – Chillicothe campus, Chillicothe, OH.
- Osborn, C. J. (1997, May). *Brief and Solution-Focused methods in school counseling*. All-day workshop for school counselors, psychologists, teachers, and social workers of the Cincinnati Public Schools, held at the Mayerson Academy, Cincinnati, OH.

Training Provided in Clinical Supervision:

- Osborn, C. J. (2017, March). *Collaboration and evaluation in clinical supervision: A dialectical practice*. Three-hour workshop conducted for clinical supervisors of Child Guidance & Family Solutions, Inc., Akron, OH.
- Osborn, C. J. (2015, November). *Ethical and legal considerations in counselor supervision*. Three-hour workshop conducted at the Fall Counseling Summit at Cincinnati Christian University, Cincinnati, OH.
- Osborn, C. J. (2015, March). *Supervision and evidence-based practice*. Three-hour session conducted as part of the annual conference of the Stark County Mental Health and Recovery Services Board, Canton, OH.

- Osborn, C. J. (2014, April). *Ethical and legal considerations in counselor supervision*. Half-day workshop conducted for internship/field supervisors, sponsored by the Ohio University Counselor Education program, Athens, OH.
- Osborn, C. J. (2012, January). *Cultivating collaborative conversations in counselor supervision*. All-day training for chemical dependency counselors sponsored by the Indiana Association for Addiction Professionals, Indianapolis, IN.
- Osborn, C. J. (2011, November). *Cultivating collaborative conversations and promoting ethical practice and lifelong learning in counselor supervision*. Three-hour workshop sponsored by the Cincinnati Christian University Counseling and Family Studies Program, Cincinnati, OH.
- Osborn, C. J., Bradley, N., & Hutchins, M. (2009, November). *Collaborative supervision as enhanced client (and counselor self-) care*. Invited pre-conference presentation at the All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J. (2008, June). *Cultivating collaborative conversations and promoting ethical practice in counselor supervision*. All-day workshop presented to internship/field supervisors, sponsored by the Ohio University Counselor Education program, Athens, OH.
- Osborn, C. J. (2007, October). *Cultivating and maintaining collaboration in clinical supervision*. Three-hour in-service training for the staff of Interval Brotherhood Home, Akron, OH.
- Osborn, C. J. (2007, January). *Cultivating and maintaining a collaborative learning environment in clinical supervision*. Three-hour workshop for the North Central Ohio Counseling Association, Akron, OH.
- Osborn, C. J. (2006, November). *Cultivating collaborative conversations in counseling supervision*. All-day workshop sponsored by the Alcohol and Drug Addictions Services Board of Stark County, Canton, OH.
- Osborn, C. J. (2003, July). *Cultivating and maintaining a collaborative learning environment in clinical supervision*. In-service training for the clinical staff of Portage Path Behavioral Health, Akron, OH.
- Davis, T. E., & Osborn, C. J. (2002, November). *Foundations of clinical supervision: Using a supervision contract*. Invited pre-conference presentation at the All Ohio Counselors' Conference, Columbus, OH.
- Osborn, C. J., & Petruzzi, M. L. (2001, July). *Engaging in reflective supervision*. In-service training for clinical staff at Family Solutions, Inc., Cuyahoga Falls, OH.
- Osborn, C. J. (2000, June). *Principles and practices of clinical supervision*. In-service training for psychology field supervisors of doctoral psychology interns. Northeastern Ohio Universities College of Medicine's Psychology Intern Program, Akron, OH.

Miscellaneous Invited and Service Presentations:

Osborn, C. J., Giegerich, V., Tolbert, Y., & Marder, S. (2016, October). *Project MI: A faculty-student capstone project for learning motivational interviewing (MI) with simulated clients*. Poster presentation at the University Teaching Council Celebration of College Teaching Conference, Kent State University.

Osborn, C. J. (2014, October). *Integrating addiction treatment into behavioral healthcare: Key practices for comprehensive case conceptualization and customized treatment planning*. Three-hour in-service training for clinical staff of Portage Path Behavioral Health, Akron, OH.

Osborn, C. J., & Baltrinic, E. (2012, May). *Engaging parents in their child's care*. Ninety-minute in-service training conducted for clinical staff of the Early Childhood Program, Child Guidance and Family Solutions, Inc., Akron, OH.

Osborn, C. J. (2010, September). *Understanding and treating co-occurring disorders: Theory, research, and evidence-based practices*. Three-hour in-service training for clinical staff of Portage Path Behavioral Health, Akron, OH.

Erford, B. T., Hays, D. G., & Osborn, C. J. (2010, March). *Assessment standards and free access depression, anxiety, and substance abuse inventories for use in counseling practice*. Presented at the American Counseling Association (ACA) Annual Convention, Pittsburgh, PA.

Osborn, C. J., Paisley, P. O., Culbreth, J. R., & Greaser, T. (2007, March). *How to find post-graduate supervision on a shoestring budget*. American Counseling Association (ACA) Annual Convention, Detroit, MI.

West, J. D., Bubenzer, D. L., Osborn, C. J., Herr, E. L., Locke, D. C., Myers, J. E., Remley, T. P., Jr., Bhat, C. S., Janson, C. A., & Spurgeon, S. (2005, April). *Nurturing the promises of the profession*. American Counseling Association (ACA) Presidential Invited Session, sponsored by Chi Sigma Iota, ACA Convention, Atlanta, GA.

West, J. D., Bubenzer, D. L., Osborn, C. J., Bobby, C., Lee, C., Miranti, J., & Myers, J. E. (2005, April). *Chi Sigma Iota (CSI) leadership training: Perspectives on leadership*. Four-hour leadership training conducted for student and professional members of CSI during the American Counseling Association's 2005 Convention, Atlanta, GA.

Osborn, C. J. (2005, March). *A partnership in its prime: Leadership and advocacy in the counseling profession*. Three-hour workshop presented to members of the Upsilon Nu Chi Chapter of Chi Sigma Iota, University of North Carolina at Greensboro, Greensboro, NC.

Osborn, C. J. (2005, January). *Engaging clients toward positive change*. Two-hour workshop presented at the North Central Ohio Counseling Association Winter Workshop, Beachwood, OH.

Osborn, C. J. (2000, May). *Chemical dependency counselors in Ohio: Counselor characteristics and clinical issues*. North Central Ohio Counseling Association spring workshop, Independence, OH.

GRADUATE TEACHING

Kent State University, Counselor Education and Supervision (CES) Program: (formerly Counseling and Human Development Services [CHDS] Program)

CHDS 6/77530: Introduction to Counseling – Spring 1998-2003; Fall 2009.

CES 67595: Special Topics Course in CHDS/CES: Motivational Interviewing (1-3 credits) – Summers 2014, 2015, 2016, and 2017.

CES 67636: Practicum I in Clinical Mental Health Counseling – Fall 2013; Every Spring.

CHDS 6/77663: Community Counseling – Fall 1999.

CES 6/77664: Theories and Practices in Addictions Counseling [formerly named Addictive Behaviors and Treatment Issues] – Spring 2010; Every Fall since 2010.

CES 6/77665: Treatment Planning in Addictions Counseling [formerly named Substance Abuse Counseling] – Every Fall from 1998-2009. Every Spring since 2011.

CES 77692: Internship in Clinical Mental Health Counseling – Every Summer term.

CHDS 6/77810: Group Process and Analysis – Fall 1997.

CHDS 6/77820: Group Work: Theory and Techniques – Fall 1998.

CES 6/88167: Case Conceptualization and Treatment Planning [formerly named Advanced Counseling Procedures] – Every Fall & Spring; Summer terms 1999-2009.

CHDS 80090: Doctoral Residency Seminar in CHDS – Fall 2000-2005; Fall 2007-2008.

CHDS 88284: Supervision of Counseling – Summer 1999; Fall 2000-2003; Fall 2006.

Ohio University, Counselor Education Program (part-time faculty, instructor of record):

EDCE 732: Advanced Appraisal – Spring Quarter 1997.

EDCE 6550: Theories and Techniques II – Spring Quarter 1997.

EDCE 6915: Counseling Internship – Winter Quarter 1997.

EDCE 7700: Brief and Solution-Focused Therapy (taught at the Zanesville regional campus of OU) – Fall Quarter 1996.

DISSERTATION COMMITTEE WORK

(all at Kent State University; program name changed from CHDS to CES Fall 2015)

Counselor Education and Supervision (CES; Co-Director) Completed:

- Deborah L. Duenyas. (2017, June). *The professional experiences of international counseling graduates upon returning to their home country.* (Co-chaired with Dr. John West)
- Amy H. Freadling. (2016, October). *The decision-making processes of expert EAP practitioners and EAP affiliates when faced with dual-client ethical dilemmas.* (Co-chaired with Dr. Marty Jencius)
- Michele Schmidt. (2016, September). *The effect of an online forgiveness workshop on counselors' beliefs and knowledge about using interpersonal forgiveness in counseling.* (Co-chaired with Dr. Don Bubenzer)
- Anne Shick McCurdy. (2016, June). *The effects of client and respondent variables on addiction professionals' decision making: A factorial survey.* (Co-chaired with Dr. Betsy Page)
- Rachel Vitale. (2015, August). *Spirituality, resilience, and social support as predictors of life satisfaction in young adults with a history of childhood trauma.* (Co-chaired with Dr. Steve Rainey)

Counseling and Human Development Services (CHDS; Co-Director) Completed:

- Yvonne N. Glass. (2014, October). *African American women, psychological well-being, religiosity, and stress.* (Co-chaired with Dr. Marty Jencius)
- Tiffany M. Darby. (2014, October). *White counselor trainees' and White supervisors' experiences of cross-racial/ethnic counseling supervision.* (Co-chaired with Dr. Marty Jencius)
- Melanie Scherer Iarussi. (2011, June). *Counselors' experiences of client and counselor language while using motivational interviewing and cognitive behavior therapy to facilitate client change.* (Co-chaired with Dr. John West)
- Rachel M. Hoffman. (2009, June). *The process of counselor supervision for counselor trainees who work with suicidal clients.* (Co-chaired with Dr. John West)
- Joseph Lee Martin. (2008, November). *A phenomenological study of United Methodist and Conservative Jewish clergy viewpoints concerning their eventual deaths.* (Co-chaired with Dr. Marty Jencius)
- Patricia A. Schafer. (2008, October). *Experiences of prejudice among individuals in African American and Caucasian interracial marriages: A Q-methodological study.* (Co-chaired with Dr. Jason McGlothlin)
- Brandy L. Kelly. (2008, July). *Conceptualizations of leadership among five female counselor educators.* (Co-chaired with Dr. Lynne Guillot Miller)

Aaron Kindsvatter. (2006, June). *Factors associated with counseling client perceptions of contributions to pre-treatment change.* (Co-chaired with Dr. Don Bubenzer)

Rebecca Roberts Martin. (2006, March). *Stepdaughter perception of stepmother confirmation and its relationship to academic performance and self-esteem among late adolescent females.* (Co-chaired with Dr. Don Bubenzer)

Luanne Brown-Johnson. (2006, February). *An investigation of resilience of five African American women who have sustained employment after welfare cash assistance.* (Co-chaired with Dr. John West)

S. Jeffrey Mostade. (2004, September). *Components of internalized homophobia, self-disclosure of sexual orientation to physician, and completion of the durable power of attorney for healthcare in older gay men.* (Co-chaired with Dr. John West)

Amy B. Quillin. (2003, October). *Counseling students' views about spirituality.* (Co-chaired with Dr. Don Bubenzer)

Todd F. Lewis. (2001, November). *An Adlerian perspective of college student alcohol misuse.* (Co-chaired with Dr. Don Bubenzer)

Kathy Altieri. (2001, October). *Validation of the Alcohol and Drug Use Survey.* (Co-chaired with Dr. Don Bubenzer)

Lenore L. Sherck. (2001, October). *Spirituality as perceived and defined by five Unitarian Universalist women over sixty years of age.* (Co-chaired with Dr. Don Bubenzer)

Mary Jo Mason. (1998, October). *The development of a counselor: A look at professionalization through graduate school.* (Co-chaired with Dr. Don Bubenzer)

CHDS (Member) Completed:

Brian J. Taber. (2004, October). *Metatypes: A construct for prediction in person-environment fit theory.* (Chaired by Dr. Mark Savickas)

Louis A. Busacca. (2003, October). *Identity-processing styles and patterns of career adaptability during adolescence.* (Chaired by Dr. Mark Savickas)

Elaine Marlowe. (2001, July). *A multicultural phenomenological study of how women develop through transcending the psychologically oppressive aspects of their intergenerational family story about women.* (Chaired by Dr. Anita Jackson)

Non-CHDS Completed – Committee Member:

Christina Hill. (2009, December). *Assessing the relationship between mindfulness, borderline features and emotional awareness in young adults.* (Co-Directed by Drs. John Updegraff and John Akamatsu, Department of Psychology, KSU).

Jacqueline S. McNally. (2005, April). *Teacher-student relationships: The effects of student motives, relationship development, and communication on student learning*. (Directed by Dr. Rebecca Rubin, Communications Program, KSU).

Jennifer Ray-Tomasek. (2004, June). *Credibility perceptions and intention to conform to a campus media campaign designed to reduce alcohol misuse*. (Directed by Dr. Dennis Thombs, Health Promotion Program, KSU).

David B. Wolff. (2001, August). *The effects of Gabapentin on physical aggression in men*. (Chaired by Dr. Stuart Taylor, Department of Psychology, KSU).

PROFESSIONAL EXPERIENCE

Counselor Trainee and (subsequently) Professional Clinical Counselor - Health Recovery Services, Inc., Athens, OH. July 1995 - July 1997.

Part-Time Instructor - Department of Counselor Education, School of Applied Behavioral Sciences and Educational Leadership (SABSEL), Ohio University, Athens, OH. AY 1996-97.

Post-Doctoral and Doctoral Teaching Assistant - Department of Counselor Education, School of Applied Behavioral Sciences and Educational Leadership (SABSEL), OH University, Athens, Ohio. 1995 and 1996 summer sessions.

Graduate Teaching Assistant - Department of Counselor Education, School of Applied Behavioral Sciences and Educational Leadership (SABSEL), Ohio University, Athens, OH. AY 1993-94 and 1994-95.

Part-time Instructor - Hocking Technical College, Nelsonville, OH. Fall 1994.

Associate Pastor - Church of the Saviour, United Methodist, Westerville, OH. June 1987 - June 1993.

Student Associate Pastor - Church of the Messiah, United Methodist, Westerville, OH. September 1986 - June 1987.

Chaplain Intern - Children's Hospital, Columbus, OH. January - May 1986.

Student Associate Pastor - Plains United Methodist Church, Canton, NC. June - August 1985.

PROFESSIONAL CREDENTIALS AND AFFILIATIONS

Licensed Professional Clinical Counselor (LPCC; with supervisory endorsement) - Licensed by the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (#E2428). Effective May 16, 1997.

Licensed Independent Chemical Dependency Counselor (LICDC) – Licensed by the Ohio Chemical Dependency Professionals Board (#081091). Effective June 18, 2013.

Licensed Chemical Dependency Counselor III (LCDC III) – Licensed by the Ohio Chemical Dependency Professionals Board (#081091). June 13, 2008 – June 17, 2013.

Certified Chemical Dependency Counselor (CCDC), Level I – Certified by the Ohio Chemical Dependency Professionals Board (#990049). September 10, 1999 – December 27, 2007.

American Counseling Association (ACA) – Member since September 1993. Membership in ACA divisions includes the Association for Counselor Education and Supervision (ACES), and the International Association of Addictions and Offender Counselors (IAAOC).

Ohio Counseling Association (OCA) – Member since September 1993. Membership in OCA divisions includes Ohio Association for Counselor Education and Supervision (OACES), and Ohio Association for Spiritual, Ethical, and Religious Values in Counseling (OASERVIC).

American Educational Research Association (AERA) – Member 2000 – 2010.

National Association for Addiction Professionals (NAADAC) – Member since 2012.

Textbook & Academic Authors Association (TAA) – Member since 2016.

Motivational Interviewing Network of Trainers (MINT) – Trained as a trainer in motivational interviewing (MI; 2002, June) and active in the MINT Forum. Listed as a trainer on the MINT website at www.motivationalinterviewing.org

PROFESSIONAL SERVICE

National:

Ad Hoc Member, Special Emphasis Panel/Scientific Review Group, National Institutes of Health (NIH), Bethesda, MD. Reviewer of applications submitted to SBIR/STTR Study Section ZRG1 RPHB-C (10): Risk, Prevention, and Health Behavior Across the Lifespan. April 2009 – June 2012.

President, Chi Sigma Iota (CSI) Counseling Academic and Professional Honor Society International. 2006-07. (President-Elect, 2005-06; Past-President, 2007-08)

Member, American Counseling Association's (ACA) Governing Council – Representing the International Association of Addictions and Offender Counselors (IAAOC) division of ACA. July 2004 – June 2008.

- Member of ACA Task Forces on (a) Signature Product and (b) Bibliometrics (co-chair)

Secretary – Chi Sigma Iota (CSI) Counseling Academic and Professional Honor Society International. 2002-04.

Chair, Research Grants Committee – Chi Sigma Iota (CSI) Counseling Academic and Professional Honor Society International. Committee formed specifically to review and disperse funds to CSI members conducting research in Developmental Counseling and Therapy (DCT). 2004-05.

Member, Awards Committee – Association for Counselor Education and Supervision (ACES). 2001-06.

External Reviewer – Routinely invited to conduct and supply reviews for full-time counselor education faculty applying for promotion to associate or full rank, as well as tenure, at various academic institutions across the country (approximately 25 thus far). 2003 – present.

Program Reviewer – American Counseling Association 2003 Annual Convention (representing the International Association of Addictions and Offender Counselors [IAAOC] division of ACA).

Editorial Responsibilities and Editorial Board Membership:

Editorial Board Member, *Journal of Counselor Leadership & Advocacy* (journal of Chi Sigma Iota International, Counseling Academic and Professional Honor Society; published by Routledge/Taylor & Francis), March 2013 – present.

Co-Editor (with John D. West; 3-year appointment), *Counselor Education and Supervision* (journal of the Association for Counselor Education and Supervision, a division of the American Counseling Association, published quarterly), July 2006 – June 2009. (Co-Editor-Elect April 2005 – June 2006)

Editorial Board Member, *Journal of Counseling & Development* (flagship journal of the American Counseling Association), July 2003 – June 2005.

Editorial Board Member, *Journal of Addictions and Offender Counseling* (journal of the International Association of Addictions and Offender Counselors, a division of the American Counseling Association), July 1998 – June 2005.

Editorial Board Member, *Journal of Teaching in the Addictions* (journal of the International Coalition for Addiction Studies Education, published by Haworth Press), 2000 – 2010.

Editorial Board Member, *Journal of Humanistic Counseling, Education and Development* (journal of the Counseling Association for Humanistic Education and Development, a division of the American Counseling Association), July 2001 – June 2005.

Ad Hoc Reviewer:

- *Addiction* (published since 1884 by the Society for the Study of Addiction to Alcohol and other Drugs): October 2010, August 2009.
- *Journal of Contemporary Psychotherapy*: October 2007.
- *The Clinical Supervisor* (interdisciplinary journal of supervision in psychotherapy and mental health, published by The Haworth Social Practice Press): November 2014, June 2012, November 2002.
- *Journal of Clinical Psychology* (published by Wiley): July 2014.

State:

President, Ohio Counseling Association. 2004-05. (President-Elect, 2003-04; Past-President, 2005-06).

Professional Development Chair, Ohio Counseling Association. July 2001 – June 2003.

President, Ohio Association for Counselor Education and Supervision (OACES; a state division of the American Counseling Association), 1999-2000.

President, Ohio Association for Spiritual, Ethical, and Religious Values in Counseling (OASERVIC; a state division of the American Counseling Association), 1998-99.

Member, Accreditation Committee of the Ohio Credentialing Board (OCB) for Chemical Dependency Counselors – Reviewed applications for OCB accreditation of academic programs across Ohio; and assisted in implementing OCB accreditation guidelines. January – December 1999.

Member, State Advisory Committee for Guidance and Counseling, State of Ohio Department of Education – Represented the Ohio Association for Counselor Education and Supervision (OACES) at quarterly meetings. 1999-2000.

Ohio Counselor and Social Worker Board Item Writing Team Contributor – Participated in and contributed to State of Ohio Counselor and Social Worker Board's item writing team, generating and editing proposed items for the Professional Counselor Licensure Examination, February 20-21, 1998.

Local:

Member, Portage County Mental Health and Recovery Board – Appointed by the Director of the Ohio Department of Mental Health (ODMH) as the mental health provider representative to the Portage County Mental Health and Recovery Board. Met monthly for board and committee meetings. August 2000 – July 2003.

UNIVERSITY CITIZENSHIP

Program Level (Counselor Education and Supervision [CES], formerly Counseling and Human Development Services [CHDS], Kent State University)

Founder and Co-Facilitator, CES Motivational Interviewing Learning Community. 2015 – present. Twice-monthly collaborative learning group comprised of CES graduate students and alumni interested in sharpening their skills in motivational interviewing. Co-facilitate with Victoria Giegerich, CES doctoral student.

Clinical Mental Health Internship Coordinator. Summer 1998 – Spring 2011.

Faculty Search Committee Chair. 2006-07 and 2000-01.

Search Committee Chair for Director, Counseling and Human Development Center. 2004.

Faculty Advisor. Kappa Sigma Upsilon (Kent State University) Chapter of Chi Sigma Iota (CSI) Counseling Academic and Professional Honor Society International. 1997 – 2002.

School or Department Level (School of Lifespan Development and Educational Sciences [LDES], and the former Department of Adult, Counseling, Health, and Vocational Education [ACHVE], Kent State University)

School of LDES Promotion, Tenure, and Reappointment Handbook Revision Committee Member. 2015-2016.

School of LDES Curriculum Committee Member. 2012 – present.

Ad Hoc Promotion, Tenure, and Reappointment Committee Member. 2009 – present.

Faculty Advisory Committee Member. 2008-09, 2006-07, and 2001-2005.

ACHVE Curriculum Committee Member. 1998-2007.

College Level (College and Graduate School of Education, Health and Human Services [EHHS], Kent State University)

Graduate Policies Task Force Member. 2005-06.

Graduate Council Member. 2000-05.

Dissertation Award Committee Member. 2002-05.

Graduate Faculty Representative and Moderator for Seven Dissertation Defenses (October 2014, December 2012, October 2007, March 2005, February 2004, June 2003, and August 2002).

University Level (Kent State University)

Internal Reviewer – Member of 3-person committee (two of whom were external reviewers) to review the Higher Education Administration program at KSU and contribute to a report submitted to the Provost's office. Fall 2016.

Member, Search Committee for Chemical Dependency Counselor, University Health Services. Spring 2013.

Provost's Promotion Advisory Board – Member of 20-person panel to review faculty applications (and appeals) for promotion from across the university. Spring 2010.

Internal Review Committee Member – Member of 3-person committee to review Department of Teaching, Leadership, and Curriculum Studies in the College of Education, Health, and Human Services and submit a report to the Dean of Graduate Studies at KSU. Spring 2007.

College of Continuing Studies CEU Reviewer – Review workshop/program proposals submitted to the College of Continuing Studies at Kent State University for potential approval by the State of Ohio Counselor and Social Worker Board for CEU credit. May 1999 – present.

Moderator for three Dissertation defenses in the Department of Psychology (May 2015, August 2003, and October 2001) and one Dissertation defense in the Department of Political Science (May 2006).

RECOGNITIONS

Faculty Recognition Award. Honored by the University Teaching Council (UTC) of Kent State University (KSU) “for teaching that made a difference in the life of a Kent State graduate.” Recognized at the UTC Celebration of College Teaching Conference, KSU, October 21, 2016.

Mentor Honoree. Nominated by a student and honored by the Kent State University (KSU) Women’s Center as a Mentor (“a woman who serves as a trusted role model”). Recognized at the “Mothers, Mentors, & Muses” Scholarship Fundraiser sponsored by the Women’s Center, KSU, March 6, 2012.

North Central Ohio Counseling Association’s Christopher Faiver Award. Recognized for “Outstanding Contributions” to the North Central Ohio Counseling Association, May 10, 2010.

Outstanding Educator Nomination. Nominated by a student registered with Student Accessibility Services at Kent State University (KSU) “for having gone above and beyond your stated responsibilities in accommodating a student, or students, with disabilities in your classroom.” Recognized at the Faculty Recognition Reception sponsored by Student Accessibility Services, KSU, April 6, 2010.

Ohio Counseling Association’s David Brooks Award. “Willingness to serve, teach responsibility, and create new paths in the counseling profession,” November 2, 2006.

Distinguished Alumnus Award. Selected by the Counselor Education faculty of Ohio University as recipient of the George E. Hill Memorial Award “for outstanding scholarship, service, and leadership,” March 31, 2006.

Exemplary Research Award (with Dr. Todd F. Lewis). Presented by the International Association of Addictions and Offender Counselors (IAAOC) for research published in the *Journal of Addictions and Offender Counseling* (2004), April 2005.

“Graduate Applause” Recognition. Honored by the University Teaching Council of Kent State University (KSU) as “a faculty member who made a difference in [the] academic career” of a CHDS graduate at KSU. Recognized at the Seventh Annual Celebrating College Teaching Conference, KSU, October 27, 2000.

Outstanding Faculty Advisor. Presented by the officers of the Kappa Sigma Upsilon Chapter of Chi Sigma Iota Counseling Academic and Professional Honor Society International at the 2000 Chapter Induction Banquet, March 31, 2000.

Cassandra A. Storlie, Ph.D., LPCC-S, NCC

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Kent State University
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EDUCATION

- 2013 Ph. D. in Counselor Education and Supervision / CACREP Accredited**
The University of Iowa, Iowa City, IA
Dissertation: Career Counseling with Undocumented Latino Youth: A Qualitative Analysis of School Counselors
Chair: Tarrell Awe Agahe Portman, Ph.D.
- 2004 M.S. Ed. in Community Counseling / CACREP Accredited**
Western Illinois University, Moline, IL
Advisor: Leslie O’Ryan, Ph.D.
- 2001 B.A. in Psychology**
Augustana College, Rock Island, IL
Advisor: F.A. Fenwick, Ph.D.
- 1999 A.A.S. / A.D.N in Nursing, Registered**
Black Hawk College, Moline, IL

LICENSURE AND CERTIFICATION

Licensed Clinical Professional Counselor #180006722 in Illinois
Licensed Mental Health Counselor #001094 in Iowa
Registered Nurse #041315002 in Illinois
National Certified Counselor #90908
Licensed Professional Clinical Counselor with Supervisory Designation #1400028 in Ohio

REFEREED JOURNAL ARTICLES

**Identifies professional writing projects with graduate doctoral students*

1. **Storlie, C. A.,** Baltrinic, E., Mostade, J. S., & *Darby, T. (2017) Professional functioning: Exploring developmental narratives of counselor trainees. *Counselor Education & Supervision, 56,* 225-240. doi: 10.1002/ceas.12074
2. **Storlie, C. A.,** Lara, T., *Duenyas, D.,*Archer, R., & Glavin, K. (In press – April 2018). Exploring the career narratives of African American female college students: Insights for college counselors. *Journal of College Counseling.*
3. **Storlie, C.A.,** Albritton, K., & Cureton, J. L. (2017). Familial and social influences in career for female youth of color: A study of Relational Cultural Theory. *The Family Journal, Online first Sept 2017.* doi: 10.1177/1066480717732142
4. **Storlie, C.A.** (2016). Exploring school counselor advocacy in the career development of undocumented Latino youth. *Journal of Social Action in Counseling & Psychology, 8* (1), 70-88.
5. Woo, H., **Storlie, C.A.,** & Baltrinic, E. (2016). Perceptions of professional identity development in counseling leaders. *Counselor Education & Supervision, 55* (4), 278-293. doi: 10.1002/ceas.12054
6. **Storlie, C. A.,** Li, J., Anhalt, K., Rumrill, P., & Roessler, R. (2016). Key determinants of quality of life among Latinos with Multiple Sclerosis: Findings from a nationally representative sample. *Journal of Rehabilitation, 82* (2), 41-50.
7. Hannon, M., & **Storlie, C.A.** (2016). Introduction to the special issue on school counselor preparation and supervision. *Journal of Counselor Preparation and Supervision, 8* (2). Retrieved from <http://repository.wcsu.edu/jcps/vol8/iss2/1>
8. **Storlie, C.A. &** Toomey, R. (2016) Professional school counselor perceptions of systemic barriers affecting Latino students: Implications for socially just preparation and practice. *Journal of Counselor Preparation & Supervision, 8* (2), <http://dx.doi.org/10.7729/82.1156>
9. **Storlie, C. A.,** Shannonhouse, L., Brubaker, M., Zavadil, A., & King, J. (2016). Exploring dimensions of advocacy in service: A content analysis extending the framework of counselor community engagement activities in Chi Sigma Iota chapters. *Journal of Counseling Leadership & Advocacy* (special issue honoring Dr. Jane E. Myers), 3(1), 51-62. doi:10.1080/2326716X.2015.1119071
10. **Storlie, C. A.,** Mostade, S.J., & *Duenyas, D. (2016). Cultural trailblazers: Exploring the career development of Latina first generation college students. *Career Development Quarterly, 64* (4), 304-317. doi: 10.1002/cdq.12067
11. **Storlie, C. A.,** Woo, H., Dipeolu, A., & *Duenyas, D. (2015). Infusing ethics in psychopharmacology course design. *Journal of Creativity in Mental Health, 10* (4), 507-

521. doi:10.1080/15401383.2015.1044682

12. Davis, L., **Storlie, C.A.**, Dipeolu, A.O., & Smyth, A. (2015). Inclusive career counseling: Family of origin impact while working with individuals with ADHD. *Career Planning and Adult Development Journal*, 31(4), 80-88.
13. **Storlie, C. A.**, Parker-Wright, M., & Woo, H. (2015). Multicultural leadership development: A phenomenological exploration of emerging leaders in counselor education. *Journal of Counselor Leadership and Advocacy*, 2 (2), 154-169. doi:10.1080/2326716X.2015.1054078
14. Toomey, R. & **Storlie, C.A.** (2015). School counselors' intervention in bias-related incidents among Latino students. *Journal of School Violence*, 15(3), 343-364. doi:10.1080/15388220.2015.1049354
15. **Storlie, C.A.**, & Baltrinic, E. (2015). Counseling children with Cystic Fibrosis: Recommendations for practice and counselor self care. *The Professional Counselor*, 5(2), 293-303. doi:10.15241/cas.5.2.293
16. Blankson, A.N., Dipeolu, A., **Storlie, C.A.**, Woo, H., & Hargrave, S. (2015). Moderated mediation in career development research. *Counseling Outcome Research & Evaluation*. (online first Feb. 2015) doi: 10.1177/2150137815569299
17. Dipeolu, A., **Storlie, C.A.**, & Johnson, C.A. (2015). College students with high functioning Autism Spectrum Disorder: Best practices for successful transition to the world of work. *Journal of College Counseling*, 18, 175-196. doi: 10.1002/jocc.12013
18. **Storlie, C.A.** & Wood, S. M. (2014a). Developing social justice leaders through Chi Sigma Iota: A phenomenological exploration of chapter leader experiences, Part 1. *Journal of Counselor Leadership & Advocacy*, 1(2), 166-180. doi:10.1080/2326716X.2014.935984
19. **Storlie, C.A.** & Wood, S. M. (2014b). Developing social justice leaders through Chi Sigma Iota: A phenomenological exploration of chapter faculty advisor experiences, Part 2. *Journal of Counselor Leadership & Advocacy*, 1(2), 181-192. doi:10.1080/2326716X.2014.955991
20. Dipeolu, A., **Storlie, C.A.**, Hargrave, S., & Cook, R. (2014). A qualitative analysis of parents with children with reading difficulties: Insights for working with families. *The Family Journal*. doi: 10.1177/1066480714547189 (published first online August, 2014)
21. Dipeolu, A., Hargrave, S., **Storlie, C.A.** (2014). Enhancing ADHD and LD diagnostic accuracy using career instruments. *Journal of Career Development* doi:10.1177/0894845314521691 (published first online February, 2014)
22. Dipeolu, A., **Storlie, C.A.**, & Johnson, C.A. (2014). Transition to college and students with high functioning Autism Spectrum Disorder: Strategy considerations for school

counselors. *Journal of School Counseling*, 12(11). Retrieved from <http://www.jsc.montana.edu/articles/v12n11.pdf>

23. **Storlie, C.A.**, Moreno, L.S., & Portman, T.A.A. (2014). Voices of Hispanic college students: A content analysis of the qualitative research in the Hispanic Journal of Behavioral Sciences. *Hispanic Journal of Behavioral Sciences*, 1, 64-78. doi: 10.1177/0739986313510283 (published first online December, 2013)
24. Dipeolu, A., Sniatecki, J. & **Storlie, C.A.**, Hargrave, S. (2013). Dysfunctional career thoughts and attitudes as predictors of vocational identity among young adults with Attention Deficit Hyperactivity Disorder. *Journal of Vocational Behavior*, 82, 79-84.
25. **Storlie, C.A.**, & Jach, E.A. (2012). Social justice collaboration in schools: A model for working with undocumented Latino students. *Journal for Social Action in Counseling and Psychology*, 4, 99-116.
26. **Storlie, C.A.** & Smith, C.K. (2012). The effects of a wellness intervention in supervision. *The Clinical Supervisor*, 31, 228-239. doi: 10.1080/07325223.2013.732504
27. **Storlie, C.A.**, Woo, H., Heo, N., & Self, T. (2012). The case of Lucinda; ACA doctoral ethics competition. *Ideas and research you can use: VISTAS 2012*. Retrieved from: www.counseling.org/Resources/Library/VISTAS/vistas12/Article_30.pdf - 2012-07-17
28. **Storlie, C.A.** (2011). Career development for all students: School counselor advocacy with undocumented immigrant youth. *School Counseling Research & Practice*, 3, 35-42.

BOOK CHAPTERS

1. **Storlie, C.A.**, Saunders, J. L., Bryant, R. M., and Durodoye, B. (In press). Leadership: Biased based bullying-The case of Miguel. In C. Wood, T. Portman, and L. Tyson, *Critical Incidents in School Counseling, 3rd Ed.* American Counseling Association: Alexandria, VA
2. **Storlie, C.A.**, & Byrd, J. (2016). Tools to connect: Card sorts with Latino/a clients. In *Postmodern Approaches to Multicultural Career Counseling: From Theory to Practice*, by L.A. Busacca & M.C. Rehfuss. American Counseling Association: Alexandria, VA.
3. **Storlie, C.A.** (In review). Multicultural supervision in the field. In *Handbook of Multicultural Supervision in the Helping Professions* by M.T. Garrett, T.A.A. Portman, and E. Torres-Rivera. American Counseling Association.

INVITED WEB MAGAZINE PUBLICATIONS

1. **Storlie, C.A.** (2016). Rapid changes: Embracing the racial and cultural diversity of each

learner. *The Principal Navigator* (official magazine for Ohio Association of Elementary School Administrators). Retrieved from:

https://issuu.com/ohaesa/docs/fall_navigator_2016_final_low_res_f

2. **Storlie, C.A.** (2015). Revisiting career challenges and reviving hope while career counseling undocumented Latino youth. *Career Convergence* (official magazine for the National Career Development Association). Retrieved from: http://associationdatabase.com/aws/NCDA/pt/sd/news_article/110891/PARENT/CC_layout_details/false

REFEREED JOURNAL ARTICLES (IN REVIEW/REVISION)

**Identifies professional writing projects with graduate doctoral students*

1. **Storlie, C.A., *Giegerich, V., Stoner-Harris, T. & Byrd, J.** (In revision). Conceptual metaphors in internship: Creative journeys in counselor development. *Journal of Creativity in Mental Health.*
2. **Storlie, C.A., Albritton, K., Cureton, J. L., & Byrd, J.** (In review). Male youth of color: Counseling beyond traditional career options. *Journal for Multicultural Counseling & Development.*
3. **Storlie, C.A., Chan, C., & *Vess, L.** (In review). Positive youth development in diverse students: Using the Future Career Autobiography as an intervention. *Journal for Social Action in Counseling and Psychology.*
4. ***McKinney, R., *West, E., *Fye, M., *Bradley, R. & Storlie, C.A.** (In revision). Chi Sigma Iota Chapter Faculty Advisor's experiences of professional identity. *Journal of Counselor Leadership and Advocacy.*

PEER REVIEWED PUBLICATIONS (IN PROGRESS)

**Identifies professional research/writing projects with graduate doctoral students*

1. **Storlie, C.A., Baltrinic, E. J., *Fye, M & Cox, J.** (In progress – data collected). Making room for leadership and advocacy: A qualitative exploration of site supervisors. *Journal of Counselor Leadership & Advocacy*
2. **Storlie, C.A., Lara, T., & Glavin, K.** (In progress – data analysis). Career development experiences of career navigation instructors: A phenomenological investigation. *Career Development Quarterly*
3. **Storlie, C. A. & Toomey, R. B.** (Final Write up). Understanding academic achievement in a new immigrant destination: Exploring the associations among school safety, belief in self, school engagement, and academic success. *Journal of Adolescence.*
4. **Storlie, C.A., Lara, T., *Unger, D., & *Duenyas, D.** (In progress – data analysis). A

grounded theory of career experiences of exploratory students. *Career Development Quarterly*.

5. Byrd, J., **Storlie, C.**, *McKinney, R. & *Eastman, R. (In progress – data analysis). Qualitative research in career and work: A content analysis of the *Career Development Quarterly and the Journal of Employment Counseling*. *Counseling Outcome Research & Evaluation*.
6. *Litam, S. D., & **Storlie, C.A.** (In progress – literature review). Creative termination in counseling. *Journal of Creativity in Mental Health*.
7. **Storlie, C.A.**, Lara, T., *McKinney, R. & *Unger, D. (Final Write Up) Using career genograms with exploratory college students: Implications for career development. *The Family Journal*
8. **Storlie, C.A.**, Woo, H., *Fink, M. & Williams, A. (In progress – data analysis). A content analysis of advocacy publications in ACA journals. *Journal of Counselor Leadership & Advocacy*.

NON REFEREED PUBLICATIONS

*Identifies professional writing projects with graduate doctoral students

1. *West, E., *Noster, C., & **Storlie, C.A.** (2015). Advocacy for equal access to mental health services. *Counselors for Social Justice Newsletter*. Retrieved at: <https://counseling-csj.org/publications/>
2. **Storlie, C.A.**, Mostade, S.J., & McDonald, C.P. (2014). Counselor community engagement: Networking to support chapters. *Chi Sigma Iota Exemplar* Retrieved at: http://c.ymcdn.com/sites/www.csi-net.org/resource/resmgr/Publications_Exemplar/Exemplar-2014-Summer.pdf
3. Dipeolu, A., **Storlie, C.A.**, & Johnson, C. (2014). Career transition planning for students with Autism Spectrum Disorders: Tips for school counselors. *Career Convergence* Retrieved from: http://www.ncda.org/aws/NCDA/pt/sd/news_article/89947/_PARENT/layout_details_cc/false
4. Dipeolu, A., & **Storlie, C.A.** (2013). Transitioning college students with Asperger's Syndrome to the world of work: Implications for career counselors. *Career Convergence*, Retrieved from: http://associationdatabase.com/aws/NCDA/pt/sd/news_article/71797/_PARENT/layout_details_cc/false
5. **Storlie, C.A.** (2012). How can Chi Sigma Iota advance research and scholarship in the counseling profession? *Chi Sigma Iota Exemplar*, 27 (3), 5.

6. **Storlie, C.A.** (2011). Humanistic counselor education: Lessons learned by doctoral students. *Association of Humanistic Counseling Newsletter, 1* (1), 13-14.
7. **Storlie, C.A.** (2011). The challenge of career counseling undocumented immigrant youth. *Career Convergence*, Retrieved from: http://associationdatabase.com/aws/NCDA/pt/sd/news_article/52966/PARENT/layout_details_cc/false
8. **Storlie, C.A., & Rashid, G.J.** (2011). Re-engagement after reactivating a Chi Sigma Iota chapter. *Chi Sigma Iota Exemplar, 26* (2), 8.

EXTERNAL FUNDING

2016-2017 Martha Holden Jennings Foundation, Open Grant for Teaching Excellence
 Focus: *Transforming Science and Career Development*
 PI: **Cassandra Storlie, Ph.D.** & Bridget Mulvey, Ph.D.
 Amount Requested: \$15,590
 Submitted: April 2017
Awarded: \$15,590

Lakeland Foundation & Painesville Community Funders
 Focus: *Project El Sueno: Improving Graduation Rates of Latino Students in Painesville City Local Schools*
 Invited PI: **Cassandra Storlie, Ph.D.**
 Draft Budget Proposed 2/2017: \$5 million over 5 years
 Continued Budget and Planning Development at this time

Ohio Department of Education
 Focus: *Earth Systems Science for Improving Teacher Quality*
 PI: Bridget Mulvey, Ph.D. & J. Curtis, Ph.D.
Key Personnel: Cassandra A. Storlie, Ph.D.
 *Role as advisor to improve teacher support of marginalized youth.
 Amount Requested: \$120,152
 Submitted: November 2016
Awarded: \$109,881.03

LOI – National Science Foundation
 Focus: *Graduate Certificate in Diversity and Inclusion for STEM*
 PI: Ruth Washington, Ph.D., Co-PI's: Dana Lawless, Ph.D., Mandy Munro-Stasiuk, Ph.D., Melody Tankersely, Ph.D., Kamesha Spates, Ph.D., & **Cassandra Storlie, Ph.D.**
 Amount Requested: \$500,000
 Submitted: Feb 2017
Awaiting Response

Chi Sigma Iota, International – Excellence in Research Grant

Focus: *Counselor Educators & Supervisors Integration of Wellness*
 PI's: Marissa Fye, Vicki Giegerich, Stacey Litam, Phoenix Mussalow
 Research Supervisor: **Cassandra A. Storlie, Ph.D.**, Chapter Faculty
 Advisor, Kappa Sigma Upsilon
 Amount requested: \$2500
 Submitted: November 2016
Not Awarded

2015-2016 The Lubrizol Fund, Painesville, Ohio
 Focus: *A Collaborative Science Initiative with Kent State University and Six Lake/Geauga School Districts*
 PI: **Cassandra A. Storlie, Ph.D.**; Co-PI: Bridget Mulvey, Ph.D.
 Amount Requested: \$5,000
 Submitted: March 2016
Awarded: \$3,000

RGK Foundation
 Focus: *Strategic Planning and Coordination for Family Resource Center Services in Painesville City Local Schools*
 PI: **Cassandra A. Storlie, Ph.D.**
 Amount Requested: \$25,968.29
 Submitted: February 2016
Not funded

The Roddick Fund, Painesville, Ohio
 Focus: *Supporting College Access for Underrepresented Students in the Painesville City Local School District*
 PI: **Cassandra A. Storlie, Ph.D.**
 Amount Requested: \$10,000
 Submitted: November 2015
Not funded

Spencer Foundation, Small Research Grant
 Focus: *From Root to STEM: Investigating Culturally Inclusive Science Education in a Low-Income, Urban Middle School*
 PI: **Cassandra A. Storlie, Ph.D.** Co-PI: Bridget Mulvey, Ph.D.
 Amount requested: \$48,000
 Submitted: November 2015
Not funded

Farris Family Fellowship for Pre-Tenured Professors
 Focus: *Exploring academic risk and mental health disparities among Latino youth in schools to decrease social and cultural barriers in career development*
 PI: **Cassandra A. Storlie, Ph.D.**
 Amount requested: \$24,000

Submitted: February 2016
Not funded

Martha Holden Jennings Foundation, Open Grant for Teaching Excellence
 Focus: *Transforming Science inquiry and Career Impact*
 PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Bridget Mulvey, Ph.D.
 Amount Requested: \$24,000
 Submitted: April 2016
Awarded: \$15,590

Chi Sigma Iota, International – Excellence in Research Grant
 Focus: *Professional Identity Development of Chapter Faculty Advisors*
 PI's: Rob McKinney, Erin West, Marissa Fye, Rob Bradley
 Research Mentor: **Cassandra A. Storlie, Ph.D.**, Chapter Faculty Advisor,
Kappa Sigma Upsilon
 Amount requested: \$1,000
 Submitted: December 2015
Awarded: \$500

2014-2015 Professional Research Grant Award, North Central Association for Counselor
 Education & Supervision
 Focus: *Preparing for Internship: Reflective Narratives of Counselors in
 Training*
 PI: **Cassandra A. Storlie, Ph.D.**
 Submitted: August 2014
Awarded: \$1000.00

Spencer Foundation, Small Research Grant
 Focus: *Painesville City School District: Predictors of Academic Risk and
 Resilience in a Low-Income Urban Middle & High School*
 Co-PI's: **Cassandra A. Storlie, Ph.D.** & Russell Toomey, Ph.D.
 Amount requested: \$42,414.22
 Submitted: November 2014
Not Funded

National Institute of Health, National Loan Repayment Program
 Focus: *Exploring and Identifying Barriers and Mental Health Disparities
 Among Latino Youth to Inform College and Career Readiness Programs*
 PI: **Cassandra A. Storlie, Ph.D.**
 Amount requested: \$50,000
 Submitted: November 2014
Not Funded

The Roddick Fund, Painesville, Ohio
 Focus: *The Impact of Life Role Salience and Family Values on the Career
 Readiness of Latino Students*

PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Tracy Lara, Ph.D.
 Amount Requested: \$20,000
 Submitted: March 2015
Not funded

Martha Holden Jennings Foundation, Open Grant for Deep Learning
 Focus: *Becoming Raider Ready: Improving College and Career Readiness of Middle & High School Students in Painesville City Local School District*
 PI: **Cassandra A. Storlie, Ph.D.**
 Amount Requested: \$35,370.14
 Submitted: April 2015
Funded: \$24,000

The Lubrizol Fund, Painesville, Ohio
 Focus: *Female Leadership & Career Development Academy for Painesville City High School female freshmen*
 PI: **Cassandra A. Storlie, Ph.D.**
 Amount Requested: \$15,000
 Submitted: May 2015
Not funded

INTERNAL FUNDING

2016-2017 University Research Council; SEED grant program
 Focus: *Research Initiation Award; Science Career Development for Underrepresented Undergraduate Students*
 PI: Bridget Mulvey Ph.D., Co-PI: **Cassandra Storlie, Ph.D.**
 Submitted: February 2017
 Amount Requested: \$9,972.32
Not funded

Kent State University Foundation Grant for 2017
 Focus: *Improving Multicultural Competence in Counseling Student through use of the Intercultural Developmental Inventory*
 PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Martin Jencius, Ph.D.
 Submitted: December 2016
 Amount Requested: \$8,000
Not funded

Kent State University Foundation Grant for 2017
 Focus: *Improving Excellence in College Counseling Services*
 PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Jason Miller, Ph.D.
 Submitted: December 2016
 Amount Requested: \$15,000
Not funded

Research and Sponsored Programs, Academic Year Research & Creative Activity
Appointment, Kent State University

Focus: *Science Career Development for Underrepresented Students*

PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Bridget Mulvey, Ph.D.

Submitted: September 2016

Awarded for AY 2017-2018

2015-2016 Kent State University, Pretenured Faculty Research Travel Grant
Focus: *Career Development in Painesville City Local Schools*
PI: **Cassandra A. Storlie, Ph.D.**
Awarded: \$2,000

2014-2016 Kent State University Foundation Grant for 2015-2016
Focus: *Improving Excellence in College Counseling Services*
PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Jason Miller, Ph.D.
Amount Requested: \$15,000
Submitted: December 5, 2014
Not funded

University Research Council, Kent State University

Focus: *Intercultural Development, Competency & Sensitivity among
School Personnel in Painesville City Local School District*

PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Russell Toomey, Ph.D.

Amount Requested: \$801.05

Submitted: February 25, 2015

Not Funded

2013-2014 EHHS SEED Award, Kent State University
Focus: *Career Development of Latina First Generation College Students*
PI: Cassandra A. Storlie, Ph.D.
Submitted: January 2014
Awarded: \$2471.00

Research and Sponsored Programs, Summer Research & Creative Activity
Appointment, Kent State University

Focus: *School Counselor Multicultural Competency and Self Efficacy in
Working with Latino students*

PI: **Cassandra A. Storlie, Ph.D.**, Co-PI: Russell Toomey, Ph.D.

Submitted: November 2014

Awarded: \$6500.00 (each PI awarded)

NEWS, MEDIA, WEBINARS AND INTERVIEWS

1. Interviewed for Research and Sponsored Program News (May 12, 2016). “Kent State professor finds out what motivates impoverished minority students in Painesville schools” Retrieved at: <http://www.kent.edu/kent/news/kent-state-professor-finds-out-what-motivates-impoverished-minority-students-painesville>
2. Invited Webinar Presenter (April 26, 2016). “[EHHS Research Council Webinar on qualitative research](#)” for EHHS at Kent State University.
3. Invited Webinar Presenter (April 19, 2016). “[Counselor community engagement in Chi Sigma Iota: A content analysis of advocacy activities](#)” for Chi Sigma Iota, International Honor Society for Counseling Professionals.
4. Interviewed for Scholar of the Month, Kent State University (January 4, 2016). “Scholar examines college and career readiness for Latino youth. Retrieved at: <http://www.kent.edu/kent/news/success/scholar-month-1-4-16>
5. Invited Webinar Presenter (Tuesday, February 11, 2014). “Psychopharmacology for the counseling professions – current issues and trends” Rho Upsilon, a Chapter of Chi Sigma Iota, International Honor Society for Counseling Professionals
6. Invited Webinar Presenter (Friday, September 13, 2013). “[Infusing intentionality and reflection in counselor community engagement activities: A model for chapter leaders](#)” Chi Sigma Iota, International Honor Society for Counseling Professionals
7. Interviewed for *Counseling Today* (Friday, February 8, 2013). “The importance of career counseling with undocumented Latino students: A sneak peek into ACA’s Client Focus Research Series”. Retrieved at: <http://ct.counseling.org/2013/02/the-importance-of-career-counseling-with-undocumented-latino-students-a-sneak-peek-into-acas-client-focus-research-series/>

TEACHING EXPERIENCE

Assistant Professor, Kent State University	Kent, OH
<i>Counselor Education & Supervision</i>	
Individual Counseling Procedures	Fall 2013
*Peer Teaching Review - Cox	Spring 2014
	Fall 2014
*Peer Teaching Review – Cichy	Spring 2015
Internship I for Clinical Mental Health Counseling	Fall 2013
	Spring 2014
	Summer 2017

Research in Educational Services (Counseling)	Summer 2014 Fall 2014 Spring 2015 Summer 2015 Fall 2015 Spring 2016 Summer 2016 Fall 2016 Spring 2017 Summer 2017
Research in Counseling	Fall 2017
Orientation to Clinical Mental Health Counseling	Summer 2015 Summer 2016 Summer 2017
Doctoral Internship in Counselor Education & Supervision	Fall 2015 Spring 2016 Fall 2016 Spring 2017 Fall 2017
*Peer Teaching Review – Anhalt	
*Peer Teaching Review – Richardson	
Multicultural Counseling	Summer 2016
*Peer Teaching Review - Boske	
Adjunct Professor, Western Illinois University	Moline, IL
<i>Department of Counseling</i>	
Psychopharmacology for Counseling Professionals	Spring 2012
Instructor, The University of Iowa	Iowa City, IA
<i>Department of Rehabilitation and Counselor Education</i>	
Counseling for Related Professions	Fall 2011 Spring 2012
Instructor, Black Hawk College	Moline, IL
<i>Business and Community Education</i>	
Physical & Psychological Effects of Stress	Fall 2008
Understanding an Adolescent's World	Fall 2008
Grief and Surviving the Holidays	Fall 2009

CO-DIRECTION OF COMPLETED DISSERTATIONS

**Note that dissertations within the program of Counselor Education and Supervision at Kent State University are co-chaired and not chaired individually by a single faculty member.*

1. Dana Unger

Co-Director: Steve Rainey, Ph.D.

Topic: *Job Satisfaction Among School Counselors*

Start of Co-Direction: Fall 2015

Proposal Defense: Fall 2016; Defense date: June 24, 2017

Graduated August 2017

CO-DIRECTION OF DISSERTATIONS

**Note that dissertations within the program of Counselor Education and Supervision at Kent State University are co-chaired and not chaired individually by a single faculty member.*

1. Doctoral Candidate: Jeanne Taylor

Co-Director: Betsy Page, Ph.D.

Topic: *Facilitating Narrative Change Processes Through the Use of Pictorial Narratives: A Phenomenological Study*

Start of Co-Direction: Summer 2015

Proposal Defense: Spring 2017, candidate currently in data collection

2. Doctoral Candidate: Jennifer Yensel

Co-Director: Cynthia Osborn, Ph.D.

Topic: *Female Counselor Educators Earning Tenure While Having Young Children*

Start of Co-Direction: Summer 2015

Proposal Defense: Fall 2016, candidate currently in data collection

3. Doctoral Candidate: Shawn Burton

Co-Director: Steve Rainey, Ph.D.

Topic: *Coming Out Process for College Students with Heterosexual Roommates*

Start of Co-Direction: Fall 2015, candidate in pre-proposal stage.

4. Doctoral Candidate: Robert McKinney

Co-Director: Steve Rainey, Ph.D.

Topic: *Christianity Experiences of Gay Males*

Start of Co-Direction: Summer 2016

Proposal Defense: Spring, 2017, candidate currently in data collection

5. Doctoral Candidate: Robin Archer

Co-Director: Steve Rainey, Ph.D.

Topic: *Clinical Supervision Needs of Rural Counselors Working with Suicidal Clients*

Start of Co-Direction: Fall 2016, candidate in pre-proposal stage.

DISSERTATION COMMITTEES OUTSIDE COUNSELOR EDUCATION & SUPERVISION

1. Doctoral Candidate in Health Education & Promotion: Rachel O'Donnell
Topic: *Young Male Empathy and Consent Prior to Sexual Engagements*
Start of Committee Membership: Fall 2016

GRADUATE FACULTY REPRESENTATIVE FOR EHHS

1. Doctoral Candidate in Curriculum & Instruction (TESL): Natasha H. Chenowith
Topic: *A Multicase Study of Second Language Writing Instruction for Emergent Multilingual Adolescents*
Defense: March 22, 2017

SENIOR HONORS THESIS COMMITTEE

1. Senior Honors Thesis Candidate: Natalia Alicea Roman
Topic: *Career and College Needs of Latinas*
Start of Committee Membership: Fall 2016
Defense: April 12, 2017

PEER REVIEWED PROFESSIONAL PRESENTATIONS

** Identifies presentation with KSU students*

1. **Storlie, C.A., & Mulvey, B.K.** (March, 2017). Building on best practices in Latino career development; Engaging science teachers as change agents. Educational session at the Ohio Latino Education Summit in Cincinnati, Ohio.
2. **Storlie, C.A.** (March, 2017). Fostering a safe learning environment for Latino students in Ohio. Roundtable session at the Ohio Latino Education Summit in Cincinnati, Ohio.
3. **Woo, H., & Storlie, C.A.** (March, 2017). Professional identity development of counseling leaders. Presentation at the American Counseling Association National Conference, San Francisco, CA.
4. **Hayden, S., Friday, A., Morgan, L., & Storlie, C.A.** (March, 2017). Intersections of career and self concept; A NCDA sponsored educational session presented at the American Counseling Association National Conference, San Francisco, CA.
5. **Storlie, C.A.** (October, 2016). Innovation hour; Advocacy in counselor education. Round table session presented at the North Central Association for Counselor Education and Supervision Conference, Minneapolis, MN.
6. **Storlie, C.A., *McKinney, R. & *Giegerich, V.** (October, 2016). Examining counselor's

- development through conceptual metaphors. Education session presented at the North Central Association for Counselor Education and Supervision Conference, Minneapolis, MN.
7. *McKinney, R., & Storlie, C.A. (October, 2016). Illuminating and educating on intrapersonal spiritual conflict with gay males. Education session presented at the North Central Association for Counselor Education and Supervision Conference, Minneapolis, MN.
 8. Storlie, C.A., Lara Hilton, T., & *McKinney, R. (June, 2016). Using career genograms to support young adult development: A grounded theory. Roundtable session to be presented at the National Career Development Association Global Conference in Chicago, IL.
 9. Storlie, C.A. & *McKinney, R. (April, 2016). Narrative career insights: Using career genograms with exploratory students. Roundtable session at the American Counseling Association Conference and Exposition, Montreal, Canada.
 10. *McKinney, R., *West, E., & Storlie, C.A. (April, 2016). Professional identity experiences of chapter faculty advisors. CSI Poster session at the American Counseling Association Conference and Exposition, Montreal, Canada.
 11. Storlie, C.A. (March, 2016). Enhancing college and career readiness among Ohio's Latino youth. Education session presented at the Ohio Latino Education Summit, Toledo, OH.
 12. Storlie, C.A. (October, 2015). Exploring the career development of Latina first generation college students: Informing culturally relevant practice. Poster session presented at the Association for Counselor Education and Supervision conference, Philadelphia, PA.
 13. Storlie, C.A. (October, 2015). Preparing for internship: Reflective narratives of counselors in training. Poster session presented at the Association for Counselor Education and Supervision conference, Philadelphia, PA.
 14. Storlie, C.A. & Cox, J.A. (November, 2015). Making room for leadership and advocacy: A qualitative analysis of site supervisors. Educational session presented at the All Ohio Counselors Conference.
 15. Storlie, C.A., Lara, T., & *Savickas, S. (July, 2015). Career narratives of African American female college students: Illuminating career insights. Roundtable session presented at the National Career Development Association Global Conference in Denver, CO.
 16. Storlie, C.A. (July, 2015). Where do I fit? Qualitative insights of Latina first generation college students. Roundtable session presented at the National Career Development Association Global Conference in Denver, CO.

17. **Storlie, C.A. & Mostade, S.J.** (June, 2015). Cultural trailblazers: Exploring the career development of Latina first generation college students. Content session presented at the Association for Humanistic Counseling Annual Conference, in Cleveland, OH.
18. **Storlie, C.A.** (June, 2015). School counselor perceptions of systemic barriers affecting Latino students: Implications for humanistic counseling. Roundtable session presented at The Association for Humanistic Counseling Annual Conference, in Cleveland, OH.
19. **Storlie, C.A.** (March, 2015). Exploring school counselor advocacy in the career development of undocumented Latino students. Educational session to be presented at the Ohio Latino Education Summit in Akron, OH.
20. **Storlie, C.A., & Mostade, J.S.** (October, 2014). Exploring the career development of Latina first generation college students. Educational content session presented at the North Central Association for Counselor Education & Supervision Conference in St. Louis, MO.
21. *West, E., *Smith, H., **Storlie, C.A., & Guillot-Miller, L.** (October, 2014). Collaboration in CES: Engaging PSC and CMHC students to inform counseling practice. Roundtable session presented at the North Central Association for Counselor Education & Supervision Conference in St. Louis, MO.
22. **Storlie, C.A. & Stoner-Harris, T.** (October, 2014). CFA networking and training. Educational content session presented a the North Central Association for Counselor Education & Supervision Conference in St. Louis, MO.
23. **Storlie, C.A.** (June, 2014). Undocumented Latino youth: A qualitative analysis of career counseling among school counselors. Educational session presented at the National Career Development Association Global Conference in Long Beach, CA.
24. **Storlie, C.A.** (June, 2014). Linking career and social justice: Advocacy for the career Development of undocumented Latino youth. Roundtable session presented at the National Career Development Association Global Conference in Long Beach, CA.
25. **Storlie, C.A.** (October, 2013). Enhancing the career development of undocumented Latino students: A qualitative analysis of school counselors. Educational Session presented at the Association for Counselor Education and Supervision National Conference, Denver, CO.
26. **Storlie, C.A.** (October, 2013). Models of excellence in leadership development: The role of social justice in CSI chapters. Poster Session presented at the Association for Counselor Education and Supervision National Conference, Denver, CO.
27. **Storlie, C.A.** (October, 2012). Challenges in career counseling undocumented Latino students. Educational session presented at North Central Association for Counselor Education and Supervision Conference in Kansas City, MO.

28. **Storlie, C.A. & Nikels, H.** (October, 2012). Teaching strategies for infusing ethical discussions in psychopharmacology. Roundtable session presented at North Central Association for Counselor Education and Supervision Conference in Kansas City, MO.
29. Parker, M., Woo, H., & **Storlie, C.A.** (October, 2012). Multicultural leadership development in counselor education and supervision programs: A qualitative analysis of emerging leaders. Educational session presented at North Central Association for Counselor Education and Supervision Conference in Kansas City, MO.
30. **Storlie, C.A.** (March, 2012). Challenges and strategies in career counseling undocumented immigrant youth. Educational session presented at the American Counseling Association Conference and Exposition; San Francisco, CA.
31. Rashid, G., **Storlie, C.A.**, Lee, J.H., & Thompson-Gillespie, L. (March, 2012). Promoting global counseling through Chi Sigma Iota engagement. Poster presentation at the American Counseling Association Conference and Exposition; San Francisco, CA.
32. Parker, M., **Storlie, C.A.**, Woo, H. (January, 2012). Multicultural leadership development of 2011ACES emerging leaders. Martin Luther King Jr. Research Symposium; The University of Iowa: Iowa City, IA.
33. **Storlie, C.A.** (November, 2011). Career counseling with undocumented immigrant youth: Challenges and solutions. Educational session at the Iowa School Counselors Association state conference: Des Moines, IA.
34. **Storlie, C.A.** (October, 2011). Enhancing the supervisory relationship using wellness approaches. Roundtable discussion at the Association for Counselor Education and Supervision Conference: Nashville, TN.
35. Bounds, P., & **Storlie, C.A.** (October, 2011). Chi Sigma Iota; Enhancing leadership opportunities for minority women in counseling professions. Educational session. Association for Counselor Education and Supervision Conference; Nashville, TN.
36. Jach, E., & **Storlie, C.A.** (July, 2011). Social justice in schools: A model for working with undocumented students. Iowa Area Social Justice Meet Up. Educational session at The University of Iowa: Iowa City, IA.
37. **Storlie, C.A.** (April, 2011). Working with undocumented immigrant youth: What teachers and counselors need to know. Beyond Tolerance Diversity Conference; Educational Session at The University of Iowa: Iowa City, IA.
38. **Storlie, C.A.**, & Smith, C.K. (March, 2011). Wellness in supervision; Enhancing the supervisory relationship. American Counseling Association Conference and Exposition. Poster Session: New Orleans, LA.

39. **Storlie, C.A., & Parker, M., & Woo, H.** (March, 2011). Preventing vicarious trauma; A wellness approach. American Counseling Association Conference and Exposition; Poster Session: New Orleans, LA.
40. **Bounds, P., Wood, S., Bacon, L.S., Lin, Y., Rashid, G., Smith, C., Stoner-Harris, T., Putman, K., & Storlie, C.A.** (March, 2011). Transforming a new generation of scholars into researchers! American Counseling Association Conference and Exposition; Poster Session: New Orleans, LA.
41. **Storlie, C.A., Parker, M., Bounds, P., & Turner, D.** (January, 2011). Survival of the fittest; Stories of determination and resiliency. Martin Luther King Jr. Research Symposium; The University of Iowa: Iowa City, IA.
42. **Storlie, C.A., Biggers, M., & Lu, J.** (November, 2010). How does higher education improve the retention of their doctoral students? Critical Questions in Education Conference; Content Session, The Academy for Educational Studies: Chicago, IL.
43. **Storlie, C.A.** (October, 2010). Vicarious traumatization of students: Prevention strategies for faculty and supervisors. North Central Association for Counselors Educators & Supervisors conference. Roundtable discussion: Itasca, IL.

INVITED PROFESSIONAL PRESENTATIONS

1. **Storlie, C.A.** (June, 2017). Key elements of success for Latin@s in U.S. schools. Education Session presented at Supporting English Learners in the Classroom, Northeast Ohio ACHIEVE conference, Uniontown, Ohio.
2. **Storlie, C.A.** (April, 2017). Invited keynote speaker for Youngstown State University's Chi Sigma Iota Initiation ceremony. Youngstown State University, Youngstown, OH.
3. **Storlie, C.A.** (November 2016). Invited workshop presentation on Grounded Theory and Phenomenology in Dr. Tricia Niesz's class. Kent State University
4. **Storlie, C.A. & Stoner-Harris, T.** (October, 2016). Chi Sigma Iota Chapter Faculty Advisors training. Education session presented at the North Central Association for Counselor Education and Supervision, Minneapolis, MN.
5. **Storlie, C.A.** (March, 2016). Best practice preview: College and career readiness among Ohio's Latino youth. Invited speaker for Ohio Latino Education Summit, Toledo, OH.
6. **Storlie, C.A. & McKinney, R.** (October, 2015). Understanding the impact of culture and poverty on career development. Invited presentation for Lake/Geauga Educational Assistance Program.
7. **Storlie, C.A.** (September, 2015). College and career readiness: Enhancing student success at

PCLSD. Invited trainer for Painesville City Local School District.

8. **Storlie, C.A.** (August, 2015). New teacher training for PCLSD: Understanding Latino youth. Invited trainer for Painesville City Local School District.
9. **Storlie, C.A., Fye, M*., & Spence, K*.** (March, 2015). Multicultural sensitivity among impoverished, Latino youth. Invited trainer for Painesville City Local School District.
10. **Storlie, C.A.** (March, 2015). Invited keynote speaker for Georgia State University's Chi Sigma Iota Initiation ceremony. Georgia State University, Atlanta, GA.
11. **Storlie, C.A.** (September, 2014). Psychopharmacology in the counseling profession: Current trends and considerations. Invited presenter for CHDS CEU series, Kent State University, Kent, OH.
12. **Storlie, C.A.** (April, 2013). Psychopharmacology in the counseling profession: Current trends and considerations. Invited presenter for educational session at the Iowa Mental Health Counselors Association Annual Conference; Des Moines, IA.
13. **Storlie, C.A.** (March, 2013). Career counseling with undocumented Latino youth: A qualitative analysis of school counselors. Invited research educational session presented at the American Counseling Association Conference and Exposition; Cincinnati, OH.
14. **Storlie, C.A.** (July, 2012). Proposed revisions to the DSM 5: Inside information for counselors in training. Invited lecture at Western Illinois University in Moline, IL.
15. **Storlie, C.A.** (July, 2012). Suicide assessment: Myths and facts. Invited lecture presented to Family Resources Domestic Violence & Rape and Sexual Assault Program staff at Brown Makie College in Davenport, IA.
16. **Storlie, C.A.** (June, 2012). Ethical dilemmas in mental health counseling. Invited guest lecture at Western Illinois University in Moline, IL.
17. **Storlie, C.A.** (November, 2010). Roles and responsibilities of counselors working with couples and families. Invited guest lecture for Counseling for Related Professions; The University of Iowa, Iowa City, IA.
18. **Storlie, C.A.** (September, 2009). Enhance teambuilding and respect in the workplace. Presented for Genesis Health System: Davenport, IA.
19. **Storlie, C.A.** (August, 2009). Dealing with angry consumers. Presented for the City of East Moline: East Moline, IL.
20. **Storlie, C.A.** (August, 2009). Maintaining a drug and alcohol free workplace. Presented for the City of East Moline: East Moline, IL.

21. **Storlie, C.A.** (August, 2009). Customers first. Presented for Xenotronics Company, Davenport, IA. and Metropolitan Airport Authority: Moline, IL.
22. **Storlie, C.A.** (May-July, 2009). Teambuilding with employees. Presented for Iowa Plastic Surgery, Davenport, IA; Mississippi Bend AEA #9, Bettendorf, IA; Moline Housing Authority, Moline, IL; Muscatine Center for Social Action, Muscatine, IA.
23. **Storlie, C.A.** (May, 2009). Working in a multigenerational environment. Presented for the Diocese of Davenport Personnel: Davenport, IA.
24. **Storlie, C.A.** (February, 2009). Decreasing workplace stress. Presented for Illinois Quad City Chamber of Commerce, Moline, IL; Mercer County Hospital Management Personnel, Aledo, IL.
25. **Storlie, C.A.** (February, 2009). Decreasing workplace violence. Presented for the Kahl Home for the Aged: Davenport, IA.
26. **Storlie, C.A.** (November, 2008). Depression and the older adult: Assessment and referral. Presented for Generations Area Agency on Aging: Davenport, IA.
27. **Storlie, C.A.** (August, 2008). Caregiver stress. Presented for Genesis Health System Visiting Nurses Association: Bettendorf, IA.
28. **Storlie, C.A.** (July, 2008 and July 2007). Psychopharmacology: Medications and children. Invited guest lecture, Western Illinois University: Moline, IL.

PROFESSIONAL COUNSELING EXPERIENCE

Licensed Professional Clinical Counselor with Supervisory Designation, Private Practice

2/17 – present Healing Strides Counseling Services, LLC
155 E. Erie Street, Ste. 301 Kent, OH 44240

Professional Clinical Counselor, Adolescent Residential Treatment (Contract)

8/08 – 9/09 Family Resources Inc., 2800 Eastern Avenue, Davenport, IA.

Mental Health Counselor, Employee Assistance Program

5/08- 9/09 Genesis Health System, 4455 E. 56th Street, Davenport, IA.

Professional Clinical Counselor, Employee Assistance Program (Contract)

4/05-5/08 Precedence, Inc. 3416 Blackhawk Road Suite 102, Rock Island, IL.

Director, Inpatient Behavioral Health and Substance Abuse Services

11/06-5/08 Robert Young Center for Community Mental Health, 2701 17th Street,
Rock Island, IL

Clinical Manager, Community Support Program

4/05-11/06 Robert Young Center for Community Mental Health, 2200 3rd Avenue,
Rock Island, IL

Counselor, Crisis Intervention and Diagnostician, Access Center

8/04-4/05 Robert Young Center for Community Mental Health, 2701 17th Street,
Rock Island, IL

PRACTICUM AND INTERNSHIP EXPERIENCES**Chi Sigma Iota, International Leadership Internship**

Completed 100 hour leadership internship during the 2012-2013 Academic Year
Assigned Mentor: Jane Myers, Ph.D., University of North Carolina, Greensboro

School Counseling Advanced Internship

Spring 2012: Wittenmyer Learning Center K-12 Alternative School, Davenport, IA.
Completed a 340 hour internship as a requirement for a CACREP approved doctoral
degree in Counselor Education & Supervision

Advanced Supervision Practicum

Fall 2011: The University of Iowa School Counseling Program, Iowa City, IA.
Completed a supervision practicum as required for a CACREP approved doctoral degree
in counselor education and supervision.

School Counseling Advanced Practicum

Fall 2011: Garfield Elementary School K-5 (RAMP program) Davenport, IA. Completed
a 160 hour Practicum as a requirement for a CACREP approved doctoral degree in
Counselor Education & Supervision

Community Counseling Practicum and Internship

Fall 2003-Spring 2004: Robert Young Center for Community Mental Health, Rock
Island, IL. Completed a 150 hour practicum (Adult Mental Health Inpatient) and a 600
hour internship (Women's Intensive Outpatient, Substance Abuse) as requirements for a
CACREP approved master's degree in community counseling.

COMMITTEE MEMBERSHIP & LEADERSHIP

2017-2018 President Elect, North Central Association for Counselor Education &
Supervision
Secretary, Chi Sigma Iota International
Member, Diversity Committee, College of EHHS, Kent State University
Member, Latino Networking Caucus

2016-2017 Member: Ohio Counseling Association, Leadership Development Committee
Past Secretary: North Central Association for Counselor Education & Supervision

President Elect-Elect: North Central Association for Counselor Education & Supervision

Secretary: Chi Sigma Iota, International

Chair: Publications Committee, Chi Sigma Iota, International

Member, Diversity Committee, College of EHHS, Kent State University

Member, Latino Networking Caucus, Kent State University

Member, LDES School Director Review Committee

Chair, Advocacy Interest Network, Association for Counselor Education and Supervision

- 2015-2016** Member, Ohio Counseling Association, Leadership Development Committee
 Member, American Counseling Association Professional Advocacy Taskforce
Secretary, North Central Association for Counselor Education & Supervision
 Secretary- Elect, Chi Sigma Iota, International
Chair, Counselor Community Engagement Committee, Chi Sigma Iota, International
Member, Diversity Committee, College of EHHS, Kent State University
 Member, Latino Networking Caucus, Kent State University
Chair, Advocacy Interest Network, Association for Counselor Education and Supervision
- 2014-2015** Secretary-Elect, North Central Association for Counselor Education & Supervision
Chair, Counselor Community Engagement Committee, Chi Sigma Iota International
Member, Diversity Committee, College of EHHS, Kent State University
 Member, Latino Networking Caucus, Kent State University
Member, Ohio Counseling Association, Leadership Development Committee
Chair, Advocacy Interest Network, Association for Counselor Education and Supervision
- 2013-2014** Chair, Advocacy Interest Network, Association for Counselor Education and Supervision
 Member, Search Committee for School Psychology at Kent State University
 Member, Search Committee for Higher Education Administration at Kent State University
 Member, Latino Networking Caucus, Kent State University
- 2012-2013** Member, Steering Committee, ACA of Iowa
 Member, Counselor Community Engagement Committee, Chi Sigma Iota
 Member, Publications Committee, Chi Sigma Iota International
 Member, Leadership Taskforce, Chi Sigma Iota International
 Past President, Rho Upsilon Chapter of CSI at The University of Iowa
 Member, College of Education I-Fellows, The University of Iowa
 Member, College of Education Diversity Committee, The University of Iowa

- 2011-2012** President, Chi Sigma Iota Rho Upsilon at The University of Iowa
 Member, Graduate Student Senate, The University of Iowa
 Member, Graduate Student Executive Committee, The University of Iowa
 Member, College of Education Diversity Committee, The University of Iowa
 Member, Academic Mentoring Committee, The University of Iowa
 Member, College of Education Speaker Series Committee, The University of Iowa
 Member, College of Education I-Fellows, The University of Iowa
- 2010-2011** President Elect, Rho Upsilon chapter of CSI, The University of Iowa
 Chair, ACA Ethics Competition Committee, The University of Iowa
 Member, College of Education I-Fellows, The University of Iowa
 Member, Graduate Student Enrichment Committee, The University of Iowa
 Member, College of Education Speaker Series Committee, The University of Iowa
- 2009-2010** Member, College of Education I-Fellows The University of Iowa
 Member, Chi Sigma Iota Rho Upsilon, The University of Iowa
- 2006-2008** Member, Community Hospital Inpatient Psychiatric Services Director Committee (CHIPSC Director), Region 3- State of Illinois
 Member, Robert Young Center for Community Mental Health's Operations Team
 Member, Robert Young Center for Community Mental Health's Quality Assurance
 Member, Robert Young Center for Community Mental Health's Failure Modes and Effects Analysis Team
 Member, Robert Young Center for Community Mental Health's Psychiatric Section Committee Member
- 2005-2008** Member, Trinity Regional Health System's Patient Care Leadership Team,
 Member, Trinity Regional Health System's Suicide Risk Assessment Team
 Member, Trinity Regional Health System's Hospital Safety and Security Management Committee

PROFESSIONAL ASSOCIATIONS

American Counseling Association
 Association of Counselor Education and Supervision
 North Central Association of Counselor Education and Supervision
 Association for Multicultural Counseling and Development
 Chi Sigma Iota (CSI), International Counseling Honor Society
 National Career Development Association
 Ohio Counseling Association
 Ohio Association of Counselor Educators and Supervisors

AWARDS AND HONORS

- 2017** Awardee, *Advancing Diversity Scholarship Award*, Kent State University
 Awardee, *Mentor of the Year* from the Ohio Association for Counselor Education and Supervision
 Awardee, **Research and Creative Activity Appointment** for AY 2017-2018, Kent State University
- 2016** Scholar of the Month (January 2016), Kent State University
 Awardee, *Diversity Initiative Award*, National Career Development Association
 Invited Item Writer, Center for Credentialing and Education (NCE & CPCE)
- 2015** Awardee, *EHHS Pre-tenured Faculty Research Development Award*, \$2000
- 2014** Awardee, *North Central Association of Counselor Education & Supervision Research Grant Award*, \$1000
 Awardee, *EHHS SEED Award*, Kent State University \$2471.00
Summer Research and Creative Activity Appointment, Kent State University \$6500.00
- 2013** Awardee, *Albert Hood Promising Scholar*, The University of Iowa \$1000.00
 Awardee, Counselor Education Professional Development Award, The University of Iowa \$565.00
- 2012** Research Grant Recipient, Association for Counselor Education and Supervision \$1000.00
 Research Grant Recipient, Excellence in Counseling Research Grant, CSI \$500.00
 Leadership Intern (2012-2013), Chi Sigma Iota International
 Awardee, Dean's Graduate Student Travel Award, The University of Iowa \$300.00
 Awardee, Audrey Qualls Travel Fund, The University of Iowa \$300.00
 Awardee, Executive Council of Graduate & Professional Students, The University of Iowa \$400.00
- 2011** Grant Recipient, Rho Upsilon Chapter Development Grant, CSI International \$100.00
 Emerging Leader Fellowship, Association for Counselor Education and Supervision
 First Place, American Counseling Association Ethics Competition – Doctoral Team
 Awardee, Graduate Student Senate Travel Fund, The University of Iowa \$300.00
 Awardee, Audrey Qualls Travel Fund, The University of Iowa \$300.00
 Awardee, Exceptional Graduate Student, College of Education at The University of Iowa
- 2010** Student Research Award, North Central Association for Counselor Education and Supervision \$1000.00
- 2009** Dean's Graduate Fellowship, The University of Iowa (Four Year Doctoral Fellowship)
- 2007** Quad City Area Leader Under 40, The Chamber of Commerce of the Quad Cities

- 2006** Trinity Regional Health System, Leadership Institute Candidate
- 2004** Chi Sigma Iota, Xi Chapter President, Western Illinois University
- 2002** President's Minority Graduate Access Program Award, Western Illinois University
(Two Year Award)
- 2001** Geraldine Stickler Award for Excellence in Psychology, Augustana College
- 1998** Excellence First Award, Trinity Regional Health System; Model of Excellence Award,
Trinity Regional Health System; Psi Beta Honoree, Phi Theta Kappa Honoree

INVITED GUEST EDITOR

- 2015-2016** *Journal of Counselor Preparation and Supervision*
Special Issue on School Counselor Preparation
Guest Editor with Dr. Michael Hannon, Montclair State University

JOURNAL REVIEWER, AD HOC

- 2015-Present** *Journal of Vocational Behavior*
Journal of Adolescent Research
Journal of Counselor Practice
Counseling Outcome Research and Practice
- 2014-2015** *Journal of Vocational Behavior*
Journal of Adolescent Research
Journal of Career Development
- 2013-2015** *International Journal of Vocational and Technical Education*
Journal of Vocational Behavior

INVITED REVIEWER FOR SPECIAL EDITION

- 2014-2015** *Career Planning and Adult Development Journal*
- *Career & Individuals with Disabilities*
Guest Editor: Abiola Dipeolu, Ph.D., L.P.

EDITORIAL BOARD MEMBER

- 2014-Present** *Journal of Counselor Preparation and Supervision*
Journal of Counselor Practice

VOLUNTEER EXPERIENCE AND SERVICE

- 2017** Secretary, Executive Council of Chi Sigma Iota International Honor Society
 Faculty Mentor, McNair Scholars Program, Kent State University
Speaker, Kent State University's Karamu Ya Wahitimu / Celebracion de los Graduados
Chapter Faculty Advisor, Kappa Sigma Upsilon chapter of Chi Sigma Iota
Chair, Advocacy Interest Network, Association for Counselor Education & Supervision
 Chair, CES Scholarship Committee
 Chair, Leadership & Advocacy Committee for Doctoral Course Development
Member, Leadership Development Taskforce, Ohio Counseling Association
 Panelist, Advisory Board Presentation for Diversity Equity and Inclusion, Kent State University
 Reviewer, American Counseling Association Conference Proposals
- 2016** Secretary, Executive Council of Chi Sigma Iota International Honor Society
 Member, Faculty Steering Committee, McNair Scholars Program, Kent State University
Chapter Faculty Advisor, Kappa Sigma Upsilon chapter of Chi Sigma Iota
Speaker, Kent State University's Karamu Ya Wahitimu / Celebracion de los Graduados
 Reviewer, North Central Association for Counselor Education & Supervision Program Proposals
 Reviewer, American Counseling Association Conference Proposals
 Member, Leadership Development Taskforce, Ohio Counseling Association
Chair, Advocacy Interest Network, Association for Counselor Education & Supervision
 Chair, CES Scholarship Committee
 Coordinator, Diversity Visit with Janice Byrd, CES faculty starting Spring 2017
 Co-Coordinator, Conference Program for NCACES conference
- 2015** Faculty Mentor, McNair Scholars Program, Kent State University
 Member, Faculty Steering Committee, McNairs Scholars Program, Kent State University
Member, Leadership Development Taskforce, Ohio Counseling Association
 Chair, Counselor Community Engagement Committee, CSI International
Secretary, North Central Association for Counselor Education & Supervision
Chair, Advocacy Interest Network, Association for Counselor Education & Supervision
 Chair, CES Scholarship Committee
Chapter Faculty Advisor, Kappa Sigma Upsilon chapter of Chi Sigma Iota
 Reviewer, American Counseling Association Conference Proposals
- 2014** Reviewer, American Counseling Association Conference Proposals
Member, Leadership Development Taskforce, Ohio Counseling Association
 Member, Taskforce for Educational Requirements & Licensure, Ohio Association of Counselor Education & Supervision
 Reviewer, All Ohio Counselors Conference Program Proposals, Ohio Counseling Association
 Reviewer, North Central Association for Counselor Education & Supervision Program Proposals
Chapter Faculty Advisor, Kappa Sigma Upsilon chapter of Chi Sigma Iota
 Reviewer, Leadership Essay Contest, Chi Sigma Iota, International
Community Mental Health Expert – BA to MD KSU/NEOMED program

Chair, Counselor Community Engagement Committee, Chi Sigma Iota International
Chair, Advocacy Interest Network, Association for Counselor Education & Supervision

- 2013** Chapter Faculty Advisor, Kappa Sigma Upsilon chapter of Chi Sigma Iota
 Grant Reviewer, Chi Sigma Iota Chapter Grants
 Chair, Ethics Committee, Iowa Mental Health Counselors Association
 Reviewer, Program Proposals, Association for Counselor Education and Supervision
 Reviewer, American Counseling Association Conference Proposals
 Volunteer, Iowa Mental Health Counselors Association Annual Conference
 Volunteer, Chi Sigma Iota International CSI Days at the ACA national conference
- 2012** Chair, Ethics Committee, Iowa Mental Health Counselors Association
 Chair, Ethics Committee, ACA Mid-Western Region
 Volunteer, Iowa Mental Health Counselors Association Annual Conference
 Volunteer, Martin Luther King Jr. Diversity Symposium, The University of Iowa
 Co-Editor, Chi Sigma Iota Rho Upsilon Newsletter
 Member, Fundraising Committee, Cystic Fibrosis Foundation Moline, IL
 Reviewer, Counselor's Bookshelf, Chi Sigma Iota, International
 Grant Reviewer, Chi Sigma Iota, International
 Reviewer, North Central Association for Counselor Education & Supervision Program
 Proposals
 Reviewer, American Counseling Association Conference Proposals
- 2011** Volunteer, Association for Counselor Education & Supervision National Conference
 Member, Fundraising Committee, Cystic Fibrosis Foundation Moline, IL
 Fundraising Volunteer, Supplemental Emergency Assistance Program of the Quad Cities
 Co-Editor of Chi Sigma Iota Rho Upsilon Newsletter
 Webmaster, Rho Upsilon Chapter of Chi Sigma Iota Website
 Assisting Coordinator, Trauma Exposed Children Workshop
- 2010** Member, Great Strides Planning Committee, Cystic Fibrosis Foundation, Bettendorf, IA
 Member, Fundraising Committee, Cystic Fibrosis Foundation, Moline, IL
 Fundraising Volunteer, Supplemental Emergency Assistance Program of the Quad Cities
- 2008** Volunteer, Junior Achievement, Rock Island Primary Academy, Rock Island, IL
- 2007** Volunteer, Junior Achievement, Rock Island Primary Academy, Rock Island, IL
 Volunteer, Alzheimer's Memory Walk, Moline, IL
- 2006** Volunteer, Disaster Mental Health Training, American Red Cross, Moline, IL
 Member, NAMI Walks Planning Committee Scott County, Davenport, IA
- 2005** Member, NAMI Walks Planning Committee Scott County, Davenport, IA
- 2000** Advocate, Family Resources Inc., Rape & Sexual Assault, Rock Island, IL

Kimberly J. Steele

840 Washington Street
 Washingtonville, Ohio 44490
 Cellular: 330-853-8149
KattSteele@gmail.com

Credentials

Professional Clinical Counselor Supervisor (PCC/S), E.0500707-SUPV, Ohio Counselor, Social Worker and Family & Marriage Therapist Board. LPC, September 2005; LPCC, May 2008; LPCC/S, March 2011.

Licensed Independent Chemical Dependency Counselor-Clinical Supervisor (LICDC-CS), 923345, Ohio Chemical Dependency Professionals Board. October 1992.

Licensed Social Worker (LSW), S.0017131, Ohio Counselor, Social Worker and Family & Marriage Therapist Board, March 1993.

Education

Ph.D., Cultural Foundations

Perspective Graduation Fall 2020

Kent State University, OH

M.S. Ed., Clinical Counseling & Higher Education Student Services Administration

May 2005

Youngstown State University, OH

B.A., Psychology

August 1992

Kent State University, OH

A.A.S., Human Services Technology

May 1989

Kent State University, OH

Professional Employment Experience

Academic Program Director

July 2007-Present

Kent State University Salem Campus, Salem, Ohio

- Direct all operational, administrative, instructional and student service activities of the Associate of Applied Science in Human Services Technology (2007-Present) and the Bachelor of Science in Human Development and Family Studies Program (2007-2015) at the Salem and East Liverpool Campuses. Coordinate program goals, objectives and procedures with Kent HDFS and Ashtabula HST Campus programs. Develop and revise program policies, procedures, curriculum, forms and handbooks. Identify and secure program support and community commitment. Establish objectives and develop strategies for evidence-based practice within the program to prepare students for the field. Teach program courses; recruit, monitor and evaluate adjunct professors to teach in the programs; evaluate and implement changes to program. Serve as liaison to various relative constituent groups; establish collaborative relationships with area social service agencies to secure internship experiences for program students. Serve as primary academic advisor to all students in the programs; provide presentations to area high school youth regarding the fields of social work, human services, counseling and human development and family studies; advocate for the students, program and field at the local, state and national level. Provide career counseling and assessment services to students, particularly in sister programs, to encourage continuation toward a degree completion in retention efforts. Research and develop certificate programs and/or program concentrations and specializations to support community needs. Train campus students and staff as requested. Represent the campus on local and state human services related community boards and committees. Serve on internal and external committees and boards including the Endorsement Committee of the Ohio Coalition of Associate Degree Human Service Educators to develop a program endorsement process as charged and supported by the Ohio Chemical Dependency Professional Board and the Ohio Counselor, Social Worker and Marriage and Family Therapist Board; spearheaded the Strategic Planning Committee on Responsiveness to Economic Needs and Development/Expanding Our Educational Partnerships campus rollout, 2015-2016; Search Committee Member for the Disability Service Coordinator and Chair for the Counseling Specialist 2102 and the Student Services Clerk 2009 Search Committees; Innovative Curriculum Grant Committee 2010; Internal Curriculum Task Force 2010; Regional College Curriculum Review Committee 2010-2012; and as Chair for the Diversity Advisory Council 2008-2012. Developed the Campus Care Team 2008, provided directional support to the East Liverpool Campus Care Team development and have been an active Care Team member since 2009 including serving as the clinical supervisor for the Campus Counselor 2011-2015. Community involvement listed separately.

Counselor*September 2005 to Present**Mahoning County Juvenile Court, Youngstown, Ohio*

Provide diagnostic assessment, crisis intervention, individual, group & family counseling for adolescents and families involved in juvenile detention and/or probation or diversion programs for clients with emotional and/or mental, chemical dependency, trauma, sexual abuse, sexual offender status and interpersonal or behavior problems. Provide supervision and consultation to student counselors/social workers and human service interns. Serve as clinical liaison on the special docket of Family Dependency Treatment Court and Drug Court and contribute to the consideration for docket acceptance through diagnostic evaluation and staffing consultation. Provide community workshops and presentations. Serve on Bridges Out of Poverty, BITS and Mental Health Training teams. Part-time position.

Director of New Student Programs**Assistant to the Vice President-Dean for Student Development***February 2003 to July 2007**Geneva College, Beaver Falls, PA*

Office focused on student concerns, success and transition with oversight of Student Conduct, Judicial Services, Career Development, Student Activities, International Student Programs, Multicultural Student Affairs and Experiential Education. Developed curriculum for freshman seminar success course including syllabi, textbook, assignments and grading system. Organized, facilitated and scheduled week-long intensive orientation program for 450 new students, as well as two weekend programs for prospective students and parents. Recruited, interviewed, hired, trained, supervised and evaluated 70 upper-class students and 26 faculty/staff members to teach the freshman seminar course. Identified students at risk and referred to appropriate services. Chaired and represented the department on committees, at programs, speaking engagements and leadership meetings. Developed departmental policies and procedures. Initiated a collaborative relationship to provide counseling services to students by a community agency and continued to monitor the services. Worked with department budget, projections and expenditures. Maintained and monitored confidential files. Coordinated retention efforts for students in crisis or needing direction on career planning and college success. Collaborated with all departments and local community.

Chemical Dependency Specialist II*March 1995 to February 2003**Counseling Center of Columbiana County, Lisbon, Ohio*

Counseled adults, adolescents and families dealing with substance abuse, mental health, and co-dependency issues through individual, group and outreach services. Conducted diagnostic assessments, provided crisis intervention services. Revised, reformatted and facilitated Intensive Outpatient Program. Developed collaborative relationships with area probation departments and community resource providers for continuity of care. Served as designated counselor for Federal Parole clients. Developed and conducted prevention programs and community presentations. Supervised interns and served as preceptor for chemical dependency counseling licensure candidates. Presented staff and community workshops.

SAMI Case Manager / Counselor*July 1990 to March 1995**Counseling Center of Columbiana County, Lisbon, Ohio*

Coordinated and facilitated treatment plans, meetings and strengths assessments. Provided individual and family counseling for SAMI (substance abuse/mentally ill) adult clients and related outreach services. Provided linkage, referral and advocacy. Facilitated chemical dependency Aftercare Group. Developed and facilitated Assertiveness Training Group. Proposed and initiated on-site HIV anonymous testing. Presented safer sex HIV/STD prevention programs. Provided HIV pre/post test counseling. Served as county representative on Ryan White Consortium. Supervised and trained case management interns.

SAMI Case Manager*March 1989-July 1990**Meridian Services, (formerly MCCDP, Inc.), Youngstown, Ohio*

Coordinated and facilitated treatment plans, contracts, records, services and certifications. Conducted program presentations and psycho-educational groups. Woodside Hospital In-patient services included introduction of patients to program; assessment of patient needs/substance abuse history and referral to programs; established/conducted quality assurance reporting, refined and implemented in-house referral procedure, developed coding system and statistical reporting format.

Summer Aide*April 1988 to August 1988**Mahoning & Columbiana Training Association*

Interviewed, determined eligibility and skill level, and placed applicants in employment positions for the Summer Youth Employment & Training Program. Served as liaison between worksite, site supervisors, participants and agency. Monitored and evaluated participant progress. Identified employment barriers. Seasonal contract position.

Professional Internship Experience**Counselor / YSU Community Counseling Intern***January 2004-December 2004**Counseling Center of Columbiana County, Lisbon, Ohio*

Diagnostic assessment, crisis intervention, individual, group & family counseling for children, adolescents and adults. Co-facilitated adult sexual offender group and individual sex offender counseling treatment. Collaborated with adult parole and probation departments. Served on critical incident response team to area schools. Paid internship.

L&T Staff Mentor / YSU Higher Education Administration Intern*January 2002 to November 2002*Geneva College, Beaver Falls, PA 15010

Supervised and mentored undergraduate students focusing on leadership development, presentation and conflict resolution skills. Monitored student congruency in personal, educational and leadership responsibilities. Assisted in fall and spring new student orientation and summer preview programs; assisted in resident assistant and orientation staff interviewing, selection and training; planned, advertised and supervised student activities events; conducted tutor training; served as psychology supplemental instructor. Paid internship.

Psychology Assistant, KSU Human Services Intern*August 1988 to May 1989*Woodside Receiving Hospital, Youngstown, Ohio

Assisted psychology department in administration and scoring of diagnostic testing. Co-facilitated psycho-educational group programs for chronic and acute psychiatric hospitalized patients. Assisted therapeutic program workers in directing adult daily living skills. Accompanied patient groups on community outings, monitored and evaluated behaviors, redirected and deescalated behaviors when necessary. Assisted the director on the development and oversight of a specialized unit for borderline personality.

General Employment Experience**Sales Associate***October 1998 to April 2002*Macy's, Boardman, Ohio

Duties included customer service; inventory control; sales; stock maintenance; loss prevention control; display setup; price/signage compliance; address/resolve customer complaints; and serve as assistant to the department manager. Part-time position.

Manager / Customer Relations Liaison*April 1996 to September 1998*Steele Originals, Leetonia, Ohio

Organized, tracked and processed customer inquiries. Co-developed club materials. Represented company/artist at national and regional programs, shows and events. Assisted in production of handmade, fine porcelain dolls sculpted/designed by owner.

Assistant Manager*May 1986 to April 1988*Quaker Village Convenience Store, Salem Ohio

Hired, trained, scheduled, evaluated employees. Computed-monitored purchases, inventory, sales, and displays. Managed profits/debits and payroll.

Academic Teaching Experience & Endorsement

- Assessment of Client Needs, Kent State University
- Client Advocacy and Case Management, Kent State University
- Community Health, Kent State University
- Drug Use & Misuse, Kent State University
- Dynamics of the Helping Relationship, Kent State University
- Family Intervention Across the Lifespan, Kent State University
- Group Process in Human Services Technology, Kent State University
- Human Sexuality, Kent State University
- Internship in Human Services I, Kent State University
- Internship in Human Services II, Kent State University
- Introduction to Human Services Technology, Kent State University
- Learning & Transition/Freshman Orientation Course, Geneva College
- Practicum in Human Development & Family Studies, Kent State University
- Special Topics: Introduction to Chemical Dependency Counseling I, Kent State University
- Survey of Community Resources, Kent State University

Community Engagement

- Adult Protective Services Intervention Team of Columbiana County, Member, March 2016-Present
- Loss Response Team of Columbiana County, Member, August 2014-Present
- Getting Ahead In Columbiana County, Inc., Bridges Out of Poverty Initiative, Member, 2009-Present
- Planning Committee of the Columbiana County Department of Jobs & Family Services, 2007-Present; Family Committee, 2008-Present; Vice Chair 2010-2011; Chair 2011-2013
- Transportation Committee of Columbiana County Community Action Agency, 2009-2010
- Family and Children First Council of Columbiana County, General Member 2008-Present

- Alcohol Drug Abuse Prevention Team, Steering Committee, 2008-Present; Evaluation Committee, 2010-present; 18-25 Year Old SPS SIG Initiative, 2011-Present
- Leadership Columbiana County, Graduate 2008
- Ohio Coalition of Associate Degree Human Service Programs, Member 2007-Present, Treasurer 2010-Present
- Ohio Medical Reserve Corp, Member 2007-2015
- Leetonia Band Boosters, 2006-Present
- Leetonia Area Preschool Board, President 1997-1998; Secretary 1998-1999; Member 1996-1999
- Columbiana County Representative, Ryan White Consortium, 1991-1995

Presenter

- Bridges Out of Poverty, 2-3 times a year for various community groups
- Teen Wars: The Changing Battlefield of Adolescent Bullying and How Adults Can Help, November 2015
- Adolescent Grief and Trauma, February 2015
- Culture of Addiction, August 2014
- Mahoning County Educator Service Center Administrator's Conference, "Introduction to Bridges," August 2014
- Follow the Yellow Brick Road, Assisting At-risk and Justice System Involved Females in their Journey of Transformation; 14th National Conference on Adult and Juvenile Female Offenders Presenter, October 2011
- Mentor Training, Geneva College Student Development, 2003-2007
- Comparative Approach to Orientation Programs, College First Year Experience National Conference, 2005
- Gender Roles, Thiel College Orientation Program, 2001
- Learning Styles and Mind Mapping Tutor Training, Geneva College, 2002
- Learning Styles, Youngstown State University Road to Success Course, 2001
- Mind Mapping, Youngstown State University Road to Success Course, 2001
- Safer Sex; HIV/STD Prevention; Marijuana Jeopardy; Co-Dependency; Dangers of Inhalant Use; Dual Diagnosis: Substance Abusing Mentally Ill; Assertiveness Training; Counseling Center of Columbiana County.

Specialized Facilitator Training

- BITS Trainer, January 2016
- Girls Moving On, 2015
- ODADAS Substance Abuse Prevention Specialist (SAPST), May 2011
- Bridges Out of Poverty Trainer, 2009-Present
- Community Anti-Drug Coalitions of America National Coalition Academy, Training Cycle 2008-2009
- Basic Life Support for Professional Rescuers & First Aid Certification, American Red Cross Certification
- Non-Violent Crisis Intervention Certification, Crisis Prevention Institute Certification
- HIV Pre/Post Test Counselor Certification, Ohio Department of Health

Scholarship & Publication

- National Association of Professional Women, Member 2014
- Learning & Transition Resource Manual. Geneva College, Beaver Falls, PA, 160 pages. Text utilized for a graded, core curriculum credited course required for new freshman, "Learning & Transition." 2003-2007.
- Membership Chair, Chi Sigma Iota, Eta Chapter, 2002-2003; Member, 2002-2005
- Member, Phi Kappa Phi, Chapter 143, 2002-2005
- Charles Whitman Scholarship Award; 2001-2002
- Youngstown State University Graduate School Academic Scholarship Awards, 2001-2006

Personal and Professional References

Available upon request.

Jennifer A. Waugh

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EDUCATION

Kent State University, Kent, Ohio

Doctoral Program: Counselor Education and Supervision- expected graduation 2018

Kent State University, Kent, Ohio

Master of Education: Community Counseling- December 2009

Professional Clinical Counselor- State of OH- E0900194- August 2012

Supervisory Credential- State of OH- E0900194S- August 2013

Licensed Independent Chemical Dependency Counselor- September 2013

Kent State University, Kent, Ohio

Bachelor of Arts: December 2004

Major: Psychology Minors: Anthropology

PROFESSIONAL EXPERIENCE

Kent State University-

Assistant Clinical Director- 6/2017-present

- Assist in supervision of graduate assistants and practicum students.
- Work on revisions of policies and procedures to align with best practices.
- Supervision of day to day operations of the college counseling center.
- Individual counseling and intakes based on needs of the Counseling Center.
- Crisis counseling as needed.
- Assist in training new practicum students.
- Liaison for practicum classes.

Adjunct Faculty- 8/2013- present

- Teacher of record: Advanced Counseling Procedures, Practicum I and II, Internship, Counseling Theories, Counseling Skills, and Cultural Diversity for the Helping Professions, Dynamics of Helping Relationships.

Graduate Assistant

- College Counseling Center
- Answer phone and schedule appointments for students who walk in or call.
- Individual counseling and intakes based on needs of the Counseling Center.
- Crisis counseling as needed.
- Assist in training new practicum students.
- Liaison for practicum classes.

Humanistic Counseling Center- 5/2012- present

Private Practice Counselor

- Specializing in adults, children, couples, and substance use disorders (including alcohol and opioids).

- Focus in Cognitive Behavioral Therapy, Person-Centered Approaches, and Solution Focused Brief Therapy.
- Paneled with most private insurance companies.

Coleman Professional Services- 5/2005- present

Counselor/Clinical Supervision- Specialization in transitional youth counseling, PTSD, Crisis Intervention, Suicide Risk Assessment, Severe and Persistent Mental Illness Diagnoses, Dual Diagnosis treatment, anger management, STAR court assessment and treatment.

- Trauma Focused CBT, CBT for psychosis
- FIRST Episode Psychosis
- STAR Court- treatment in lieu of incarceration

Emergency Mental Health Therapist

- Responsible for crisis interventions and crisis counseling of children and adults in a community behavioral health setting.
- Coordination with service providers, emergency rooms and psychiatric hospitals to ensure health and well being of clients.
- Diagnostic Assessments, treatment plans and fiscal intakes for new clients.
- Responsible for answering crisis contacts and child abuse reporting hotline phone lines.

Director of VRP3

- Responsible for supervision of eleven vocational rehabilitation coordinators and four support staff.
- Responsible for all Rehabilitation Service Commission Ohio, policies and procedures as VRP3 is a private contract for a state program.
- Completed eighty hours vocational rehabilitation training at state level.
- Administer over 5 million dollars on budgets including case service dollars and administrative budgets. Supervision for 5 contracts in 7 counties in the state of Ohio.

Residential Director

- Responsible for all operations of Residential Services for Coleman Professional Services during business hours and after when on call administratively.
- Supervision of seventeen staff members, including, evaluations, disciplinary actions and training of all staff.
- Responsible for ODMH regulations, CARF regulations and HUD and PMHA guidelines for housing.
- Admission and discharge planning from group home and supported living sites.
- Direct contact with healthcare providers involved in client care.
- Address behavioral crises involving clients utilizing TAPS training.
- Planning of schedules to ensure coverage at supervised homes.
- Budget planning for fiscal years, including, income, expense and capital planning.

Crisis Technician

- Worked on 11 bed crisis unit for clients who would otherwise be hospitalized.

Independence Incorporated of Portage County- Residential Provider for adults with Developmental Disabilities

Administrator On Call 11/1995-12/2012 on call hours

- Responsible for all operations of Independence Inc after hours, weekends and holidays. Available 24 hours a day, 7 days a week, every other week by on-call cell phone.

Staff Training Coordinator

- Responsible for training all new and established employees according to Medicaid and Licensure regulations.

PROFESSIONAL PUBLICATIONS

Baltrinic, E., **Waugh, J.**, & Brown, S. (2013). Faculty and student perspectives on what helps counselor education doctoral students towards program completion. *Operant Subjectivity*, 36(4), 253-271.

Baltrinic, E., Burkholder, D., Brown, S., Janson, C., & **Waugh, J.** (2013). Reflections on parallel studies of doctoral student completion. *Operant Subjectivity*, 36(4), 288-296.

Foster, T.W., Kreider, V., **Waugh, J.** (2009). Counseling Students' Interest in Gerocounseling: A Survey Study. *Gerontology and Geriatrics Education* 30(3):226-42.

Waugh, J., (2013). Perspectives from a Graduate Student's Supervision Experience. In B. J. Page, M. J. Jencius, and C. M. Smith, Eds. *Elements of supervision: Teachings, reflections, and resources*. Kent, OH: [Counseling Press.com](http://CounselingPress.com) ISBN 9781628476330

TEACHING EXPERIENCE

Advanced Counseling Procedures- Fall 2012- co taught with Dr. Cynthia Osborn

Practicum I for Mental Health Counselors- Fall 2013, Fall 2014, Fall 2015, Fall 2017- instructor of record

Cultural Diversity for the Helping Professions- Fall 2013, Fall 2014- instructor of record

Advanced Counseling Procedures- Summer 2013, Spring 2014- instructor of record

Practicum II for Mental Health Counselors- Spring 2014, Spring 2015, Spring 2017- instructor of record

Internship I for Mental Health Counselors- Spring 2015, Fall 2016- instructor of record

Internship II for Mental Health Counselors- Spring 2017- instructor of record

Counseling Theories- Fall 2015- instructor of record

Counseling Skills- Spring 2016- instructor of record

Dynamics of Helping Relationships- Fall 2016, Fall 2017- instructor of record

CONFERENCE PRESENTATIONS

Q Methodology Conference- September 7, 2012- Faculty and Student Perspectives on What Helps Counselor Education Doctoral Students toward Program Completion

Association of Counselor Education and Supervision- October 17, 2013- Encouraging Counselor Self-Care with Tablet Technology and Application □ *Emily Dennis & Jennifer Waugh*

Association of Counselor Education and Supervision- October 19, 2013- Teaching Evidence-Based Practices in Counseling- *Dr. Cynthia Osborn & Jennifer Waugh*

Professional Associations

- American Counseling Association- August 2008-present

- Association for Counselor Education and Supervision- August 2011- present
- Ohio Counseling Association- August 2011-2014
- Chi Sigma Iota- National Honor Society- April 2011-2014, January 2017
Professional Development Co-Chair- 2012-2013

Certifications and extended training

- ASHI certified CRP/First Aid
- TIP Model for transitional youth
- Trauma Focus Cognitive Behavioral Therapy with Children and Adolescents
- CBT-p
- National Certified Counselor (NCC), Certified Clinical Mental Health Counselor, LICDC-OH

Ashley N. Holt
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 740-310-4531
 Holta1228@gmail.com

Education	<p>Master's of Education in Community and Rehabilitation Counseling <i>2008</i> <i>Ohio University, Athens, Ohio</i></p> <ul style="list-style-type: none"> ▪ Graduate Assistantship with BASICS ▪ Practicum and Internship with Rural Women's Recovery Program
	<p>Bachelor's of Arts and Sciences <i>2005</i> <i>Ohio University, Athens, Ohio</i></p> <ul style="list-style-type: none"> ▪ Double major in Psychology and Anthropology; graduated with cum laude honors. ▪ Research focusing on psychology and justice ▪ Laboratory experience with emphasis on biological and forensic anthropology including assisting advisor in work with Franklin County Coroner's Office.

Professional Licensure

- Ohio Chemical Dependency Professionals Board**
- Chemical Dependency Counselor Assistant (2005)
 - Licensed Independent Chemical Dependency Counselor (2013)

Ohio Counselor, Social Worker, Marriage and Family Therapist Board

- Counselor Trainee: September 2007
- Professional Counselor: September 2008
- Professional Clinical Counselor: February 2011
- Supervising Professional Clinical Counselor: November 2012

Career History & Accomplishments

Kent State University Counseling and Psychological Services

- **Chemical Dependency Specialist**

- **Administration**

- Coordinated launch of the Collegiate Recovery Program

*April
 2017-
 current*

at Kent State University

- Coordinated awareness campus and campus outreach events for Recovery Month 2017 including screening the Anonymous People, participation in KSU fairs and festivals, and facilitating art expression for the campus community
 - Maintained liasonships with Student Conduct, the Division of Student Affairs, Student Legal Services and local court and probation departments to offer substance abuse assessment and diversion services to students with substance use concerns
 - Member of interdisciplinary Kent State of Wellness Substance Use committee that assesses campus culture and explores appropriate interventions and programming based on assessment
- **Training/Supervision**
 - Provide ongoing training to staff and campus community on substance abuse and collegiate recovery
 - Coordinate training opportunities for staff and campus partners such as Operation Street Smart with the Franklin County Sheriff's Office and Recovery Ally Training with the Higher Education Center for Alcohol and Drug Misuse and Prevention
- **Clinical Duties**
 - Provided individual, group, crisis, and outreach services to a diverse population of students with a wide range of presenting concerns including substance use disorders, mood and anxiety disorders, PTSD, gender dysphoria, and personality disorders.
 - Facilitate a support group for students in recovery or working toward recovery from substance use disorder
 - Provide assessment and diversion interventions for students found in violation of the student code of conduct or placed on diversion through the city/county court system
 - Used a trauma informed integrative modality that comprises person centered therapy, cognitive behavioral therapy, and motivational interviewing.
 - Consulted frequently with university faculty and staff to facilitate care and referral for students and clients
 - Deescalated crisis for a range of client situations including suicidal or homicidal ideation, psychosis, and sexual assault

- Documented client functioning through assessment, individual and group notes, and termination summaries.

Ohio University Counseling and Psychological Services

2012-
March
2017

- **BASICS Coordinator**

- **Administration**

- Coordinated BASICS program, a brief motivational interviewing intervention for students referred after sanctioned by the university for substance violations of the student code of conduct
- Maintained liasonships with Community Standards, Athletics, and Athens Municipal Court to offer BASICS services to students with substance use concerns
- Collaborated with Campus Recreation, Community Standards, and the Clinical Psychology Department to pilot an adventure recreation intervention for students sanctioned for alcohol related violations. The intervention went on to win the 2017 Association for Student Conduct Administration's Innovation Award.
- Created handbook and Policies and Procedures for BASICS program

- **Training/Supervision**

- Provided initial and ongoing training to BASICS counselors in areas related to motivation interviewing, substance use, mental health, and multicultural competence
- Provided individual and group supervision to graduate assistants from counselor education and psychology doctoral program

- **Assistant Training Director**

- **Administration**

- Coordinated training program for masters and doctoral level social work, counselor education, and psychology students completing their traineeship and graduate assistantship experiences at Counseling and Psychological Services.
- Documented supervisee progress through goal summaries, weekly supervision logs, and annual evaluations.
- Maintained liaisons with the departments of Social Work,

Psychology, and Counselor Education at Ohio University

- **Training/Supervision**
 - Planned, organized and provided initial and ongoing training to trainees and graduate assistants
 - Facilitated Graduate Professional Seminar for trainees with topics that included professionalism, ethics, evidenced base treatment, diagnosis, and diversity.
- **Senior Staff Therapist**
 - **General Duties**
 - Provided individual, group, crisis, and outreach services to a diverse population of students with a wide range of presenting concerns including substance use disorders, mood and anxiety disorders, PTSD, gender dysphoria, and personality disorders.
 - Used a trauma informed integrative modality that comprises person centered therapy, cognitive behavioral therapy, and motivational interviewing.
 - Consulted frequently with university faculty and staff to facilitate care and referral for students and clients
 - Deescalated crisis for a range of client situations including suicidal or homicidal ideation, psychosis, and sexual assault
 - Documented client functioning through assessment, individual and group notes, and termination summaries.
 - **Substance Abuse Services**
 - Member of interdisciplinary Ohio University Campus Alcohol Steering Committee that assesses campus culture and has piloted SBIRT interventions, including ScreenU
 - Facilitated Professional Issues and Ethics Seminar with topics that includes substance abuse and dependence and motivational interviewing
 - Provided mentorship to doctoral psychology interns interested in developing competence or gaining experience in areas such as: substance use and motivational interviewing
 - Maintained liaison with the Collegiate Recovery Community that includes referral and collaboration for outreach events, Recovery Month activities, and Recovery Showcases

- **Trans Affirmative Services**
 - Facilitated Spectrum, an interpersonal process and support group for transgender and gender non-conforming students and community members
 - Member of interdisciplinary Ohio University Trans*Affirmative Care Team
 - Provided a Trans Affirmative Care Workshop/Outreach for Community Mental Health Agency
- **Trauma Informed Services**
 - Created and facilitated Healing Connections, a process oriented gender inclusive sexual assault survivors group focused on stage two trauma recovery.
 - Facilitated Professional Issues and Ethics Seminar with topics that trauma and professional burnout
 - Provided mentorship to doctoral psychology interns interested in developing competence or gaining experience in and trauma work
- **Training/Supervision**
 - Provided supervision to trainees, advanced psychology and counselor education graduate students, and doctoral interns
 - Organized employee training, including a diversity series and summer intensive programs, to promote integrative and evidenced based practices
 - Secured provider status from the Ohio Counselor, Social Worker Marriage and Family Therapist Board to support employee licensure requirements.
- **Committee Membership**
 - Training Committee
 - Diversity and Outreach Committee
 - Professional Development/Weiner Family Trust Committee

Rural Women's Recovery Program

2005-
2016

- **Clinical Coordinator**
 - Organized employee training to promote integrative and evidenced based practices with topics that have included energy psychology and interventions, post-traumatic stress disorder, dialectical behavioral therapy, and working with LGBTQ

consumers.

- Applied for and received educational credits from the Ohio Department of Mental Health, Ohio Chemical Dependency Professionals, and Ohio Counselor, Social Worker Marriage and Family Therapist boards to support employee licensure requirements.
- Supervised a team of counselors, social workers, case managers, and interns at different academic levels administratively and clinically.
- Documented employee progress through goal summaries, weekly supervision logs, and annual evaluations.
- Assisted in developing a more holistic program approach that includes daily yoga and meditation, whole food choices and menus from local resources, and education for consumers.
- Worked with program director and case management coordinator to change critical areas of care in order to retain consumers in treatment, address ongoing changes in substance use trends, account for the impact on emotional and intellectual development, and respond to funding cuts.

- **Clinician**

- Offered individual counseling to consumers with a wide range of challenges including chemical dependency, mood disorders, anxiety disorders, and personality disorders.
- Used a trauma informed integrative modality that comprises person centered therapy, cognitive behavioral therapy, and motivational interviewing.
- Facilitated process, psycho-educational, and family inclusive group sessions. Topics included mental illness, substance abuse, symptom management and relapse prevention, healthy relationships and anger management, parenting and child development, gender specific issues, yoga, trauma, and life skills.
- Provided services to a population diverse in race, age, and orientation.
- Consulted frequently with outside agencies and professionals including client referrals and aftercare providers.
- Organized and assisted in making connections within the community including resources for mental illness and domestic violence, 12 step fellowship events and meetings, religious and spiritual groups, the annual Take Back the Night week, the Clothesline Project, and visits to libraries, museums, parks and theaters.
- Demonstrated a versatile skill range that allowed for easy

coverage of other employee duties including outreach and screening of consumers initially contacting the program, completing case management tasks, overseeing program operations, and understanding billing procedures.

- Assessed consumers upon admission for appropriateness for program, completed mental status exams, conferred chemical dependency and mental health diagnoses, and assessed suicidal or homicidal intent and flight risk.
- Deescalated crisis for a range of consumer situations including suicidal or homicidal ideation and intent to leave treatment.
- Documented client functioning through assessment, individualized service plans, individual and group notes, daily and weekly progress notes, service plan reviews, and discharge summaries.

Ohio University Counseling and Psychological Services

2007-
2008

- **BASICS Counselor**

- Provided individual counseling for university students with substance abuse consequences using motivational interviewing and harm reduction
- Assessed student needs from information gathered including substance use patterns, history, and background.
- Created and analyzed reports based on students' interview and paper assessments.
- Offered individualized feedback for each student tailored to findings and needs.
- Educated students about risks of continued substance abuse and how to reduce risks.
- Referred for appropriate services, as needed.
- Consulted with BASICS supervisors and applied feedback to interventions and sessions with students.

Professional Affiliations

American Counseling Association

- 2006-2008, 2013-current

Ohio Counseling Association

- 2006-2008

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Chi Sigma Iota, Ohio University

- 2007-2008

Greg Emanuelson

(330) 354-4262 (Cell)

Email: Boomer0413@aol.com

Education

Doctor of Philosophy – August, 2004
Specialization Area – Counselor Education & Clinical Counseling
The University of Akron – Akron, OH

Masters of Arts – June 1992
Specialization Area – Clinical/Community Counseling
The Ohio State University – Columbus, OH

Bachelors of Science in Business Administration – June, 1988
Specialization Area - Accounting
The Ohio State University – Columbus, OH

Professional experience

2017 – Current *CommQuest, Inc.* *Canton, Ohio*

EHR / NextGen Specialist; Site Coordinator

- Provide consultation and assistance with training and launch of an electronic health record for entire behavioral health agency
- Provide consultation and assistance to executive team regarding behavioral health service redesign for entire behavioral health agency
- Provide consultation and development assistance for launch of 16 bed subacute detox program
- Serve as Massillon Site Coordinator for outpatient services programming, including therapy, case management, pharmacological management services as well as office management
- Serve on agency committees regarding integrated behavioral health, case record review, morbidity & mortality review, and criminal justice involvement

2007 – 2017 *Crisis Intervention and Recovery Center* *Canton, Ohio*

Outpatient Services Program Director - (2011-2017)

- Provide clinical and administrative oversight for Outpatient Services Department in a county-based community mental health center, including budget preparation, program evaluation, staff recruitment and retention, staff development, and quality assurance/performance improvement activities
- Developed and coordinated the electronic health record launch process for entire agency, inclusive of work flow analysis, project coordination, policy assessment, and end user training
- Provide clinical services, including diagnostic assessments, therapy, and treatment planning with clients experiencing severe mental illness, addiction related issues, and/or court-ordered clients
- Developed permanent supportive housing project with housing partners to build a 46 unit facility for homeless dual disordered clients
- Assist Clinical Director with agency wide administrative and clinical issues as needed

SAMI Program Director - (2007-2011)

- Provide clinical and administrative oversight of multidisciplinary staff, including supervisors, therapists, case managers, medical staff, and office support staff for intensive and non-intensive outpatient programming (SAMI, HOPE Program, Integrated Dual Disorder Treatment (IDDT) Program, and Forensic Track)
- Participated in a successful program fidelity reviews by the Coordinating Center of Excellence (CCOE) conducted by Case Western Reserve University
- Served on multiple agency committees: Quality Improvement, Management, and Training & Development
- Represent the SAMI programs by attending local and regional meetings involving the Mental Health and Recovery Services Board of Stark County, IDDT CCOE, NAMI, as well as serve as a consulting member on the Heartland Behavioral Health IDDT Committee

Greg Emanuelson

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2001 – 2007 *Massillon Community Hospital* *Massillon, Ohio*

Supervisor of Counseling Services (Interim Director of Behavioral Health) – (2004-2007)

- Coordinated all Behavioral Health Department therapeutic activities for an 8-bed inpatient chemical dependency unit, a 14-bed senior mental health unit, and an outpatient counseling & education program
- Administratively and clinically supervised the multidisciplinary therapeutic staff, inclusive of counselors, social workers, an art therapist and a recreational therapist
- Successfully prepared department for Joint Commission and Ohio Department of Alcohol, Drug and Addiction Services (ODADAS) on-site surveys, resulting in a 90% reduction in citations and deficiencies
- Assist Director of Behavioral Health in all managerial functions, including program evaluation and development, staff recruitment and retention, quality assurance/performance improvement, and budget preparation
- Serve on multiple hospital wide committees regarding patient care, patient education, technology, employee excellence, and marketing of new services

Assessment Specialist/Counselor – (2001-2004)

- Complete mental health and chemical dependency assessments for an adult court-ordered population (age 18+), along with time efficient case management of over 150 cases with over 25 different agencies in 5 different counties and 3 different states
- Provide EAP, crisis intervention, chemical dependency, anger management and domestic violence counseling for individuals, couples and groups on both an inpatient and outpatient basis
- Conduct educational sessions regarding dementia, depression and substance abuse issues for chemically dependent individuals and families of senior mental health patients

1999 – 2001 *Time Warner Cable* *Akron, Ohio*

Telephone Sales Representative

- Provided quality customer service by engaging in both inbound and outbound sales calls
- Mentored and trained new hires in the telephone sales department and conduct training classes

1995 – 1999 *Dr. Lord & Associates* *Akron, Ohio*

Therapist/Psychology Assistant

- Conducted individual, family and marital counseling sessions with children, adolescents and adults, with focus areas of child abuse and Attention Deficit Hyperactivity Disorder
- Completed psychological assessments using both projective and objective testing instruments
- Generated full psychological reports for use primarily in child custody cases
- Testified in juvenile, domestic relations and probate courts

1996 – 1996 *ACT1 – SAMI Unit* *Akron, Ohio*

Clinical Coordinator

- Coordinated psychological and medical treatment for a 20-bed Substance Abuse Mental Illness (SAMI) juvenile correctional facility affiliated with the Ohio Department of Youth Services
- Evaluated client progress through 5-stage treatment program by leading treatment team evaluation meetings
- Administratively supervised all clinical staff, inclusive of counselors and a recreational therapist
- Assisted with the supervision of the entire operational staff for the entire program

1992 – 1994 *The University of Akron* *Akron, Ohio*

Ad Hoc Faculty/Graduate Assistant

- Taught graduate and undergraduate courses in counseling techniques, testing/assessment and career planning
- Supervised graduate counselor trainees in individual and group counseling
- Conducted a follow-up study of program graduates for CACREP accreditation

Greg Emanuelson

1991 – 1992 *Dublin Counseling Center* *Dublin, Ohio***Therapist/Counselor Trainee**

- Conducted individual, group, family and marital counseling sessions with children, adolescents and adults in areas such as divorce recovery, geriatric counseling, and developmentally handicapped high school counseling
- Completed administrative duties and quality assurance/utilization reviews

1991 – 1992 *The Ohio State University* *Columbus, Ohio***Academic Advisor**

- Advised over 250 undergraduate students in the Allied Medical Health Area
- Taught university survey course and completed administrative tasks

**Accreditation &
Professional
Memberships****Licensed Professional Clinical Counselor – Supervisor (LPCC-S)** – The Ohio Counselor & Social Worker Board

- Supervisory Endorsement effective July, 2004
- License E-0002768-SUPV, Expiration date 7/17/2018

Motivational Interviewing Network of Trainers (2008 – 2014)**Presentations**

“Diagnosing with the DSM-5” and “Diagnosing with the DSM-5 Part II” for multiple agencies throughout NE Ohio (2014 – Current)

“Motivational Interviewing I & II” for multiple agencies throughout Ohio (November 2008- Current)

“Ethical Issues and Components Related to Supervision” for multiple agencies throughout NE Ohio (2015 – Current)

“Motivational Interviewing 101” for The Ohio State University Addictions Institute, Columbus, OH (August 2012)

“Using the DSM-IV” for Community Services of Stark County, Canton, OH (April, 2011)

“Motivational Interviewing with Dual Disordered and Court Ordered Populations” for NASW Ohio Chapter State Convention, Columbus, OH (October 2010)

“Individuals with Personality Disorders” for Michigan Works, West Branch, MI (September 2009)

“Motivational Interviewing & Permanent Supportive Housing” for the Corporation for Supportive Housing, Columbus, OH (November, 2008; May 2009; November 2011, April 2012)

“Ethics Update & Boundary Issues” for Crisis Intervention and Recovery Center, Canton, OH (October 2008)

“Co-Occurring Disorders” for Community Services of Stark County, Canton, OH (July, 2008)

“Introduction to Dual Disorders” for CIT Training sponsored by Crisis Intervention & Recovery Center, Canton, OH (April & September 2007-2011)

“Introduction to Dual Disorders & Motivational Interviewing” for ICAN, Inc., Canton, OH (July, 2008)

“The SASSI-3 & The Criminal Population: A Preliminary Reliability, Validity and Factor Analysis”

- Poster Session, American Psychological Association National Convention, Washington DC (August 2005)
- Poster Session, American Counseling Association National Convention, Detroit, MI (March 2007)

“Issues in Using the SASSI-3 in Diagnosing Dependency” – Paper Presentation, Mid Western Education & Research Association Convention, Columbus, OH (2005)

“Extreme Makeover: Hospital Edition – Stress, Burnout & Compassion Fatigue in the Helping Professions” – Four part educational series offered at Massillon Community Hospital, Massillon, OH (2005)

“Diagnosis 101: Using the DSM-IV TR as a Diagnostic Tool” – Massillon Community Hospital, Massillon, OH (2005)

CHERYL A. STAHL, M.Ed, LPCC

387 NORTH RIVER ROAD, MUNROE FALLS, OHIO 44262

• PHONE: 330.256.7091 • E-MAIL: cstahl@kent.edu

OBJECTIVE

To provide exemplary therapeutic intervention for clients seeking substance abuse treatment.

EDUCATION

Master of Education

Kent State University, Kent, Ohio

Major: Community Counseling, GPA: 3.9

Bachelor of Arts

Kent State University, Kent, Ohio

Major: Psychology

Member: Chi Sigma Iota – Honors Society for Counseling Professionals and Students

Relevant Courses: Abnormal Psychology, Counseling the Culturally Different, Cognitive Psychology, Diagnosis, Individual Assessment and Appraisal, Group Counseling, Advanced Counseling Procedures, Lifespan Development, Counseling Adolescents, Career Guidance and Development

WORK EXPERIENCE

Program Manager

The Portage Area Recovery Center

Family and Community Services, Inc.

2015-Present

- Develops, implements and evaluates program goals and objectives, ensure the quality of service delivery to the community through monitoring and supervision.
- Facilitate intakes and make decisions about clients entering the program
- Program coordination with referral sources including Portage County courts, JFS, MHRB, etc.
- Develop and implement new programming
- Recruits, hires, trains, supervises and evaluates shift staff and case managers and oversees staff development and training
- Completes assessment, diagnosis and treatment for clients in need of services, following licensure standards
- Builds financial and in-kind supports for program through local resource development and community education. Oversees all solicitations and acceptance of donated goods and services to program. Adequately acknowledges donors
- Complete required reports according to program and agency reporting requirements in a timely manner
- Ensure program goal achievement and assists in creating and maintaining a positive program image in the community
- Develop and maintains ongoing collaboration with partner agencies.
- Maintains shelter buildings, equipment, supplies and grounds
- Represent agency on service provider networks, coordinating bodies, and in the general community
- Comply with agency policies and procedures, COA regulations, federal and state requirements, and educational/certification/registry requirements.

Drug and Alcohol Outpatient Treatment Services

Townhall II, Kent, Ohio

Counselor: 2005-2015

- Clinical Coordinator, Horizon House - 90 day Women's Halfway House
- General clinical duties: Provide individual and group therapy for substance abusing and dependent adults
- Administer assessments, diagnosis, and treatment recommendations
- Maintain case files and correspondence with referral sources
- Facilitate day and evening Intensive Outpatient Treatment group
- Administer and interpret substance abuse appraisal instruments
- Facilitate education group for male and female inmates at the Portage County Correctional Facility

Adjunct Faculty, Justice Studies Department

Kent State University, Kent, Ohio

August 2004 – Present

- Develop Syllabi for all courses and establish the learning objectives for each course taught per University standards and requirements
- Develop course outlines and content
- Each semester ensure course outlines and content include updated information with the latest best practices and research trends
- Maintain accurate records of student progress per University requirements

Courses Taught:

- **Crisis Intervention**
- **Victimology**
- **Correctional Institutions**
- **Juvenile Delinquency**
- **Basic Interviewing and Interrogation**
- **Treatment Methods**
- **Profiling Violent Crime/Theories and Methods of Profiling**

Volunteer Crisis Intervention Specialist

Townhall II, Kent, Ohio

May 1998 – 2015

Successfully completed 80-hour crisis intervention training and clocked over 200 hours of volunteer time on the hotline.

- Answers crisis hotlines, including rape crisis, suicide intervention, Narcotics Anonymous, TTY calls
- Answering service for Portage County Board of Mental Retardation/ Developmental Disabilities
- Assists walk-in clients in crisis

Victim Outreach and Sexual Assault Prevention Services Coordinator

Townhall II, Kent, Ohio

Victim Outreach Advocate: October 1999 – 2005

Sexual Assault Prevention: April 2002 – 2005

Coordinated advocacy services for victims of violent crime; recruited, trained, and supervised volunteer Victim Advocates; developed and implemented advocate training program; maintained relationships with other victim service organizations; supervised advocate volunteers and staff; presented sexual assault, dating violence, and sexual harassment programs to county students and adults, including Developmentally Disabled clients.

- Developed advocacy volunteer training
- Chaired a Rape and Sexual Assault advisory council
- Assisted with planning “Take Back the Night” march
- Member of Ohio Coalition Against Sexual Assault (OCASA) Board 2002-2003
- Co-President and co-creator of Portage Council for the Prevention of Violence 2004-2006

Crisis Hotline Training Coordinator

Townhall II, Kent, Ohio

October 2000 – August 2001

Coordinated the recruitment and training of hotline volunteers; interviewed potential volunteer candidates; accessed community experts for topic presentations; trained through use of lecture and role plays.

AWARDS AND PRESENTATIONS

- Local Hero Awards: Public Service Award (2008), Victim Advocate Award (2003)
- Presentations:
 - Students and faculty of Counseling & Human Development Department on Rape and Sexual Assault (2003)
 - Male and female athletes on Rape and Sexual Assault – requested by KSU Athletic Department (2002)
 - County-wide training for law enforcement officers on Rape and Sexual Assault (2001)
 - CIT training for law enforcement officers on substance abuse treatment issues (2013)

Steve Case M.Ed., LPCC-S, LICDC-CS

smcase@kent.edu
330.631.6998

EDUCATION

Master of Education in Community Counseling (CACREP accredited) May 2008
Counseling and Human Development Services, Kent State University, Kent, OH.

Bachelor of Arts in Psychology May 2004
Department of Psychology, Kent State University, Kent, OH.

CLINICAL EXPERIENCE

Manager, Home-Based Therapy Services January 2014- Present
Child Guidance & Family Solutions Dawn Carter PCC-S, LICDC-CS

- Manage CG&FS' intensive services including the Intensive Home-Based Treatment (IHBT) and Integrated Co-Occurring Treatment (ICT) programs.
- Maintain all responsibilities from the former ICT Manager position and provide these to the IHBT program as well.
- Monitor fidelity to IHBT certification standards.
- Administratively oversee all agency residential & respite referrals and placements for high-risk youth.
- Serve as the agency liaison to Akron Children Hospital's Intensive Services.

Sr. Clinical Consultant for Co-Occurring Disorders September 2012- Present
Child Guidance & Family Solutions

- Train all clinical staff on the agency's AOD assessment and the ASAM Levels of Care.
- Educate and train agency staff on best practices related to the treatment of substance use and co-occurring disorders.
- Provide consultation and monthly group supervision to agency staff related to the treatment of co-occurring disorders.
- Responsible for the development and maintenance of agency policies, procedures and clinical tools related to the treatment of co-occurring disorders.
- Provide agency MI training and supervision of staff.

Manager, Integrated Co-Occurring Treatment (ICT) May 2012-Present
Child Guidance & Family Solutions Dawn Carter PCC-S, LICDC-CS

- Responsible for screening and managing all admissions and discharges from the program.
- Provide weekly individual and group supervision to all staff.
- Monitor fidelity to the ICT model.
- Assist in reviewing and providing consultation for the agency's most high-risk admissions to ensure proper risk and care management adherence.
- Provide after-hours crisis coverage for all clients of the agency.
- Serve as an Executive Board Member on Summit County Juvenile Court's Co-Occurring Disorders and Human Trafficking Probation Advisory Boards. Provide consultation to the probation programs in determining eligibility for their programming.

Integrated Co-Occurring Treatment (ICT) Therapist September 2009- May 2012
Child Guidance & Family Solutions Dawn Carter PCC-S, LICDC-CS

- Provided intensive, community-based therapy that emphasized an integrated and ecologically-focused approach to treating youth with co-occurring mental health and substance use disorders.
- Provided both case management & crisis management services to ICT youth & their families.
- Utilized culturally-sensitive and systemically-focused interventions to promote a recovery-oriented family system.

Alcohol and Drug Counselor (Contract)
Akron Health Department

August 2008-September 2009
Carol Bowes M.Ed., PCC-S, LICDC-CS

- Provided individual, family and group counseling services for adolescents at an outpatient and intensive outpatient level of care.
- Responsible for the development of the outpatient and intensive outpatient adolescent group curriculums.
- Counselor Intern from August 2007-December 2007.

Intensive Therapist
Child Guidance & Family Solutions

April 2008-May 2009
Kim Meyer M.Ed., PCC-S, LICDC-CS

- Provided intensive, home-based, individual and family therapy services for SED youth who were at risk of an out of home placement.
- Designed and implemented goal-directed groups that addressed skill-building and/or therapeutic needs.
- Assisted parents with accessing necessary community resources through advocacy and coordination with community systems.

Intervention Treatment Specialist
Community Support Services

April 2005-April 2008
Jan Jones M.Ed., PCC-S

- Provided individual and group counseling for adults living with severe mental illness and substance-use disorders.
- Facilitated skill-building groups for individuals living with severe & persistent mental illness in a day treatment setting.
- Interviewed hospitalized clients and assessed their appropriateness for Intensive Treatment Services.
- Counselor Intern from August 2007-April 2008.

PROFESSIONAL TEACHING EXPERIENCE

Kent State University, Kent, OH

- Diagnosis in Counseling, Fall 2017
- Theories in Practices in Addictions Counseling, Fall 2016 (Guest Lecturer)
- Theories in Practices in Addictions Counseling, Fall 2014 (Guest Lecturer)

PROFESSIONAL TRAINING EXPERIENCE

- Case, S (2017). Motivational Interviewing Basics 1 and II (Co-Presenter). Child Guidance & Family Solutions. Akron, OH. April 2017.
- Case, S (2017). Motivational Interviewing Advanced (Co-Presenter). Child Guidance & Family Solutions. Akron, OH. April 2017.
- Case, S (2016). Adolescent Substance Use: Basics & Beyond. Akron Children's Hospital Interpreter Services. Akron, OH. November 2016.

- Case, S (2016). Adolescent Mental Health: Identification to Intervention. Nordonia High School Parents. Macedonia, OH. September 2016.
- Case, S (2016). Human Trafficking: Basics and Beyond. Child & Family Leadership Exchange. Akron, OH. August 2016.
- Case, S (2015). Adolescent Substance Use: Identification to Intervention. Summit County School Group. Akron, OH. January 2015.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Dec-17 Curriculum Bulletin _____
 Effective Date Fall 2018 Approved by EPC _____

Department _____
 College RE - Regional College
 Degree BS - Bachelor of Science
 Program Name Modeling Animation & Game Creation (MAGC) Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal Revise program

Description of proposal:

Revise and rename the current Computer Design Animation & Game Design (CDAG) minor. The current CDAG concentration within BS Engineering Technology is proposed to elevate to the Bachelor of Science in Modeling, Animation & Game Creation (MAGC) Fall 2018. The current CDAG minor (27 credit hours) consists of coursework in modeling, animation and game design. The number of credit hours makes it difficult to complete. We are proposing make it into two minors to give the student a choice for field of study:
 - Modeling and Animation (21 credit hours) consisting of courses in 2D & 3D design and animation
 - Game Design (21 credit hours) consisting of couework specific to game design and creation

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: 27 Proposed total credit hours 21

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

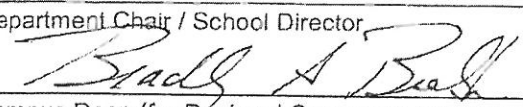
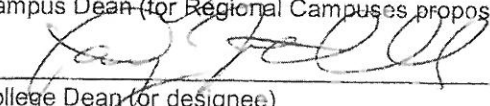
These minors will appeal to students in many programs offered at Kent State. The courses are part of the BS MAGC and available to students at the Kent, Stark and Tuscarawas campuses. No additional resources are needed, as the faculty, courses, physical facilities and technology for the program are already in place to support the changes.

Kent, Stark, Tuscarawas

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

CDAG faculty, Tuscarawas FC, Regional CCC, College of Communication, Digital Science, Visual Communication & Design, Digital Media Production

REQUIRED ENDORSEMENTS

Department Chair / School Director	_____ 1 1
	<u>12/18/2017</u>
Campus Dean (for Regional Campuses proposals)	_____ 12, 18, 17
	_____ 1 1
College Dean (for designee)	_____ 1 1
Dean of Graduate Studies (for graduate proposals)	_____ 1 1

Proposal Summary

Revise the Computer Design Animation and Game Design Minor

Description of Action, Including Intended Effect

Rename and revise the current Computer Design Animation & Game Design (CDAG) minor. The current CDAG concentration within BS Engineering Technology is proposed to elevate to the Bachelor of Science in Modeling, Animation & Game Creation (MAGC) in Fall 2018. The current CDAG minor is 27 credit hours consists of coursework in modeling, animation and game design. The number of credit hours makes it difficult to complete in a timely manner. We are proposing to create the following two minors in order to give the student a choice in his/her desired field of study:

MAGC Minors

Modeling and Animation (21 credit hours) – The Modeling and Animation minor provides students with an understanding of and skills to create: parametric models, 2D graphics, UV texturing, character and environment modeling, lighting and rendering, as well as animation. These skills and understanding are expected to complement a student's major.

- **MAGC 11003 Solid Modeling** (replacing CADT 22003 Solid Modeling) - 3 Credit Hours
Instruction given in the best usage approaches for parametric design philosophy through a hands-on, practice-intensive curriculum. Students acquire the knowledge needed to complete the process of designing models from conceptual sketching, through to solid modeling, assembly design and drawing production. Prerequisite: None.
- **MAGC 12000 2D Graphics** (replacing CADT 12000 2D Graphics Technology) 3 Credit Hours - Introductory course for creation of 2D graphics using vector and raster imaging for use in mapping and character development in animation and gaming. Prerequisite: None.
- **MAGC 12001 Modeling & Texturing I** (replacing CADT 12001 3D Modeling & Texturing) 3 Credit Hours - Introduction to the basic concepts of 3D modeling and animation. Topics will include terminology, techniques of creating textures and imaging for mapping, 3D modeling, lighting, shading and rendering. Prerequisite: MAGC 12000
- **MAGC 22004 Modeling & Texturing II** (replacing CADT 22004 Computer Animation and Gaming) 3 Credit Hours - 3D modeling and computerized techniques. Introduction to the basic concepts, terminology and techniques of 3D modeling, lighting, shading, imaging and animation. Prerequisite: MAGC 12001
- **MAGC 22010 Digital Sculpting** (replacing CADT 22010 Digital Sculpting Technology) 3 Credit Hours - This course will explore interactive 3D sculpting to create highly-detailed and realistic models for use in games, film, animation and illustration. Prerequisite: MAGC 12001
- **MAGC 34000 Character Animation** (replacing CDAG 34000 Computer Animation II) 3 Credit Hours - Continuation of the study and technology applications of computer animation with emphasis on camera usage and the production of a comprehensive animation project involving the animation thought process (ATP). Prerequisite: MAGC 22004

import 3D models in to our game environment. Prerequisites: MAGC 22004 and junior standing

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Fiscal, Enrollment, Facilities and Staffing Considerations

No additional resources are needed, as the faculty, courses, physical facilities and technology for the program are already in place to support the changes. Plans are in place to hire additional full-time faculty to support the increase in enrollment.

Evidence of Need and Sustainability if Establishing

These minors will compliment and be appealing to students in many programs offered at Kent State. The courses are part of the BS MAGC and available to students at the Kent, Stark and Tuscarawas campuses.

Provisions for Phase-Out if Inactivating

Specific MAGC courses will substitute for any student needing an inactivated CDAG minor.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Tuscarawas campus FC, Regional CCC Fall 2017

EPC Jan, 2018

Implementation Fall 2018

Minor in Game Design

Offered in full at Kent, Stark and Tuscarawas campuses

Description:

The game design minor is for students who wants to learn and enhance their ability to create 2D and 3D games by focusing on the modeling and game environment design perspective. Students will create 2D and 3D games by learning the essentials of modeling, texturing, lighting, sculpting environments and communicating ideas with a diverse group of people.

Course List		
Code	Title	Credit Hours
MAGC 12000	2D Graphics	3
MAGC 12001	Modeling & Texturing I	3
MAGC 22004	Modeling & Texturing II	3
MAGC 22005	Multimedia & Game Design	3
MAGC 22010	Digital Sculpting	3
MAGC 33010 MAGC 33030	Competitive Gaming or Games for Education	3
MAGC 34005	Virtual Reality and Game Design	3
Minimum Total Credit Hours:		21

VanDomelen, Aimee

From: BEARS, LORRAINE
Sent: Monday, January 01, 2018 4:33 PM
To: FROEHLICH, LARRY
Cc: VanDomelen, Aimee
Subject: RE: CDAG Minor
Attachments: MAGC Minors catalog description.docx

Categories: RC

Hi Amy and Larry,

I've attached the information for the MAGC minors you requested. No specific admission criteria and yes, the old minor to be inactivated. Please let me know if I need to provide any other info.

Thanks and happy new year!
Lori

From: FROEHLICH, LARRY
Sent: Thursday, December 21, 2017 11:11 AM
To: BEARS, LORRAINE <lbears@kent.edu>
Subject: CDAG Minor

I assume Yes, the old minor is to be inactivated.....yes? Larry

From: VanDomelen, Aimee
Sent: Thursday, December 21, 2017 9:27 AM
To: FROEHLICH, LARRY <lfroehli@kent.edu>
Subject: RE: December RCCC meeting material

And can you please confirm that the old minor will be inactivated.

Aimee

Aimee Van Domelen, M.Ed. | Academic Program Coordinator | Curriculum Services
Kent State University | Schwartz Center | 800 E. Summit St. | Kent, Ohio 44242
dvan@kent.edu | 330.672.8559 | www.kent.edu

From: FROEHLICH, LARRY
Sent: Thursday, December 21, 2017 9:09 AM
To: VanDomelen, Aimee <dvan@kent.edu>
Subject: RE: December RCCC meeting material

No problem, I will ask Lori to take care of it. Larry

Sent from my phone

ATTENDING: BERLIN, KINGSLEY; COUREY, TAMRA; HOFFMAN, SUSAN; MCENROE-PETITTE, DENISE; MUSCATELLO, JOSEPH; NEUMAN, JOSNA; RAJAGOPAL, CHITRA; REMPE, REBECCA; ROSE, STACY; SMYTH, THOMAS

- BS in MAGC full proposal; Lori Bears is attending to present it
 - Motion by SMYTH/ MCENROE-PETITTE- APPROVED
- Name change for AAS CDAG; Lori Bears
 - Motion by MUSCATELLO/ ? - APPROVED
- MAGC large scale change to the courses subject codes; Lori Bears
 - Motion by MCENROE-PETITTE/ COUREY - APPROVED
- Proposal for 2 new minors in MAGC; Lori Bears
 - Motion by MCENROE-PETITTE/ BERLIN - APPROVED
- BS in Occupational Therapy Assistant initial inquiry; Julie L. Mirabell is attending to present it
 - Motion by RAJAGOPAL/ REMPE - APPROVED
- BS ENGT (minor revision) proposal (from TUSC)
 - Motion by HOFFMAN/ BERLIN - APPROVED
- The Ashtabula proposal to extend the Tuscarawas Vet Tech program to the Ashtabula Campus; Kevin Deemer and/or Liz Driscoll
 - Motion by REMPE/ REMPE - APPROVED



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

PROGRAM INACTIVATION FORM

Date of submission: [Date Submitted]

Name of institution: Kent State University

Program to be inactivated: Manufacturing Engineering Technology major within the Associate of Applied Science degree

Date that the inactivation received final approval from the appropriate institutional committee: [Board of Trustees Date of Approval]

Primary institutional contact for the notification:

Name: Therese E. Tillett
Title: Executive Director, Curriculum Services
Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Educator Preparation Programs:

Leads to licensure: No
Lead to endorsement: No

1. Provide the rationale for the inactivation of the program:

Kent State established the AAS degree in Manufacturing Engineering Technology in 1995 at its Salem Campus. At the time of establishment, the program reflected the needs of the Salem business and industrial community to prepare students for entry-level technical jobs in manufacturing, as well as an articulation for tech prep programs.

Due to a decline of manufacturing jobs and the closing of two manufacturing plants in Columbiana County, the program was inactivated at the Salem Campus in 2006. That same year, the degree program, its dedicated laboratory and two full-time faculty members moved to the Trumbull Campus, which was experiencing a growth of manufacturing employment opportunities, both in Trumbull and in Mahoning County.

However, the local industry need for graduates in the manufacturing area never developed as anticipated. As a result, and the program has received low interest from students. Enrollment in the program on the Trumbull Campus has averaged five students each semester; only three students, total, have graduated from the program at Trumbull, with the last one graduating in spring 2012. There are no faculty supporting the degree program currently, and several of the courses are no longer offered

There is no evidence today to support a need for this specialized program in the region. Many students who originally declared the Manufacturing Engineering Technology major later switched to another program (typically the associate degree major in mechanical engineering technology or the baccalaureate major in applied engineering or engineering technology). Kent State's Mechanical Engineering Technology major at the Trumbull and Tuscarawas campuses is similar in nature and curriculum to the Manufacturing Engineering Technology major.

As such, faculty and administrators at the Trumbull Campus seek to inactivate this degree program and focus on existing programs that have demonstrated need and interest.

2. Indicate number of students currently enrolled in the program:

Admission to the program was suspended for fall 2017, so no students were admitted in fall 2017 or later. There is one enrolled student currently. That one student is also enrolled in a BS degree in Applied Engineering, Mechanical Engineering Technology concentration.

As several of the courses in the Manufacturing Engineering Technology major are no longer being offered, exceptions have been approved for the one enrolled student to count appropriate courses required in the Applied Engineering major toward the associate degree major. The student is on track to earn both degrees in spring 2018.

3. Describe how the inactivation of the program will affect students currently in the program and explain plans for notifying students and assisting them in the completion of their degrees:

Inactivation of the degree program will have no impact on the currently enrolled student as the expectation is the one enrolled student will graduate before the official inactivation date. Since no students have been admitted to the program in the past three semesters, no other students are affected. Students who left the major and wish to reenroll in the university will be required to select another major, and they will be advised on the appropriate major based on their interests.

4. Will there be a loss of faculty or staff positions because of the inactivation of the program? If so, indicate when the faculty or staff members were or will be informed:

There will be no loss of faculty and staff positions with the inactivation of this degree program. There are no administrators or faculty attached to the major. The six courses dedicated to the major have not been offered in several years (the last one was offered was in 2011), and will be inactivated with the major:

- EERT 22007 Industrial Motor Control and Application (3)
- MFGT 12010 Safety in the Workplace (2)
- MFGT 13001 Computer Numerical Control Programming (3)
- MFGT 21001 Standard Design Practice for Manufacturing Technology (3)
- MFGT 22014 Advanced Industrial Electronics (3)
- MFGT 23001 Computer-Aided Manufacturing (3)

5. Describe the plan for communicating the inactivation of the program, including changes to the college catalog and college website and communications with advisors, admissions officers and financial aid officers:

Notice of the program's suspension is in the University Catalog and on Kent State's Explore Programs and Degrees website. Once the inactivation is approved by the Kent State University Board of Trustees and the Ohio Department of Higher Education, all necessary changes will be made to all university websites and materials. Further written concurrent communications will be sent out to key persons in student advising, admission, registrar and financial aid.

6. Indicate the final date that the program will be operational:

The program will be inactivated for fall 2018 and will no longer be listed in any Kent State materials for prospective students.

Respectfully,

Todd A. Diacon, PhD
Executive Vice President for Academic Affairs and Provost
Kent State University

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Dec-17 Curriculum Bulletin _____

Effective Date Fall 2018 Approved by EPC _____

Department _____

College RE - Regional College

Degree BS - Bachelor of Science

Program Name Modeling Animation & Game Creation (MAGC) Program Banner Code _____

Concentration(s) _____ Concentration(s) Banner Code(s) _____

Proposal Revise program

Description of proposal:

Revise and rename the current Computer Design Animation & Game Design (CDAG) minor. The current CDAG concentration within BS Engineering Technology is proposed to elevate to the Bachelor of Science in Modeling, Animation & Game Creation (MAGC) Fall 2018. The current CDAG minor (27 credit hours) consists of coursework in modeling, animation and game design. The number of credit hours makes it difficult to complete. We are proposing make it into two minors to give the student a choice for field of study:

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- Game Design (21 credit hours) consisting of couework specific to game design and creation

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: 27 Proposed total credit hours 21

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

These minors will appeal to students in many programs offered at Kent State. The courses are part of the BS MAGC and available to students at the Kent, Stark and Tuscarawas campuses. No additional resources are needed, as the faculty, courses, physical facilities and technology for the program are already in place to support the changes.

Kent, Stark, Tuscarawas

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

CDAG faculty, Tuscarawas FC, Regional CCC, College of Communication, Digital Science, Visual Communication & Design, Digital Media Production

REQUIRED ENDORSEMENTS

Department Chair / School Director _____

Bradley A. Bush
Campus Dean (for Regional Campuses proposals)

Ray [Signature]
College Dean (for designee)

Dean of Graduate Studies (for graduate proposals) _____

1 1
12/18/2017
12, 18, 17
1 1

Proposal Summary

Revise the Computer Design Animation and Game Design Minor

Description of Action, Including Intended Effect

Rename and revise the current Computer Design Animation & Game Design (CDAG) minor. The current CDAG concentration within BS Engineering Technology is proposed to elevate to the Bachelor of Science in Modeling, Animation & Game Creation (MAGC) in Fall 2018. The current CDAG minor is 27 credit hours consists of coursework in modeling, animation and game design. The number of credit hours makes it difficult to complete in a timely manner. We are proposing to create the following two minors in order to give the student a choice in his/her desired field of study:

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- **MAGC 11003 Solid Modeling** (replacing CADT 22003 Solid Modeling) - 3 Credit Hours
Instruction given in the best usage approaches for parametric design philosophy through a hands-on, practice-intensive curriculum. Students acquire the knowledge needed to complete the process of designing models from conceptual sketching, through to solid modeling, assembly design and drawing production. Prerequisite: None.
- **MAGC 12000 2D Graphics** (replacing CADT 12000 2D Graphics Technology) 3 Credit Hours - Introductory course for creation of 2D graphics using vector and raster imaging for use in mapping and character development in animation and gaming. Prerequisite: None.
- **MAGC 12001 Modeling & Texturing I** (replacing CADT 12001 3D Modeling & Texturing) 3 Credit Hours - Introduction to the basic concepts of 3D modeling and animation. Topics will include terminology, techniques of creating textures and imaging for mapping, 3D modeling, lighting, shading and rendering. Prerequisite: MAGC 12000
- **MAGC 22004 Modeling & Texturing II** (replacing CADT 22004 Computer Animation and Gaming) 3 Credit Hours - 3D modeling and computerized techniques. Introduction to the basic concepts, terminology and techniques of 3D modeling, lighting, shading, imaging and animation. Prerequisite: MAGC 12001
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Provisions for Phase-Out if Inactivating

Specific MAGC courses will substitute for any student needing an inactivated CDAG minor.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Tuscarawas campus FC, Regional CCC Fall 2017

EPC Jan, 2018

Implementation Fall 2018

Bachelor of Science in Modeling, Animation and Game Creation (MAGC)

Minor in Modeling and Animation

Offered in full at Kent, Stark and Tuscarawas campuses

Description:

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Course List		
Code	Title	Credit Hours
MAGC 11003	Solid Modeling	3
MAGC 12000	2D Graphics	3
MAGC 12001	Modeling & Texturing I	3
MAGC 22004	Modeling & Texturing II	3
MAGC 22010	Digital Sculpting	3
MAGC 34000	Character Animation	3
MAGC 34001	Animation Project	3
Minimum Total Credit Hours:		21

VanDomelen, Aimee

From: BEARS, LORRAINE
Sent: Monday, January 01, 2018 4:33 PM
To: FROEHLICH, LARRY
Cc: VanDomelen, Aimee
Subject: RE: CDAG Minor
Attachments: MAGC Minors catalog description.docx

Categories: RC

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Aimee

Aimee Van Domelen, M.Ed. | Academic Program Coordinator | Curriculum Services
Kent State University | Schwartz Center | 800 E. Summit St. | Kent, Ohio 44242
dvan@kent.edu | 330.672.8559 | www.kent.edu

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Sent: Thursday, December 21, 2017 9:09 AM
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- Name change for AAS CDAG; Lori Bears
 - Motion by MUSCATELLO/ ? - APPROVED
- MAGC large scale change to the courses subject codes; Lori Bears
 - Motion by MCENROE-PETITTE/ COUREY - APPROVED
- Proposal for 2 new minors in MAGC; Lori Bears
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 - Motion by RAJAGOPAL/ REMPE - APPROVED
- BS ENGT (minor revision) proposal (from TUSC)
 - Motion by HOFFMAN/ BERLIN - APPROVED
- The Ashtabula proposal to extend the Tuscarawas Vet Tech program to the Ashtabula Campus; Kevin Deemer and/or Liz Driscoll
 - Motion by REMPE/ REMPE - APPROVED

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **11/01/2017** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department _____
 College **RE - Regional College**
 Degree **BS - Bachelor of Science**
 Program Name **Modeling, Animation and Game Creation** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

Establish a new major, Modeling, Animation and Game Creation (MAGC), within the Bachelor of Science degree. The program will be offered fully at the university's Kent, Stark and Tuscarawas campuses.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **121** Proposed total credit hours **120**

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

No impact. The existing concentration within the Bachelor of Science in Engineering Technology will be elevated to stand-alone degree in BS MAGC.

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

Kent State University at Tuscarawas and Stark, FC, Engineering Technology, Regional College Curriculum, College of Communication, VCD, DMP, JMC, DS, College of Aeronautics & Engineering

REQUIRED ENDORSEMENTS

<i>Lorraine Bears</i>	<u>12/13/2017</u>
Department Chair / School Director	
<i>Brad Deak</i>	<u>12/14/2017</u>
Campus Dean (for Regional Campuses proposals)	
<i>[Signature]</i>	<u>12/18/17</u>
College Dean (or designee)	
	<u> / / </u>
Dean of Graduate Studies (for graduate proposals)	
	<u> / / </u>
Senior Vice President for Academic Affairs and Provost (or designee)	



FORM

New Programs

Substantive Change Application

Institution: Kent State University City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: Executive Director, Curriculum Services Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted:

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Submit the completed application as a single PDF file on the following webpage:
http://www.hlcommission.org/document_upload/.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Kent State proposes the establishment of a Modeling, Animation and Game Creation major within the Bachelor of Science degree. The program is existing—and has been since 2001 in a different approach—as a concentration in the Engineering Technology major called “Computer Design, Animation and Game Design.”

The proposed bachelor’s degree program will be offered fully at Kent State University’s Kent, Stark and Tuscarawas campuses in Ohio.

In order to prepare students to compete in the job market today, faculty have been continually updating the program’s curricular offerings to stay current with the developments in the field. As a concentration within the Engineering Technology major, faculty are limited in both marketing the program and in

redefining the curriculum while keeping a major core among all the concentrations. The program's name change reflects the updated curriculum and program objectives.

2. Is this application being submitted in conjunction with another application?

Yes

No

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Review the [“Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval”](#) to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

Certificate

Bachelor's

Diploma

Master's/specialist

Associate's

Doctorate

Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out plan if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No.

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No.

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If "Yes," attach documentation of the approval to the request. If "No," attach evidence that approval is not needed.

Internal (faculty, board) approvals	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
System approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
State approval	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Foreign country(ies) approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
<i>For Distance or Correspondence Education only:</i>			
Process in place to ascertain and secure state approval(s) as required	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, HLC will advise the institution based on the information provided in both Part 1 and Part 2 of the change application.)

- Request to schedule a Change Visit.
- Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled:

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

- Part 1 of this change form must be submitted at least four months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.
- The institution files Part 2 of this change form at least two months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit. Provide URLs to the Faculty/Staff Handbook and Catalog below. If the URLs are not available, please do not submit the full handbook or catalog as attachments. HLC will provide directions on how to submit electronic versions of these documents prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if a Change Application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.hlcommission.org/change> to ensure that there have been no changes in the application form in the intervening time.

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

The full name of the proposed program is the Bachelor of Science degree in Modeling, Animation and Game Creation major. Its designated CIP code is **50.0102 Digital Arts**.

CIP description: A general, undifferentiated program that focuses on the use of computerized digital images as the primary medium of expression in the visual and performing arts, and that may prepare individuals for a wide variety of careers using new media, including graphic design, digital animation, motion graphics, 3D visualization, game and interactive media design, music and sound design, video production, web design, photography, and other fields.

b) Total credit hours (indicate whether semester or quarter) for completion of the program

The Modeling, Animation and Game Creation major is 120 semester credit hours, comprising 66 credit hours of major requirements and 54 credit hours of general education and additional requirements.

c) Normal or typical length of time for students to complete the program

Full-time new students will be able to complete the program in four years (eight semesters).

d) Proposed initial date for implementation of the program

Fall 2018

e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

Targeted audiences for the Modeling, Animation and Game Creation major will be both full-time and part-time students, and include traditional freshmen, students with associate degrees, transfer students and working adults. Students may complete the entire degree at Kent State University or transfer in technical courses from accredited institutions. The program utilizes in-person, video teleconference and online course delivery methods in full semesters. The goals of the program are to accommodate varied educational backgrounds, develop competencies needed for success in a variety of work settings and offer major courses in schedules attractive to both traditional and non-traditional students.

f) Projected life of the program (single cohort or ongoing)

Ongoing cohort.

g) Whether the program will be part of contractual or consortial arrangement

Not applicable.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request.

Not applicable.

3. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested below and complete the [Contractual Screening Form](#) for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.) If the screening form indicates contractual approval is required, complete the full contractual application and submit it in conjunction with the program application. If the screening form indicates no further action is required, attach the confirmation email from HLC.

Type of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Recruitment and admission of students	Not applicable	

B. Course placement and advising of students	Not applicable	
C. Design and oversight of curriculum	Not applicable	
D. Direct instruction and oversight	Not applicable	
E. Other support for delivery of instruction	Not applicable	

Section B. Institution's History With Programs

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Presently, Kent State offers no degree programs with the same four-digit CIP code (50.01 Visual and Performing Arts, General).

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

Presently, Kent State offers 11 majors at the baccalaureate level with the same two-digit CIP code (50 Visual and Performing Arts).

The two programs with the highest number of graduates in fiscal year 2016-2017 are the following:

- Fashion Design (CIP 50.0407 Fashion/Apparel Design): 92 graduates
- Visual Communication Design (CIP 50.0402 Commercial and Advertising Art): 80 graduates

Section C. Institutional Planning for Program Change

6. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

No identified challenges. Kent State University has adequate faculty and other resources for existing programs and the proposed program.

7. Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

The decision to propose the program as an independent major (separate from the Engineering Technology major) was reached after deliberation with program faculty, engineering technology faculty and the program's advisory board, in addition to consultation with the academic and administrative bodies on the university's regional campuses and with Kent State's College of Communication and Information and the College of Architecture and Environmental Design.

In addition to be approved by the program faculty, the proposed program was approved by Regional College Curriculum Committee, comprising faculty across Kent State's regional campuses; the Regional College dean; the Educational Policies Council, a subcommittee of the Faculty Senate; and the Faculty Senate.

8. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

No additional resources are needed, as the faculty, courses, physical facilities and technology for the program are already in place at the three campuses to support its elevation to major. Plans are in place to hire additional full-time faculty to support the program.

9. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Enrollment projections factor in the current program enrollment, which has been strong and steady over the past years, see table below:

Table: Student Enrollment in Computer Design, Animation and Game Design Concentration¹

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
157	146	156	148	167	191

10. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

Kent State anticipates moderate enrollment growth with the program over the next six months to three years. Resources, including full- and part-time faculty are in place at the three campuses to offer the program—Kent, Stark and Tuscarawas. Two full-time faculty positions will be added for fall 2018, bringing total to five full-time faculty, to accommodate the current enrollment. Any potential future program faculty hires will be dependent upon student enrollment.

Six new part-time faculty members have recently been hired, bringing total to 11 part-time faculty, to accommodate the courses being taught at the campuses. University plans are to continually increase adjuncts with industry experience.

Presently, there are sufficient computer/lecture labs and advising offices at each campus. In fall 2017, an additional computer lab was added at the Kent Campus, and three new virtual reality labs at each campus, as well as a motion-capture lab at the Tuscarawas Campus.

11. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then?

Kent State University operates under a Responsibility Center Management (RCM) financial model, where business-type strategies are used to manage and evaluate new and existing programs. Under this model, costs and revenues are taken into consideration when making decisions about the viability of programs. The proposed Modeling, Animation and Game Creation major will be no exception, and will undergo the same scrutiny as other.

As this program is already sustainable at the bachelor's degree level (albeit, currently as concentrations within another major), the program has been self-sufficient for several years. See attached financial impact statement.

¹ Kent State Office of Institutional Research. Student Enrollment, 15th Day Census.

12. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Office of the Provost ensures that only faculty- and university-approved program information is included in the university's Catalog, degree audit, Explore Programs and Degrees website and student information system (for course scheduling and registration, program admission and graduation). The Regional Campus system employs marketing staff who are responsible for ensuring consistency and accuracy of messages in promotional communications. In addition, Kent State's Division of University Communications and Marketing coordinates branding and consistency of all of the university's promotional materials.

Section D. Curriculum and Instructional Design

13. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

All of the major courses comprising the curriculum are approved and exist to support the associate degree in the same discipline and the current bachelor's degree concentration in the Engineering Technology major. Additional course requirements support other programs within the university.

Courses currently offered under the course subjects CADT (Computer Animation and Design Technology) and CDAG (Computer Design, Animation and Game Design) will be revised to be offered under the MAGC (Modeling, Animation and Game Creation major) course subject, effective fall 2018.

Eight courses will be established for the major and are noted as such.

MAJOR REQUIREMENTS

MAGC 11003 Solid Modeling 3 Credit Hours

Instruction given in the best usage approaches for parametric design philosophy through a hands-on, practice-intensive curriculum. Students acquire the knowledge needed to complete the process of designing models from conceptual sketching, through to solid modeling, assembly design and drawing production.

MAGC 12000 Two-Dimension Graphics 3 Credit Hours

Introductory course for creation of two-dimension graphics using vector and raster imaging for use in mapping and character development in animation and gaming.

MAGC 12001 Modeling and Texturing I 3 Credit Hours

Introduction to the basic concepts of three-dimension modeling and animation. Topics include terminology, techniques of creating textures and imaging for mapping, three-dimension modeling, lighting, shading and rendering.

MAGC 21000 Fundamentals of Mixed Reality 3 Credit Hours

Teaching the fundamentals of virtual and augmented reality available today, including education, medical, games and architecture. **NEW FALL 2018**

MAGC 22000 Two-Dimension Communication 3 Credit Hours

Course explores communicating ideas in two dimensions, including technical and reference drawings using computer-aided drafting and vector software.

MAGC 22001 Modeling for Architecture 3 Credit Hours

Introduction to building information modeling (BIM) fundamentals, with emphasis placed on conceptual design and rendering techniques. Students also explore different ways to incorporate a virtual reality experience with the model.

MAGC 22004 Modeling and Texturing II 3 Credit Hours

Course covers three-dimension modeling and computerized techniques. Introduction to the basic concepts, terminology and techniques of three-dimension modeling, lighting, shading, imaging and animation.

MAGC 22005 Multimedia and Game Design 3 Credit Hours

Course covers two- and three-dimension game development, which includes the creation of flowcharts, roughs and interactive navigation systems. Integration of images, animation, video, sound and custom code for an application or game for a mobile device.

MAGC 22010 Digital Sculpting 3 Credit Hours

Course explores interactive three-dimensional sculpting to create highly-detailed and realistic models for use in games, film, animation and illustration.

MAGC 23020 Gaming and Culture 3 Credit Hours**NEW FALL 2018**

Course familiarizes students with the basic issues of the gaming culture and social aspects in different contexts, including the relationship between culture and gaming. Students understand the process of what is playing, what is experiencing and what are the cultural determinants that are at work.

MAGC 33010 Competitive Gaming 3 Credit Hours**NEW FALL 2018**

Introduction to the eSports culture of organized, multiplayer video game competitions. Students learn streaming techniques and layouts, business, developing teams, communities, competitive gaming, event marketing and organizing an eSports event.

MAGC 33030 Games for Education 3 Credit Hours**NEW FALL 2018**

Course explores using games for education and industry training.

MAGC 33095 Special Topics in Modeling, Animation and Game Creation 1-3 Credit Hours

(Repeatable for credit) Selected topics of special interest not covered in depth in existing courses; offered as resources permit.

MAGC 34000 Character Animation 3 Credit Hours

Continuation of the study and technology applications of computer animation with emphasis on camera usage and the production of a comprehensive animation project involving the animation thought process (ATP).

MAGC 34001 Animation Project 3 Credit Hours

Continued study of practical technology applications of computer animation with emphasis on scripting code writing, systems line variables and fluent realism factors within the animation thought process (ATP).

MAGC 34003 Animation Theory 3 Credit Hours

A comprehensive course covering the fundamentals of storytelling with animation and motion graphics. Coverage of concept development, pre-production, storyboarding, color and design.

MAGC 34005 Environmental Game Design 3 Credit Hours

Students learn the essentials of game environment creation. They study how textures, terrains, foliage, particle effects and lighting are created in a computer-aided software. They also learn to import three-dimension models in to a game environment.

MAGC 43000 Interactive Game Design 3 Credit Hours

This group-project-based course is a continuation of MAGC 34005. Students add characters and blueprint scripting aspects with the objective to create a playable three-dimension game using Unreal Engine.

MAGC 43001 Animation Production and Visual Effects 3 Credit Hours

Course explores effects such as particles and volumes (fire, smoke, liquids) inside three-dimension scenes, as well as compositing effects.

MAGC 43025 Real-Time Rendering and Animation 3 Credit Hours**NEW FALL 2018**

Course focuses on using a game engine, also known as a real-time renderer, to present stories and animation in real-time. This includes meeting performance targets, interactivity and animation.

MAGC 43092 Internship in Modeling, Animation and Game Creation 1-3 Credit Hours**NEW FALL 2018**

(Repeatable for credit) Practical experience with educational outcomes, utilizing and enhancing a student's academic learning in occupational situations. Students are expected to complete pre-determined assignments, which may include a weekly journal, final paper or experience report.

MAGC 43096 Individual Investigation in Modeling, Animation and Game Creation 1-3 Credit Hours

NEW FALL 2018

(Repeatable for credit) Research or individual investigation in areas not covered in the existing curriculum for baccalaureate-level students at or above the junior level.

MAGC 49999 Senior Capstone Project 3 Credit Hours

NEW FALL 2018

Course provides an integrated experience, bringing together components of the required coursework in the major. Students work in project teams with the students from upper-division courses, with choice given to an area of interest.

TECH 33020 Computer Hardware II 3 Credit Hours

An in-depth look at personal computer design and hardware components, and an introduction to the fundamentals of personal computer networks. Topics include the operation, assembly, configuration, diagnosis, and unit-level troubleshooting of personal computers and their associated hardware components. Also includes an introduction to PC network configuration, hardware, and troubleshooting fundamentals.

ADDITIONAL REQUIREMENTS

ARTS 14000 Drawing I 3 Credit Hours

Fundamental drawing and studio experiences; exploration of basic drawing ideas and media. Work produced in class must be retained for later portfolio presentation in ART 30001.

BMRT 11000 Introduction To Business 3 Credit Hours

Overview of social, economic and consumer environments as related to large and small business. Emphasis is on production, marketing, finance, management and human resources.

BUS 10123 Exploring Business 3 Credit Hours

An introduction to the basic areas of business with an integrated perspective on how the various areas work together. Technological competencies and communicative skills will be developed. Team building opportunities will be announced.

COMM 15000 Introduction to Human Communication 3 Credit Hours

An inquiry into the nature and function of human communication in interpersonal, group and public contexts.

ENG 20002 Introduction to Technical Writing 3 Credit Hours

Introduction to communication practices within technical communities. Planning, drafting, revising and editing. Process descriptions, object descriptions, instructional texts, technical correspondence, problem reports, critical reflection.

ENG 20021 Introduction to Creative Writing 3 Credit Hours

Practice in various forms of creative writing with some emphasis on student interests and on sources of creativity.

MATH 11010 Algebra for Calculus 3 Credit Hours

Study of elementary functions and graphs, including polynomial, exponential and logarithmic functions, complex numbers; conic sections; arithmetic and geometric sequences.

MATH 11022 Trigonometry 3 Credit Hours

Solution of triangles, trigonometric equations and identities.

UC 10097 Destination Kent State: First Year Experience 1 Credit Hour

Course assists students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first year students. Not required of transfer students with 25 or more credit hours.

VCD 14001 Visual Design Literacy 3 Credit Hours

Examines the topics visual communication design theory, two-dimensional graphic design, environmental graphic design, typography, illustration, photographic illustration, and interactive media. Introduction to how and why professionals in the field of visual communication design create meaning and context through their work. Students explore the language of visual communication, how it is influenced by form, content and context.

14. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Major Requirements

MAGC 11003	Solid Modeling	3
MAGC 12000	Two-Dimension Graphics	3
MAGC 12001	Modeling and Texturing I	3
MAGC 21000	Fundamentals of Mixed Reality	3
MAGC 22000	Two-Dimension Communication	3
MAGC 22001	Modeling for Architecture	3
MAGC 22004	Modeling and Texturing II	3
MAGC 22005	Multimedia and Game Design	3
MAGC 22010	Digital Sculpting	3
MAGC 23020	Gaming and Culture	3
MAGC 34000	Character Animation	3
MAGC 34001	Animation Project	3
MAGC 34003	Animation Theory	3
MAGC 34005	Environmental Game Design	3
MAGC 43000	Interactive Game Design	3
MAGC 43025	Real-Time Rendering and Animation	3
MAGC 49999	Senior Capstone Project	3
Major Electives, choose from the following:		15
MAGC 33010	Competitive Gaming	
MAGC 33030	Games for Education	
MAGC 33095	Special Topics in Modeling, Animation and Game Creation	
MAGC 43001	Animation Production and Visual Effects	
MAGC 43092	Internship in Modeling, Animation and Game Creation	
MAGC 43096	Individual Investigation in Modeling, Animation and Game Creation	
TECH 33020	Computer Hardware II	

Additional Requirements

ARTS 14000	Drawing I	3
or VCD 14001	Visual Design Literacy	
BMRT 11000	Introduction to Business	3
or BUS 10123	Exploring Business	
COMM 15000	Introduction to Human Communication	3
ENG 20002	Introduction to Technical Writing	3
or ENG 20021	Introduction to Creative Writing	
MATH 11010	Algebra for Calculus	3
MATH 11022	Trigonometry	3
UC 10097	Destination Kent State: First Year Experience	1
Kent Core Composition		6
Kent Core Humanities and Fine Arts		9
Kent Core Social Sciences		6
Kent Core Basic Sciences		6-7
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)		8

Minimum Total Credit Hours: 120

15. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats, or other approaches to learning, explain how the institution will ensure that student work and the levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Lead program faculty assess and evaluate the program overall for both online and on-ground students following existing practices. Any major courses that will be offered online are developed using the Quality Matters rubric standard. The program’s capstone course—MAGC 49999—allow faculty to assess if the students are able to demonstrate the required competencies for the program. All measurable outcome for courses are reviewed and content is modified as needed to guarantee continued quality improvement.

Section E. Institutional Staffing, Faculty, and Student Support

16. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

Currently, there are three full-time and five part-time faculty to support enrollment in the concentration. Hires are planned for two additional full-time faculty in fall 2018 and four part-time faculty in spring 2018 and fall 2018.

17. What will the impact of the new initiative be on faculty workload?

The new initiative may have impact on faculty workload if the expected growth in the program is met. The Regional College already is preparing for this by hiring qualified part-time faculty to teach many of the high-enrollment courses, which will see the initial rise in numbers.

18. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member’s academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member’s course load in the new program, and the course work each teaches in other programs currently offered. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member.)

Faculty teaching the courses in the major are listed below. Faculty teaching additional coursework for the program (e.g., arts, business, communication, English, mathematics, general education) are attached to other programs/departments and teach the courses for other programs.

* Load: number of courses taught each year at all Kent State campuses.

** Faculty member is attached to another program/department.

Instructor	Title, Campus	Credential	Teach	Courses faculty teach in program	Load*
Lorraine Bears	Associate Lecturer Tuscarawas	MTech, Kent State University, 2004	18 years	MAGC 11003, MAGC 12000, MAGC 12001, MAGC 22001, MAGC 22010, MAGC 23020, MAGC 33030, MAGC 33095, MAGC 43092, MAGC 43096, MAGC 49999	30

Instructor	Title, Campus	Credential	Teach	Courses faculty teach in program	Load*
Timothy Fritz	Lecturer Tuscarawas	MTech, Kent State University, 2017	3 years	MAGC 12000, MAGC 12001, MAGC 21000, MAGC 22004, MAGC 22005, MAGC 33095, MAGC 34000, MAGC 34001, MAGC 34005, MAGC 43000, MAGC 43025, MAGC 49999	30
Evren Koptur	Assistant Professor Kent	PhD, Instructional Technology, Kent State University, 2016	15 years	TECH 33020	XX
Turan Koptur	Lecturer Tuscarawas	MTech, Kent State University, 2011	5 years	MAGC 12000, MAGC 12001, MAGC 21000, MAGC 22004, MAGC 22005, MAGC 33010, MAGC 33095, MAGC 34000, MAGC 34001, MAGC 34005, MAGC 43000, MAGC 43025, MAGC 49999	30
Anthony Bible	Adjunct (part time) Tuscarawas	MFA, Visual Studies, Columbus College of Art and Design, year	5 years	MAGC 11003	6
Li Hertzi	Adjunct (part time) Tuscarawas	MFA, Illustration, University of Hartford, 2016	3 years	MAGC 12000	12
Scott Lindsay	Adjunct (part time) Tuscarawas	MTech, Kent State University, 2001	15 years	MAGC 22000	18
Justin McCrea	Adjunct (part time) Tuscarawas	MA, Interactive Design/ Game Development, Savannah College of Art and Design, 2008	8 years	MAGC 12000, MAGC 12001, MAGC 22004, MAGC 34000, MAGC 34003	18
Joseph Miller	Adjunct (part time) Tuscarawas	MA, Interactive Design/ Game Development, Savannah College of Art and Design, 2016	3 years	MAGC 12000, MAGC 22010, MAGC 34003	12
Gary Mote	Adjunct (part time) Tuscarawas	MA, Telecommunications, Kent State University, 1988	16 years	MAGC 12001, MAGC 22004, MAGC 43001	18
James Mravec	Adjunct (part time) Tuscarawas	MFA, Illustration, University of Hartford, 2016	16 years	MAGC 12000, MAGC 34003	15
Chris Totten	Adjunct (part time) Tuscarawas	MArch, Catholic University of America, 2009	8 years	MAGC 12000, MAGC 12001, MAGC 22004, MAGC 34000, MAGC 34003	18
Lauren Woolem	Adjunct (part time) Tuscarawas	MTech, Kent State University, 2015	2 years	MAGC 22000	6

19. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

20. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

As the program is on-going (as a concentration), existing resources are sufficient. Each Kent State campus has a full-time librarian on staff. The Kent State University Libraries provide on-ground and online access to thousands of journals, books and databases to students across all eight campuses, as well as access to OhioLink, which provides students access to library materials and electronic research databases from 120 academic libraries in Ohio. In addition, Kent State also maintains a license with Safari Books, a digital library of more than 30,000 online technical texts.

Section F. Evaluation

21. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

Faculty are committed to keep the program and curriculum current with industry standards. Presently—and in the future when the program is elevated to a major—full-time program faculty meet regularly to access and evaluate the program-level learning outcomes and objectives in consultation with the program's industry advisory board. In addition, program faculty active in professional organizations and conferences.

Various outcomes such as writing and communication effectiveness, technical skills and ethical decision-making are used to assess the goals and objectives listed below. The data on these metrics are summarized in a program assessment report each year and submitted to Kent State's Office of Accreditation, Assessment and Learning.

Graduates of the program will be able to:

1. Demonstrate current skills in 2D and 3D modeling, animation and game design.
2. Apply design thinking to technological problems, including demonstrating familiarity with design thinking applicable to their professional work.
3. Demonstrate an understanding of the ethics (and legal issues) closely associated with fields of modeling, animation and game design.
4. Demonstrate effective communication skills—both verbally and in written form—with technical, business and design professionals, including effective communication as individuals and as part of a project team.
5. Participate in, and lead, multidisciplinary project teams, demonstrating theoretical and practical understanding of team dynamics.
6. Demonstrate appreciation for diverse cultures and individual differences, and reflect that appreciation in their work.
7. Engage in continuous learning, as well as research and assess new ideas and information to provide the capabilities for lifelong learning.

22. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

Kent State University offers many support services to students through a variety of offices on each campus, including advising, tutoring, career, counseling, accessibility and technical support. Students are assigned a professional academic advisor, who work with students on their progress to degree using the university's degree audit (Graduate Planning System). In addition, students meet with faculty advisors to discuss career goals. Faculty issue evaluation grades for first- and second-year courses between weeks four to seven in the semester to provide feedback to students and allow them time to make adjustments in their studies.

**ADDENDUM TO HIGHER LEARNING COMMISSION
SUBSTANTIVE CHANGE APPLICATION
TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM**

Proposed Major: Modeling Animation and Game Creation
Proposed Degree: Bachelor of Science
Administrating College: Regional College
Administrating Department: N/A

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

Lorraine Bears, associate lecturer, will be the program coordinator and lead faculty and will report to the assistant dean of the Kent Tuscarawas Campus. Responsibilities for program coordinator include, but are not be limited to, schedule of lectures and labs at the three campuses, approval and overseeing teaching by adjuncts, changes to the curriculum, schedule advisory board meetings and oversight and coordination of program recruitment.

Indicate whether any institutions of higher education offer the proposed program within a 30-mile radius of the campus(es) at which the proposed program will be offered. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this campus.

The list below represent the larger institutions in Ohio that offer degrees in game design. While these are outside of the 30-mile radius, they represent the largest game-design programs offered in Ohio. There are also institutions that offer degrees primarily in animation and/or graphic design. Kent State's program is unique as the mission is to equip students for jobs locally and statewide and beyond in areas of modeling 2D and 3D (CAD, solid models for industry and marketing), training in animation with virtual reality for games in education, sports and entertainment. The program originated out of the BS in Engineering Technology; faculty still believe in the technical skills needed for industry jobs in Ohio and beyond in the many areas that these areas encompass. Faculty combine those skills with design, animation and game creation to equip graduates to compete with the cutting-edge competitive jobs nationwide.

The Ohio State University (Columbus)

Student Population: 42,916

Backdrop: Urban 3,469-acre campus

Degrees Offered: BFA Art and Technology, BS Design (Visual Communication Design concentration); MFA Art and Technology; MFA Digital Animation and Interactive Media

- 2D and 3D art, 4D real and recorded time, photography, painting, drawing, digital imaging, 3D studio art and art history. They continue with coursework in multimedia authoring, holography, video art, new media, 3D animation, new media robotics, 3D computer sculpting and web comic production.
- Digital Animation and Interactive Media program concentrate on videogame prototyping and production, digital cinematography, 3D virtual environments, experimental and independent animation and interactive arts media.

Columbus College of Art and Design (Columbus)

Student Population: 1,359

Backdrop: Urban, 17-acre campus

Degrees Offered: BFA Advertising and Graphic Design, Animation, Illustration and Media Studies; MFA Visual Arts: New Projects

- Animation students focus on drawing, painting, photography, time-based media design, animation, computer animation, computer game development, character design, motion graphics, digital imaging, layout, media installation and experimental animation. All students create a portfolio.

Cleveland Institute of Art (Cleveland)

Student Population: 546

Backdrop: Urban, 5-acre campus

Degrees Offered: BFA Animation, Communication Design, Game Design, Illustration, Technology and Integrated Media Environment – Digital Arts, Video

- Game Design students complete coursework in integrated media, digital art and design, digital texture, game design, game media production, 3D modeling, animation, level design, sound design, storyboarding, screenwriting and 2D and 3D compositing. All students create a BFA thesis and exhibition.
- Illustration students take courses in visual organization and media, integrated media, studio projects, illustration for publication, layout, professional standards in illustration, graphic novels and sequential art, character design and development and narration, sequence and storytelling. All students create a final project, portfolio, BFA thesis and BFA exhibition.

Ohio University (Athens)

Student Population: 21,655

Backdrop: Small town, 1,773-acre

Degrees Offered: BFA Graphic Design, BSC Digital Media: Special Effects, Games and Animation; MFA Graphic Design

- Graphic Design students at Ohio University complete coursework in graphic design principles, typography, 3D studies, digital visualizing, descriptive drawing, system and color and form and content. All students must pass a sophomore year portfolio review in order to be admitted to the major. Students complete junior and senior studios and a practicum. All students create a BFA exhibition.
- Digital Media students at Ohio University focus on telecommunications, business of media, global media systems, media analysis and criticism, multimedia production, media management, computer animation, motion graphics, 3D modeling and animation, video production and editing, game development and digital game production.

Shawnee State University (Portsmouth)

Student Population: 4,618

Backdrop: Small town, 50-acre campus

Degrees Offered: BFA Gaming and Simulation Development Arts, Visualist Design and Interactive Media; BS Digital Simulation and Gaming Engineering Technology

- Gaming and Simulation Development Arts students focus on drawing, life drawing, small model sculpting, digital imaging, game programming, calculus, animation, inorganic studio and organic studio. All students participate in the Senior Show.

CATALOG COPY**DESCRIPTION:**

The Bachelor of Science degree in Modeling, Animation and Game Creation provides the key concepts, creative tools and principles of diverse skills in fundamental and advanced technical knowledge of modeling, animation and game design. Students create graphics, photo-realistic models, 3D characters, animations, level environments and design games.

Upon graduation, students have created a professional-quality portfolio to enter the field of content creators and are prepared for jobs in technical illustration, 2D and 3D modeling, game design, animation, artistic production and exhibition.

Fully Offered At:

- Kent Campus
- Stark Campus
- Tuscarawas Campus

ACCREDITATION:

Not Applicable

ADMISSION REQUIREMENTS:

Standard admission criteria for the undergraduate degree.

PROGRAM LEARNING OUTCOMES:

Graduates of this program will be able to:

1. Demonstrate current skills in 2D and 3D modeling, animation and game design.
2. Apply design thinking to technological problems, including demonstrating familiarity with design thinking applicable to their professional work.
3. Demonstrate an understanding of the ethics (and legal issues) closely associated with fields of modeling, animation and game design.
4. Demonstrate effective communication skills—both verbally and in written form—with technical, business and design professionals, including effective communication as individuals and as part of a project team.
5. Participate in, and lead, multidisciplinary project teams, demonstrating theoretical and practical understanding of team dynamics.
6. Demonstrate appreciation for diverse cultures and individual differences, and reflect that appreciation in their work.
7. Engage in continuous learning, as well as research and assess new ideas and information to provide the capabilities for lifelong learning.

PROGRAM REQUIREMENTS:**Major Requirements****Major Requirements (courses count in major GPA)**

MAGC 11003	Solid Modeling	3
MAGC 12000	Two-Dimension Graphics	3
MAGC 12001	Modeling and Texturing I	3
MAGC 21000	Fundamentals of Mixed Reality	3
MAGC 22000	Two-Dimension Communication	3
MAGC 22001	Modeling for Architecture	3
MAGC 22004	Modeling and Texturing II	3
MAGC 22005	Multimedia and Game Design	3
MAGC 22010	Digital Sculpting	3
MAGC 23020	Gaming and Culture	3
MAGC 34000	Character Animation	3
MAGC 34001	Animation Project	3
MAGC 34003	Animation Theory	3
MAGC 34005	Environmental Game Design	3
MAGC 43000	Interactive Game Design	3
MAGC 43025	Real-Time Rendering and Animation	3
MAGC 49999	Senior Capstone Project	3
Major Electives, choose from the following:		15
MAGC 33010	Competitive Gaming	
MAGC 33030	Games for Education	
MAGC 33095	Special Topics in Modeling, Animation and Game Creation	
MAGC 43001	Animation Production and Visual Effects	
MAGC 43092	Internship in Modeling, Animation and Game Creation (ELR)	
MAGC 43096	Individual Investigation in Modeling, Animation and Game Creation	
TECH 33020	Computer Hardware II	

Additional Requirements (courses do not count in major GPA)

ARTS 14000	Drawing I	3
or VCD 14001	Visual Design Literacy	
BMRT 11000	Introduction to Business	3
or BUS 10123	Exploring Business	
COMM 15000	Introduction to Human Communication (KADL)	3
ENG 20002	Introduction to Technical Writing	3
or ENG 20021	Introduction to Creative Writing	
MATH 11010	Algebra for Calculus (KMCR)	3
MATH 11022	Trigonometry (KMCR)	3
UC 10097	Destination Kent State: First Year Experience	1
Kent Core Composition		6
Kent Core Humanities and Fine Arts (minimum one course from each)		9
Kent Core Social Sciences (must be from two disciplines)		6
Kent Core Basic Sciences (must include one laboratory)		6-7
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)		8

Minimum Total Credit Hours: 120**Graduation Requirements:**

- Minimum Major GPA: 2.000
- Minimum Overall GPA: 2.000

ROADMAP**Semester One**

ARTS 14000 Drawing I	3
or VCD 14001 Visual Design Literacy	
COMM 15000 Introduction to Human Communication (KADL)	3
MAGC 12000 Two-Dimension Graphics	3
UC 10097 Destination Kent State: First Year Experience	1
Kent Core Requirement	3
Kent Core Requirement	3

Credit Hours 16**Semester Three**

MAGC 12001 Modeling and Texturing I	3
MAGC 21000 Fundamentals of Mixed Reality	3
MAGC 22001 Modeling for Architecture	3
Kent Core Requirement	3
Major Elective	3

Credit Hours 15**Semester Five**

ENG 20002 Introduction to Technical Writing	3
or ENG 20021 Introduction to Creative Writing	
MAGC 34000 Character Animation	3
MAGC 34003 Animation Theory	3
Kent Core Requirement	3
General Elective	3

Credit Hours 15**Semester Seven**

MAGC 43000 Interactive Game Design	3
MAGC 43025 Real-Time Rendering and Animation	3
Major Elective	3
Kent Core Requirement	6

Credit Hours 15**Semester Two**

BMRT 11000 Introduction to Business	3
or BUS 10123 Exploring Business	
MAGC 11003 Solid Modeling	3
MAGC 22000 Two-Dimension Communication	3
MATH 11010 Algebra for Calculus (KMCR)	3
Kent Core Requirement	3

Credit Hours 15**Semester Four**

MAGC 22004 Modeling and Texturing II	3
MAGC 22005 Multimedia and Game Design	3
MAGC 22010 Digital Sculpting	3
MAGC 23020 Gaming and Culture	3
Kent Core Requirement	3

Credit Hours 15**Semester Six**

MAGC 34001 Animation Project	3
MAGC 34005 Environmental Game Design	3
MATH 11022 Trigonometry (KMCR)	3
Major Elective	3
General Elective	3

Credit Hours 15**Semester Eight**

MAGC 49999 Senior Capstone Project	3
Major Electives	6
Kent Core Requirement	3
General Elective	2

Credit Hours 14**Minimum Total Credit Hours 120**

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	200	210	220	230
Headcount part-time				
Full-time equivalent (FTE) enrollment	200	210	220	230
II. Projected Program Income				
Tuition - 120 Lower 80 upper	\$ 1,210,720	\$ 1,267,360	\$ 1,333,740	\$ 1,390,380
Expected state subsidy - Stem 1, 3, 4 AH2, BES2 & 3	\$ 7,644,920	\$ 7,935,670	\$ 8,468,780	\$ 8,697,170
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other Income - program fees	\$ 25,000	\$ 26,250	\$ 27,500	\$ 28,750
Total Projected Program Income	\$ 8,880,640	\$ 9,229,280	\$ 9,830,020	\$ 10,116,300
III. Program Expenses				
New personnel:				
- Instruction				
Full-time: 1 TT	\$ 42,500	\$ -	\$ -	\$ -
Part-time: 2 - 2 - 1	\$ 6,000	\$ 6,000	\$ 3,000	\$ -
-Non-instruction				
Full-time:	\$ -	\$ -		
Part-time:	\$ -	\$ -	\$ -	\$ -
Current persc .				
- Instruction				
Full-time: 3 NTT	\$ 150,870	\$ 197,237	\$ 201,182	\$ 205,295
Part-time: 5	\$ 26,171	\$ 32,814	\$ 39,590	\$ 43,442
-Non-instruction				
Full-time: 1 Siddle	\$ -	\$ 35,000	\$ 35,700	\$ 36,414
Part-time: 1 Siddle	\$ 19,500	\$ -	\$ -	\$ -
Benefits for all personnel	\$ 60,653	\$ 92,243	\$ 95,456	\$ 97,399
New facilities/building/space renovation (describe in narra	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ -	\$ -	\$ -	\$ -
Aditonal technology or equipment needs	\$ 53,773	\$ -	\$ 45,000	\$ -
Other expenses (see below)	\$ -	\$ -	\$ -	\$ -
Total Projected Program Expenses	\$ 359,467	\$ 363,294	\$ 419,928	\$ 382,550
Projected Program Net	\$ 8,521,173	\$ 8,865,986	\$ 9,410,092	\$ 9,733,750
Other Expenses				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 50%	\$ -	\$ -	\$ -	\$ -
RCM tuition allocation to other colleges	\$ -	\$ -	\$ -	\$ -
Professional development	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Supplies (office, computer software, duplication, printing)	\$ 21,500	\$ 22,000	\$ 22,500	\$ 23,000
Telephone, network, and lines	\$ -	\$ -	\$ -	\$ -
Other info and communication pool	\$ -	\$ -	\$ -	\$ -
Total Other Expenses	\$ 25,500	\$ 26,000	\$ 26,500	\$ 27,000

BUDGET NARRATIVE:

[This section is for describing facilities, scholarship/stipend support, library resources, additional technology, etc., if applicable.]

Software - Adobe \$4,700; Allegorithmic \$14,000; Zbrush \$2,800

Computer refresh in year 3 of \$45,000.

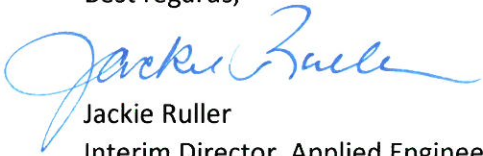
December 11, 2017

Lorraine Bears
Associate Lecturer
Kent State University

Dear Lori:

The faculty of the College of Aeronautics and Engineering support your Bachelor of Science in Modeling, Animation and Game Creation.

Best regards,



Jackie Ruller
Interim Director, Applied Engineering

**STARK**

July 19, 2017

Kent State University
Curriculum Services
208 Schwartz Center
Kent Ohio 44242

Dear Review Committee:

I am writing to offer my steadfast support for a stand-alone degree in the Computer Design Animation and Gaming program. The current program has been designed as a Bachelor's of Science degree in Engineering Technology at the Tuscarawas Campus. The program is synchronously delivered to the Stark Campus. The program has thus far served the needs of the students and community, and with the ever-growing demand in this field, the faculty and the program coordinators have proposed a change in the name of the degree to *Bachelor of Science in Modeling, Animation and Game Creation*. The new name is able to better reflect the learning objectives of the program and is in line with other curriculum changes.

The proposed name change will allow us to effectively market the program at both campuses (Tuscarawas and Stark). The environmental scan we performed to gauge community demand shows that there is a high demand for modeling and animation design in industry and a considerable lack of skilled workers.

In fall 2017, Kent State University at Stark will have a new dedicated classroom for the CDAG program. It will be equipped with computers and state of the art projection along with all necessary software. Additional to this room we have a smaller dedicated room for virtual reality (VR) activities. We will continue to support the new degree and build the capacity to attract more students to the program.

In summary, I am very excited about this new vibrant marketing opportunity for our campuses. If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Denise A. Seachrist".

Denise A. Seachrist, Ph.D.
Dean & Chief Administrative Officer

July 27, 2017

Kent State University
Curriculum Services
208 Schwartz Center
Kent, OH 44242

To Whom It May Concern,

The purpose of this letter is offer support for a stand-alone degree in the Computer Design, Animation and Game Design program. The current program was originally designed as a Bachelor of Science degree in Engineering Technology. Unfortunately, the requirements of the degree as an Engineering Technology degree now conflicts with the growth of the program as a modeling and animation degree. Animators and modelers do not need to be held to the same requirements as engineering technologists. Although there will always be some overlap between the design aspects of the two degrees, in particular with regard to software used, the applications have grown apart.

To better reflect the direction and the learning objectives of the program, the faculty have proposed a change in name to the degree to Bachelor of Science in Modeling, Animation and Game Creation. This new name sheds the archaic "computer" designation, which is a "given" in today's technological society. In its place, the concepts of modeling, animation and game creation are placed in the forefront as better descriptors of the degree.

As the Director of Engineering Technology at Kent State University at Tuscarawas, I support this move.

Sincerely,

A handwritten signature in black ink, appearing to read 'P. Dykshoorn', with a long horizontal flourish extending to the right.

Paul Dykshoorn
Director, Engineering Technology

June 29, 2017

Kent State University
Curriculum Services
208 Schwartz Center
Kent Ohio 44242

Dear Review Committee:

It is my pleasure to fully support a stand-alone degree for our current Computer Design Animation and Gaming program. Our program has been under the umbrella of our Bachelor's of Science in Engineering Technology for many years. While the needs of our students were served well during this period, the faculty now are ready to take the program to the next level, clearly differentiating it from the current Bachelor's program, creating a more transparent degree name (Bachelor of Science in Modeling, Animation and Game Creation) which is a better reflection of the curriculum and program objectives. There are many advantages to the proposal, including:

- Higher visibility and marketability for the campuses (Tuscarawas and Stark). This program will help enrollment at both campuses
- Meeting a community demand. Many of our industries have indicated need for computer modeling and animation in particular. I often hear about a deficit in the skills of the workforce. This program will help to bridge that gap
- Relatively low start-up costs. Most of the faculty and equipment is either in place, or planned to be in place very soon. As the program grows, additional resources will be added commensurate with need
- Faculty expertise. Our faculty are highly qualified and credentialed to teach in this program

The Tuscarawas campus has a history of dedicating the resources necessary to ensure program success. We have done this with our Veterinary Technology Program, our new Agribusiness program and have purchased updated and newer equipment/software for CDAG at our campus and Stark. We will continue to support the new degree program and not negatively impact any other degree here at the Tuscarawas campus.

In summary, I am very excited about this new, marketable and dynamic opportunity for our campus and the regional college. If you have any questions, please do not hesitate to contact me.

Regards,



Bradley, A. Bielski, Ph.D.
Dean & Chief Administrative Officer

From: Javed I. Khan [<mailto:javedkent@gmail.com>]
Sent: Wednesday, January 17, 2018 1:57 PM
To: BEARS, LORRAINE <lbears@kent.edu>
Subject: Re: Computer Design Animation and Game Design

Dear Lori,

Thanks for sending the revised programs and giving us the opportunity to review it. Computer Science department is excited to see the proposal for a new 'Animation and Game Creation' BA degree. Our Curriculum committee have now have a chance to review it. and It seems there is a great opportunity of collaboration we should tap into. The two points are:

a) There is some concern about the clarity of the name. However, it seems major coverage in curriculum is- computer games and animation. This possible requires us to think more that how we can leverage you as you are moving from concentration to full degree. CS department is offering a BS concentration in the specialty- Computer Game Programming for long time along side with yours. Courses are also now available online which might facilitate all campuses to use them.

b) On the other hand, there are few your courses perhaps our Game Programming students might take.

I will appreciate if perhaps two curriculum committees can meet. This topic is a good opportunity to build a quality collaborative program, and we will be glad to support.

Best regards,

-Javed.

Dr. Javed I. Khan, Professor and Chair
Department of Computer Science
Kent State University, 241 MSB, Kent, OHIO-44242, USA
Tel: (330)-672-9055, Fax: (330)-672-0737
Email: javed@cs.kent.edu
Home page: <http://www.cs.kent.edu/~javed>

"Imagination will often carry us to worlds that never were.
But without it we go nowhere."

- Carl Sagan

BEARS, LORRAINE wrote:

Hello Javed,

I hope you had a nice holiday! I'm attaching a newly updated summary of our BS in MAGC and minors that will be going to EPC later this month. This summary should describe more in detail what we will be proposing. I'm hoping that you had a chance to speak with your faculty and that you will be willing to send me a letter stating that both you and your faculty will support our proposal that I can include for the EPC meeting.

We are working with CCI, DMP and VCD on some collaborative projects. We also now have a collaborative VR/audio finishing room with CCI in Franklin hall. I'm hoping that we can work with you as well. We are hiring new faculty with extensive experience in game design and I'm hoping we can make some plans to do some collaborative projects with CS or maybe more. We can easily be available to meet at your convenience.

Thank you and I look forward to speaking with you soon!

Lori

*Lorraine Bears
Kent State University
Computer Design, Animation and Game Design
330-308-7438*



January 18, 2018

To: Educational Policies Committee

From: ^{AR}Amy Reynolds, Dean, CCI

Jeff Fruit, Interim Director, School of Digital Sciences & School of Journalism & Mass Communication

^{DR}David Robins, Interim Director, School of Visual Communication Design

Re: CCI Support for MAGC B.S. and minor in Game Design

We are writing in support of the proposed degree changes in what is currently the Computer Design, Animation and Game Design (CDAG) program – changing to Modeling Animation and Game Creation (MAGC). Within CCI are three schools that teach courses broadly related to MAGC – the Schools of Digital Sciences (DS), Journalism & Mass Communication (JMC) and Visual Communication Design (VCD). We support the proposed degree changes, the program name change and the addition of the Game Design minor. CCI's leadership team and faculty who teach in related areas have not only been consulted but are working in partnership with our colleagues in CDAG to better serve all of our students through interdisciplinary collaboration.

Beginning in early spring semester 2017, several of our faculty colleagues began discussions with CDAG faculty, encouraged by Deans Reynolds (CCI) and Bielski (Tuscarawas). Since that time, an interdisciplinary group of faculty and a few staff in CDAG, CCI, DS, VCD and JMC have done the following:

- Established an informal interdisciplinary committee of faculty from the Kent, Tuscarawas and Stark campuses in the areas of CDAG, VCD, JMC, CCI, architecture, the Fashion School and Music Technology. This informal committee of faculty met a few times during the fall semester (2017) to craft lists of courses that we all teach in which there is some overlap and to discuss ways we can draw from our shared expertise to best serve our students. The goal of this group is to find ways to work together as our fields continue to rapidly change; to better promote each other's courses and offerings that complement our own and try to coordinate some class scheduling across units as appropriate; and, to find opportunities for faculty collaboration (research, curriculum development, etc.). We have not yet met this spring (2018) semester, but we expect to continue this work through the calendar year. This effort is in its early stages.
- Faculty in CCI, JMC and Comm Studies have worked with faculty in CDAG/MAGC to create shared classroom and lab spaces for virtual reality teaching that are available to both CDAG and CCI students. Faculty in Comm Studies were consulted prior to converting a primarily Comm Studies classroom into a shared computer and teaching lab in the Mac Annex. Additionally, JMC and DS faculty were directly involved in the conversion of a lab space in Franklin Hall to support a dedicated virtual reality and audio lab space for students primarily in the Digital Media Production (DMP) and CDAG/MAGC programs. (DMP is a major/sequence in JMC.) In both cases, CCI and CDAG/MAGC are sharing technology and other related costs.
- CDAG Associate Lecturer Lori Bears was invited to sit on a current faculty search committee for a new faculty hire in the area of Digital Media Production. The faculty in DS, DMP and CDAG expect to continue to work together on future faculty hires in areas in which we have some overlap (particularly with respect to virtual reality, augmented reality and animation).

CCI faculty who teach in and have expertise related to the CDAG/MAGC program are supportive of the proposed curricular changes and we are excited to continue our collaborative relationship with our CDAG/MAGC colleagues in the coming years.

College of Communication and Information
Office of the Dean
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2950 • Fax: 330-672-2952 • <http://www.kent.edu/cci>

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **21-Nov-17** Curriculum Bulletin _____
 Effective Date **Fall 2019** Approved by EPC _____

Department **School of Theatre and Dance**
 College **CA - The Arts**
 Degree **BA - Bachelor of Arts**
 Program Name **Theatre Studies** Program Banner Code **THEA**
 Concentration(s) **Theatre and Society** Concentration(s) Banner Code(s) **THSO**
 Proposal **Offer program at another campus or off site**

Description of proposal:

We propose to offer the BA in Theatre Studies (Theatre and Society Concentration) at the Trumbull Campus. This would allow the campus to capitalize further on an already established resource, as the theatre program has existed at the Trumbull Campus since 1975. This proposal would increase the geographical reach of the School of Theatre and Dance while diversifying the offerings further at the Trumbull Campus. No changes have been made to the degree or concentration with this proposal.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **120** Proposed total credit hours **120**

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

Duplication issues are minimal, as nearby institutions differ in their programmatic emphasis. No additional hiring will be needed, as this builds off an established program. It is estimated that the addition of this major will increase overall program and campus enrollment.

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

The School of Theatre and Dance faculty at the Kent Campus was consulted, with their Curriculum Committee approving the proposal unanimously. The Academic Affairs Committee and Faculty Council of the Trumbull Campus were consulted as well, and both approved the proposal unanimously.

REQUIRED ENDORSEMENTS

<u><i>Eric von Boron</i></u>	<u>11/27/17</u>
Department Chair / School Director	
<u><i>Doreen Brown</i></u>	<u>11/22/17</u>
Campus Dean (for Regional Campuses proposals)	
<u><i>Cynthia Stelling</i></u>	<u>12/6/17</u>
College Dean (or designee)	
_____	_/_/
Dean of Graduate Studies (for graduate proposals)	
_____	_/_/
Senior Vice President for Academic Affairs and Provost (or designee)	

Proposal Summary

Offer BA Theatre Studies, Theatre and Society Concentration At Kent State Trumbull

Description of Action, Including Intended Effect

We propose to offer the BA in Theatre Studies (Theatre and Society Concentration) at the Trumbull Campus. This would allow the campus to capitalize further on an already established resource, as the theatre program has existed at the Trumbull Campus since 1975. This proposal would increase the geographical reach of the School of Theatre and Dance while diversifying the offerings further at the Trumbull Campus. No changes have been made to the degree or concentration with this proposal.

Addition of a Trumbull Campus Theatre BA concentration will capitalize on a program already existing on the campus and leverage a unique resource in KSU Trumbull's mission to be a cultural hub for its community. This program would be ongoing.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Duplication issues are minimal, as nearby institutions differ in their programmatic emphasis. No additional hiring will be needed, as this builds off an established program. It is estimated that the addition of this major will increase overall program and campus enrollment.

The degree program will be reviewed every ten years by the National Association of Schools of Theatre.

Fiscal, Enrollment, Facilities and Staffing Considerations

- A costume shop will need to be established, as well as a performance studio. Locations within current campus facilities have been identified as possible candidates for these needed improvements. The faculty is working with campus administration and other academic departments to establish a plan, with the facilities being in place as early as Fall 2019.
- The program can be offered in its current form without additional full-time hiring. To address later growth, when the current occupant of the position retires, we intend to replace the current administrative staff Theatre Specialist position which functions as our Technical Director with a Non-Tenure Track Faculty position in Technical Theatre. Should program growth warrant, a tenure track hire in a needed discipline (such as Acting or Theatre History) will be pursued. Additional staffing and faculty needs will be assessed as part of the program's regular capacity and development assessments.

Evidence of Need and Sustainability if Establishing

As an economic sector, media and entertainment have been steadily growing with the addition of new technologies and access channels. Indeed, US entertainment products alone make up 1/3 of the global market share. The National Bureau of Labor Statistics projects 5.6% growth in the industry over the next ten years, with Ohio slightly above the national rate. Growth in the related industry of media and communication is projected at 3.7%. The close concentration of major arts centers (Cleveland and Pittsburgh) to Northeast Ohio means there will be regular and growing local demand for skilled artists. Recent events (such as the hosting of the Theatre Communication Group Annual Conference in Cleveland) have focused national attention on local markets, further opening opportunities for growth.

Current plans to expand Trumbull County's Tourism and Cultural industries mean even greater local growth is possible.

Theatre course enrollment has been growing steadily since 1975. The theatre program has deep ties to the surrounding community with a robust and active production program during the school year and a vital summer program. Duplication issues are minimal, as nearby institutions differ in their programmatic emphasis. No additional hiring will be needed, as this builds off an established program. It is estimated that the addition of this major will increase overall program and campus enrollment. Offering this concentration on the Trumbull campus will allow students who want a broad, liberal arts background in theatre to complete their degree on the Trumbull Campus where they have matriculated in with a supportive cohort.

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

School of Theatre and Dance Curriculum Committee Approval: November, 2017

Trumbull Campus Curriculum Committee Approval: November, 2017

College of the Arts CCC Approval: December, 2017

EPC: January, 2018

Faculty Senate: February, 2018

Ohio Department of Education Approval: 2018

Effective Date: Fall, 2019

THEATRE STUDIES - B.A.

College of the Arts

School of Theatre and Dance - Theatre Division
B141 Center for the Performing Arts
Kent Campus
330-672-2082
theatre@kent.edu
www.kent.edu/theatredance

Description

The Bachelor of Arts degree in Theatre Studies gives students an opportunity for study in all aspects of theatre and its relationship to other liberal arts studies. This program serves students who seek a wider range of possibilities to fulfill individual creative goals, whether as theatre artists, scholars, educators, and/or contributors in related fields. Students receive thorough grounding in theatre history and theory and learn imaginative and critical thinking, the process of making theatre, and leadership skills. Each student may choose a concentration of elective choices in one of four areas:

- Performance
- Production
- Theatre Management
- Theatre and Society

The program prepares students to apply their knowledge and learned skills to career choices in the 21st century and in the process enrich their own lives in their chosen communities.

Fully Offered At:

- Kent Campus
- Trumbull Campus: Theatre and Society Concentration

Accreditation

National Association of Schools of Theatre

Admission Requirements

The university affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who graduated from high school three or more years ago.

Freshman Students on the Kent Campus: The freshman admission policy on the Kent Campus is selective. Admission decisions are based upon the following: cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. The Admissions Office at the Kent Campus may defer the admission of students who do not meet admissions criteria but who demonstrate areas of promise for successful college study. Deferred applicants may begin their college coursework at one of seven Regional Campuses of Kent State University. For more information on admissions, including additional requirements for some academic programs, visit the admissions website for new freshmen.

Freshman Students on the Regional Campuses: Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, as well as the Regional Academic Center in Twinsburg, have

open enrollment admission for students who hold a high school diploma, GED or equivalent.

Transfer, Transitioning and Former Students: For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 525 TOEFL score (71 on the Internet-based version), minimum 75 MELAB score, minimum 6.0 IELTS score or minimum 48 PTE Academic score, or by completing the ELS level 112 Intensive Program. For more information on international admission, visit the Office of Global Education's admission website.

Program Learning Outcomes

Graduates of the B.A. program will be able to:

1. Demonstrate an understanding of procedures and approaches for realizing a variety of theatrical styles and techniques.
2. Demonstrate an understanding of playwriting and production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.
3. Develop intermediate to advanced competence in one or more theatre specializations in creation, performance or scholarship.
4. Become acquainted with a diverse selection of theatre repertory including the principal eras, genres, and cultural sources.
5. Demonstrate (through both verbal and written articulation of ideas and vocabulary as well as in actual practice) an understanding of the basic process involved in mounting a theatre production.
6. Demonstrate ability to form and defend value judgments about theatre.
7. Demonstrate knowledge of common theatrical elements and the interaction of those elements through both written and practicum work.
8. Demonstrate the ability to think conceptually and critically about text, performance, and production.

University Requirements

All students in a bachelor's degree program at Kent State University must complete the following university requirements for graduation.

NOTE: University requirements may be fulfilled in this program by specific course requirements. Please see Program Requirements for details.

Requirement	Credits/ Courses
Destination Kent State: First Year Experience	1
Course is not required for students with 25 transfer credits, excluding College Credit Plus, or age 21+ at time of admission.	
Diversity Domestic/Global (DIVD/DIVG)	2 courses
Students must successfully complete one domestic and one global course, of which one must be from the Kent Core.	
Experiential Learning Requirement (ELR)	varies
Students must successfully complete one course or approved experience.	
Kent Core (see table below)	36-37
Writing-Intensive Course (WIC)	1 course

Students must earn a minimum C grade in the course.

Upper-Division Requirement	39 (or 42)
Students must successfully complete 39 upper-division (numbered 30000 to 49999) credit hours to graduate. Students in a B.A. and/or B.S. degree in the College of Arts and Sciences must complete 42 upper-division credit hours.	
Total Credit Hour Requirement	120
Some bachelor's degrees require students to complete more than 120 credit hours.	

Kent Core Requirements

Requirement	Credits/Courses
Kent Core Composition (KCOMP)	6
Kent Core Mathematics and Critical Reasoning (KMCR)	3
Kent Core Humanities and Fine Arts (KHUM/KFA) (min one course each)	9
Kent Core Social Sciences (KSS) (must be from two disciplines)	6
Kent Core Basic Sciences (KBS/KLAB) (must include one laboratory)	6-7
Kent Core Additional (KADL)	6
Total Credit Hours:	36-37

Program Requirements

Major Requirements

Major Requirements (courses count in major GPA)		
THEA 11100	MAKING THEATRE: CULTURE AND PRACTICE	2
THEA 11303	THE ART OF ACTING	3
THEA 11722	FUNDAMENTALS OF PRODUCTION I: SCENERY, STAGECRAFT AND SOUND	2
THEA 11723	FUNDAMENTALS OF PRODUCTION LABORATORY I: SCENERY	1
THEA 11724	FUNDAMENTALS OF PRODUCTION LABORATORY II: PROPS AND SCENIC ART	1
THEA 11732	FUNDAMENTALS OF PRODUCTION II: COSTUMES, LIGHTING AND PROJECTIONS	2
THEA 11733	FUNDAMENTALS OF PRODUCTION LABORATORY III: COSTUMES	1
THEA 11734	FUNDAMENTALS OF PRODUCTION LABORATORY IV: LIGHTING, SOUND AND PROJECTIONS	1
THEA 21111	SCRIPT ANALYSIS	3
THEA 31110	HISTORY OF THEATRE AND DRAMA I	3
THEA 31111	HISTORY OF THEATRE AND DRAMA II	3
THEA 41900	CAPSTONE PROJECT (ELR)	3
Choose an additional course from one of the concentrations other than your own		3
Practicum Electives, choose from the following:		6
THEA 22092	PRACTICUM: DESIGN AND TECHNOLOGY (ELR) ¹	
or THEA 42092 PRACTICUM II: DESIGN AND TECHNOLOGY (ELR)		
Theatre Electives, choose from the following: (at least one course must be writing intensive)		9
DAN 47163	DANCE HISTORY II (WIC) ²	
THEA 41010	THEATRE AND SOCIAL CHANGE	
THEA 41026	PLAYWRITING (WIC) ²	
THEA 41113	THEATRE IN A MULTICULTURAL AMERICA (DIVD)	
THEA 41115	LGBTQ THEATRE (DIVD)	

THEA 41130	THEATRE AND DRAMA IN AMERICA	
THEA 41140	AMERICAN MUSICAL THEATRE HISTORY (WIC) ²	
THEA 41191	VARIABLE CONTENT SEMINAR: THEATRE HISTORY/LITERATURE/THEORY	
THEA 41620	HISTORY OF PERIOD STYLES FOR THEATRE DESIGNERS (WIC) ²	
Additional Requirements (courses do not count in major GPA)		
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Composition		6
Kent Core Mathematics and Critical Reasoning		3
Kent Core Humanities and Fine Arts (minimum one course from each)		9
Kent Core Social Sciences (must be from two disciplines)		6
Kent Core Basic Sciences (must include one laboratory)		6-7
Kent Core Additional		6
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)		19
Concentrations		
Choose from the following:		21
Performance		
Production		
Theatre Management		
Theatre and Society		
Minimum Total Credit Hours:		120

- ¹ Course is repeatable
- ² A minimum C grade must be earned in either DAN 47163, THEA 41026 or THEA 41140 or THEA 41620 to fulfill writing-intensive requirement.
- ³ No minor is required. Students may take further courses in theatre or outside of the school as desired. If students are seeking licensure for teaching in public schools, 3 credit hours of electives may be used for courses in an appropriate academic minor in addition to the minor required in the College of Education, Health and Human Services. Minimum 15 credit hours must be upper division, which may be decreased if upper-division courses are taken as part of THEA electives.

Graduation Requirements

Minimum Major GPA	Minimum Overall GPA
2.500	2.000
<ul style="list-style-type: none"> • Students on academic probation may not participate in School of Theatre and Dance productions. • Students may be dropped from the program for failure to maintain a 2.50 GPA. 	

Performance Concentration Requirements

[CA-BA-THEA-PERF]

Concentration Requirements (courses count in major GPA)		
Choose from the following:		
THEA 21016	MAKEUP FOR STAGE AND SCREEN	
THEA 21303	ACTING PROCESS	
THEA 21700	MOVEMENT I	
THEA 21800	VOICE I	
THEA 22192	PRACTICUM I: PERFORMANCE (ELR) ¹	

THEA 31303	CHARACTER AND SCENE STUDY I
THEA 31304	CHARACTER AND SCENE STUDY II
THEA 31401	DIRECTING
THEA 31701	MOVEMENT II
THEA 31801	VOICE II
THEA 41095	SPECIAL TOPICS IN THEATRE ²
THEA 41301	ACTING FOR THE CAMERA I
THEA 41302	ACTING FOR THE CAMERA II
THEA 41305	PROFESSIONAL ASPECTS: PERFORMANCE
THEA 41308	MUSICAL THEATRE AUDITION
THEA 41529	ADVANCED WIG AND MAKEUP TECHNIQUES-STAGE AND SCREEN
THEA 41702	MOVEMENT AND DANCE FOR ACTORS
THEA 41802	ENSEMBLE SINGING FOR MUSICAL THEATRE
THEA 42192	PRACTICUM II: PERFORMANCE (ELR)
<hr/>	
Minimum Total Credit Hours:	21

¹ This course is repeatable

² Course should be taken in Variable Performance Seminars

Production Concentration Requirements

[CA-BA-THEA-PROD]

Concentration Requirements (courses count in major GPA)

Choose from the following:		21
THEA 21016	MAKEUP FOR STAGE AND SCREEN	
THEA 21201	INTRODUCTION TO AMERICAN MUSICAL THEATRE	
THEA 21524	COSTUME DESIGN	
THEA 21621	SCENE PAINTING	
THEA 21622	SCENE DESIGN	
THEA 21736	STAGE MANAGEMENT	
THEA 22092	PRACTICUM: DESIGN AND TECHNOLOGY (ELR) ¹	
THEA 22192	PRACTICUM I:PERFORMANCE (ELR) ¹	
THEA 22292	PRACTICUM I:THEATRE MANAGEMENT (ELR) ¹	
THEA 41026	PLAYWRITING (WIC)	
THEA 41027	ADVANCED PLAYWRITING	
THEA 41095	SPECIAL TOPICS IN THEATRE ²	
THEA 41130	THEATRE AND DRAMA IN AMERICA	
THEA 41140	AMERICAN MUSICAL THEATRE HISTORY (WIC)	
THEA 41191	VARIABLE CONTENT SEMINAR: THEATRE HISTORY/LITERATURE/THEORY	
THEA 41736	PRODUCTION AND STAGE MANAGEMENT	
THEA 42092	PRACTICUM II: DESIGN AND TECHNOLOGY (ELR) ¹	
THEA 42192	PRACTICUM II: PERFORMANCE (ELR) ¹	
THEA 42292	PRACTICUM II:THEATRE MANAGEMENT (ELR) ¹	
<hr/>		
Minimum Total Credit Hours:	21	

¹ This course is repeatable

² Course should be taken in Variable Production Seminars

Theatre Management Concentration Requirements

[CA-BA-THEA-THMG]

Concentration Requirements (courses count in major GPA)

Choose from the following: 21

DAN 47156	DANCE PRODUCTION
THEA 20202	MUSIC THEORY FOR MUSICAL THEATRE I
THEA 20203	MUSIC THEORY FOR MUSICAL THEATRE II
THEA 21521	THEATRICAL DRAFTING
THEA 21523	COSTUME TECHNOLOGY
THEA 21736	STAGE MANAGEMENT
THEA 22092	PRACTICUM: DESIGN AND TECHNOLOGY (ELR) ¹
THEA 22292	PRACTICUM I:THEATRE MANAGEMENT (ELR) ¹
THEA 31401	DIRECTING
THEA 41095	SPECIAL TOPICS IN THEATRE ²
THEA 41096	INDEPENDENT STUDY IN THEATRE
THEA 41191	VARIABLE CONTENT SEMINAR: THEATRE HISTORY/LITERATURE/THEORY ¹
THEA 41523	SOUND DESIGN AND TECHNOLOGY I
THEA 41527	SOUND DESIGN AND TECHNOLOGY II
THEA 41528	THEATRE SOUND REINFORCEMENT
THEA 41726	THEATRE MANAGEMENT
THEA 41736	PRODUCTION AND STAGE MANAGEMENT
THEA 42092	PRACTICUM II: DESIGN AND TECHNOLOGY (ELR) ¹
THEA 42292	PRACTICUM II:THEATRE MANAGEMENT (ELR) ¹
<hr/>	
Minimum Total Credit Hours:	21

¹ This course is repeatable

² Course should be taken in Variable Management Seminars

Theatre and Society Concentration Requirements

[CA-BA-THEA-THSO]

Concentration Requirements (courses count in major GPA)

Choose from the following:		21
DAN 47063	DANCE HISTORY I	
DAN 47163	DANCE HISTORY II (WIC)	
THEA 22192	PRACTICUM I:PERFORMANCE (ELR) ¹	
THEA 31401	DIRECTING	
THEA 40091	VARIABLE TOPICS SEMINAR: DEVISING THEATRE	
THEA 41010	THEATRE AND SOCIAL CHANGE	
THEA 41026	PLAYWRITING (WIC)	
THEA 41027	ADVANCED PLAYWRITING	
THEA 41095	SPECIAL TOPICS IN THEATRE ¹	
THEA 41113	THEATRE IN A MULTICULTURAL AMERICA (DIVD)	
THEA 41115	LGBTQ THEATRE (DIVD)	
THEA 41140	AMERICAN MUSICAL THEATRE HISTORY (WIC)	
THEA 41620	HISTORY OF PERIOD STYLES FOR THEATRE DESIGNERS (WIC)	
THEA 42192	PRACTICUM II: PERFORMANCE (ELR) ¹	
<hr/>		
Minimum Total Credit Hours:	21	

¹ This course is repeatable

Roadmap

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

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Course	Title	Credits	Semester Eight	
Semester One			Theatre Electives	3
THEA 11100	MAKING THEATRE: CULTURE AND PRACTICE	2	Concentration Elective	6
THEA 11303	THE ART OF ACTING	3	THEA 41900 CAPSTONE PROJECT (ELR) (or Kent Core Requirement)	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1	General Electives (minimum 15 upper-division credit hours)	2
Fundamentals of Production Courses			Credit Hours	14
Kent Core Requirement			Minimum Total Credit Hours:	120
Kent Core Requirement				
Credit Hours				16
Semester Two				
THEA 22092	PRACTICUM: DESIGN AND TECHNOLOGY (ELR)	3		
or	or PRACTICUM II: DESIGN AND TECHNOLOGY			
THEA 42092	(ELR)			
Fundamentals of Production Courses				4
Kent Core Requirement				3
Kent Core Requirement				3
General Electives (minimum 15 upper-division credits)				2
Credit Hours				15
Semester Three				
THEA 21111	SCRIPT ANALYSIS	3		
THEA 22092	PRACTICUM: DESIGN AND TECHNOLOGY (ELR)	3		
or	or PRACTICUM II: DESIGN AND TECHNOLOGY			
THEA 42092	(ELR)			
Concentration Elective				3
Kent Core Requirement				3
General Electives (minimum 15 upper-division credit hours)				3
Credit Hours				15
Semester Four				
Concentration Elective				3
Kent Core Requirement				3
Kent Core Requirement				3
Kent Core Requirement				3
General Electives (minimum 15 upper-division credit hours)				3
Credit Hours				15
Semester Five				
! THEA 31110	HISTORY OF THEATRE AND DRAMA I	3		
Concentration Elective				3
Choose an additional course from one of the concentrations other than your own				3
Kent Core Requirement				3
General Electives (minimum 15 upper-division credit hours)				3
Credit Hours				15
Semester Six				
! THEA 31111	HISTORY OF THEATRE AND DRAMA II	3		
Theatre Electives				3
Concentration Elective				3
Kent Core Requirement				3
Kent Core Requirement				3
Credit Hours				15
Semester Seven				
Theatre Electives				3
Concentration Elective				3
THEA 41900	CAPSTONE PROJECT (ELR) (or Kent Core Requirement)	3		
General Electives (minimum 15 upper-division credit hours)				6
Credit Hours				15



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

Change Request: New Program Offering at an Existing Campus

Date of submission: [enter date]

Name of institution: Kent State University

Name of program: Theatre Studies within the Bachelor of Arts Degree

Name of campus at which program is offered: Kent Campus

Name of additional campus at which program will be offered: Trumbull Campus

Proposed start date: Fall 2019

Primary institutional contact for the request:

Name: Therese E. Tillett

Title: Executive Director of Curriculum Services
Office of the Provost

Phone: 330-672-8558

E-mail: tillet1@kent.edu

Date that the request received final approval from the appropriate institutional committee:

Final approval by the Educational Policies Council, a committee of the
Faculty Senate, on [enter date]

Program is educator preparation and leads to teacher licensure or endorsement: No

Briefly describe the rationale for offering the program at this campus. In your response, indicate whether the program to be offered at the campus will be time limited or ongoing.

Kent State University offers the Theatre major within the Bachelor of Arts and Bachelor of Fine Arts degrees at the Kent Campus. We are proposing to extend the BA degree program to the Trumbull Campus, particularly the major's Theatre & Society Concentration.

The Trumbull Campus has had a theatre program since 1975. Many students begin their theatre studies at Trumbull, or pursue one of the various Theatre minors. Many of these students have expressed an interest in completing their studies at the Trumbull Campus, where they already have a support network.

Addition of a Trumbull Campus Theatre BA will capitalize on a program already existing on the campus and leverage a unique resource in KSU Trumbull's mission to be a cultural hub for its community. This program would be ongoing.

SECTION 1: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM

Academic and Administrative Leadership and Services

Change Request: New Program at Existing Campus | Kent State University | Bachelor of Arts in Theatre | 1

1.1 Describe the changes (if any) that will be needed in academic and administrative leadership at the campus to accommodate the new program.

There are no anticipated changes needed. As this is an established regional campus of Kent State University, there is a dean/chief administrator officer who reports to the university provost, and a full range of support personnel who are supervised by an assistant dean and a director of student affairs and enrollment management.

These positions supervise staff in offices that include, but are not exclusive to, the library, computer technology, learning center, accessibility services, admissions, registrar, financial aid, advisement, bursar and tutoring.

The chair of the School of Theatre and Dance oversees all curricular and academic aspects of the Bachelor of Arts in Theatre Studies.

1.2 Describe the changes (if any) that will be needed in the campus' existing administrative services (e.g., admissions, financial aid, registrar) to accommodate the new program. If such services are not available at the campus, describe how students in the new program will access such services.

There are no additional resources required to implement this degree program. As this is an established regional campus of Kent State University, there is a full range of administrative and support services available, including admissions, financial aid, advising, registrar, tutoring, learning center, accessibility services and library.

1.3 Describe changes (if any) that will be needed in the campus' existing academic student services (e.g., advising, tutoring, counseling, placement services) to accommodate the new program. If such services are not available at the campus, describe how students in the new program will access such services.

There are no changes needed to accommodate this program.

Resources and Facilities

1.4. Describe the changes in resources and facilities (e.g., classrooms, computer labs, laboratories, study areas, social areas, technology and other learning environments) that will be needed to accommodate the new program; provide a timeline for implementing the changes.

A costume shop will need to be established, as well as a performance studio. Locations within current campus facilities have been identified as possible candidates for these needed improvements. The faculty is working with campus administration and other academic departments to establish a plan, with the facilities being in place as early as Fall 2019.

1.5 Describe any additional library resources (e.g., personnel, space, technology) that will be needed to accommodate the new program at the campus; provide a timeline for implementing the changes.

There are no additional library resources required to implement this degree program. The Trumbull Campus Gelbke Library houses a full academic library with access to computers, information literacy instruction, interlibrary loan, KentLINK and OhioLINK.

Change Request: New Program at Existing Campus | Kent State University | Bachelor of Arts in Theatre | 2

1.6. If a full-service library is not available on campus, indicate how students, faculty and staff in the new program will access the resources and services of the main campus library.

Not applicable.

SECTION 2: PROGRAM INFORMATION

2.1 Using the chart below, list the program that is being added for delivery at the campus. If general education courses are being added as part of this request, include that as a separate program area.

Title of Degree/Major or Program Component	Full Program Available On Campus	Partial Program Available on Campus	Comments for Chancellor's Staff
<i>Bachelor of Arts in Theatre Studies (Theatre and Society Concentration)</i>		✓	All required courses in the program will be offered on-ground at this campus.

2.2 Indicate whether alternative delivery options are available for the program at the proposed campus and indicate whether this is different from the delivery option used for the approved program at other locations:

	Available	Currently Used in the Approved Program
Accelerated	N	N
Hybrid/blended	N	N
Online	N	N

SECTION 3: FACULTY

3.1 Complete a faculty matrix for the proposed program at this campus. Include a separate matrix if general education courses are being added. A faculty member must be identified for each course to be taught at the campus during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix. A copy of each faculty member’s CV must be included as an appendix.

Please note that the courses listed below in the matrix are the major courses in the degree program. All other courses to satisfy graduate requirements comprise general education requirements (Kent Core), first-year orientation (US 10097 Destination Kent State: First Year Experience) and general electives, which are offered—on-ground and online—on all Kent State University campuses.

* Number of courses instructor will teach each year at all campuses.

Instructor name and rank	Full/part time	Degree title, institution, year	Years teaching/experience	Course(s) instructor will teach in proposed program	Courses taught*
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Instructor name and rank	Full/part time	Degree title, institution, year	Years teaching/experience	Course(s) instructor will teach in proposed program	Courses taught*
<i>Eric S. Kildow, Assistant Professor</i>	FT	MFA, Performing Arts, Savannah College of Art and Design, 2009	10	Art of Theatre, Art of Acting, Acting Process, Script Analysis, Directing, History of Theatre & Drama I, History of Theatre & Drama II, Special Topics, Variable Content Seminar, Production Practicum I, Production Practicum II, Performance Practicum I, Performance Practicum II	6-8*
<i>Dr. Carol Robinson, Associate Professor</i>	FT	Ph.D., English, University of Georgia, 1994	27	LGBTQ Theatre, Variable Content Seminar, Special Topics	1-2*
<i>Dr. Peter Byrne, Associate Professor</i>	FT	Ph.D., English, University of California- Irvine, 2004	13	Playwriting, Advanced Playwriting, Variable Content Seminar, Special Topics	2-3*
<i>Jim Canacci, Associate Lecturer</i>	FT	MA, English, Youngstown State University, 1995	22	Art of Theatre, Art of Acting, Directing, Special Topics, Variable Content Seminar	2-3*
<i>Open Position Adjunct</i>	PT	Master's degree in Theatre, or Sufficient Professional Experience	Min. 1 yr	Fundamentals of Production I: Scenery, Stagecraft, and Sound; Fundamentals of Production Laboratory I: Scenery; Fundamentals of Production Laboratory II: Props and Scenic Art; Fundamentals of Production II: Costumes, Light, and Projections; Fundamentals of Production Laboratory III: Costumes; Fundamentals of Production Laboratory IV: Lighting, Sound, and Projections	3*

3.2 Describe future faculty staffing plans for the program. In your response, include a description of the institution's plans, if any, for adding courses and faculty after the initial two years of operation, and a description of the plans to add faculty in response to increases in student enrollment.

The program can be offered in its current form without additional Full Time hiring. To address later growth, when the current occupant of the position retires, we intend to replace the current staff Theatre Specialist position which functions as our Technical Director with a Non-Tenure Track Faculty position in Technical Theatre. Should program growth warrant, a tenure track hire in a needed discipline (such as Acting or Theatre History) will be pursued. Additional staffing and

faculty needs will be assessed as part of the program’s regular capacity and development assessments.

SECTION 4: MARKET/WORKFORCE NEED

4.1 Indicate whether the institution performed a needs assessment/market analysis to determine the need for the program at the proposed campus. If so, briefly describe the results of those findings.

As an economic sector, media and entertainment have been steadily growing with the addition of new technologies and access channels. Indeed, US entertainment products alone make up 1/3 of the global market share. The National Bureau of Labor Statistics projects 5.6% growth in the industry over the next ten years, with Ohio slightly above the national rate. Growth in the related industry of media and communication is projected at 3.7%. The close concentration of major arts centers (Cleveland and Pittsburgh) to Northeast Ohio means there will be regular and growing local demand for skilled artists. Recent events (such as the hosting of the Theatre Communication Group Annual Conference in Cleveland) have focused national attention on local markets, further opening opportunities for growth. Current plans to expand Trumbull County’s Tourism and Cultural industries mean even greater local growth is possible.

4.2 Indicate the projected enrollments for the program over the next three years.

	2019-2020	2020-2021	2021-2022
First-year students	10	11	12
Second-year students		8	9
Third-year students			7

4.3 Indicate whether the institution consulted with advisory groups, business and industry, or other experts when considering expanding the program to the proposed campus. If so, briefly describe the involvement of these groups in the development of this request.

The Fine Arts Council of Trumbull County expressed enthusiasm when consulted. They feel there is an untapped demand for arts education in this community, and are particularly interested in providing internships to students in the arts.

APPENDICES

- | Appendix | Description |
|-----------------|---|
| A | BA in Theatre (Theatre & Society Concentration) Degree Requirements |
| B | Memo on Duplication |
| C | Faculty Curriculum Vitas |

Commitment to Program Delivery at Campus

Kent State University is dedicated to the delivery of the Bachelor of Arts in Theatre Studies at the Kent State University at Trumbull Campus. If the university decides in the future to either eliminate the degree program or close the campus, Kent State will provide the necessary resources and means for matriculated students to complete the program.

Change Request: New Program at Existing Campus | Kent State University | Bachelor of Arts in Theatre | 5

Kent State University verifies that the information in the application is truthful and accurate.

Todd A. Diacon, PhD
Senior Vice-President for Academic Affairs and Provost
Kent State University

Change Request: New Program at Existing Campus | Kent State University | Bachelor of Arts in Theatre | 6

APPENDIX A: BA IN THEATRE (THEATRE & SOCIETY CONCENTRATION) DEGREE REQUIREMENTS

MAJOR PROGRAM REQUIREMENTS			
			Offered @ Trumbull No. THEA 11000 Substituted
THEA 11100	Making Theatre: Culture and Practice	2	
THEA 11303	The Art of Acting	3	Yes
THEA 11722	Fundamentals of Production I: Scenery, Stagecraft, and Sound	2	Yes
THEA 11723	Fundamentals of Production Laboratory I: Scenery	1	Yes
THEA 11724	Fundamentals of Production Laboratory II: Props & Scenic Art	1	Yes
THEA 11732	Fundamentals of Production II: Costumes, Lighting, and Projections	2	Yes
THEA 11733	Fundamentals of Production Laboratory III: Costumes	1	Yes
THEA 11734	Fundamentals of Production Laboratory IV: Lighting, Sound, and Projections	1	Yes
THEA 21111	Script Analysis	3	Yes
THEA 31110	History of Theatre & Drama I	3	Yes
THEA 31111	History of Theatre & Drama II	3	Yes
THEA 41900	Capstone Project	3	Yes
THEA 21303	Acting Process (One THEA/DAN Course from outside your concentration)	3	Yes
THEA 22092	Practicum I: Design & Technology	3	Yes
THEA 42092	Practicum II: Design & Technology	3	Yes
-Three Courses from the Following (1 WIC)			
DAN 47163	Dance History II	3	No
THEA 41010	Theatre & Social Change	3	No
THEA 41026	Playwriting	3	Yes
THEA 41113	Theatre in Multicultural America	3	No
THEA 41115	LGBTQ Theatre	3	Yes
THEA 41130	Theatre & Drama in America	3	No
THEA 41140	American Musical Theatre History	3	No
THEA 41191	Variable Content Seminar: Theatre History/Literature/Theory	3	Yes
THEA 41620	History of Period Styles for Theatre Designers	3	No
THEATRE & SOCIETY CONCENTRATION			
DAN 47063	Dance History I	3	No
DAN 47163	Dance History II	3	No
THEA 22192	Practicum I: Performance	3	Yes
THEA 31401	Directing	3	Yes
THEA 40091	Variable Topics Seminar: Devising Theatre	3	Yes
THEA 41010	Theatre and Social Change	3	No
THEA 41026	Playwriting	3	Yes
THEA 41027	Advanced Playwriting	3	Yes
THEA 41095	Special Topics in Theatre	3	Yes
THEA 41113	Theatre in Multicultural America	3	No
THEA 41115	LGBTQ Theatre	3	Yes
THEA 41140	American Musical Theatre History	3	No
THEA 41620	History of Period Styles for Theatre Designers	3	No
THEA 42192	Practicum II: Performance	3	Yes

Change Request: New Program at Existing Campus | Kent State University | Bachelor of Arts in Theatre | 7

APPENDIX B: MEMO ON DUPLICATION

Three other campuses within thirty miles of the Trumbull Campus offer bachelor's level education in the Theatre Arts. Those are Kent State University's Kent Campus, Youngstown State University, and Hiram College. In each of these cases, program duplication is not an issue due to the institutions serving differing populations or having different primary foci.

The programs at Kent State's Kent Campus, as well as Youngstown State University, focus on Bachelor of Fine Arts training, particularly in Musical Theatre. Kent's School of Theatre and Dance has recently redefined its flagship degree program as a BFA in Musical Theatre. At the same time, two of Youngstown's three program options are Conservatory-style BFA programs focused on narrow professional preparation for actors.

Hiram College's program is a Bachelor of Arts program built on the liberal arts, multi-disciplinary model, similar to the proposed program at the Trumbull Campus. However, the tuition difference between Hiram and Trumbull mean the institutions serve differing populations, minimizing the significance of potential program overlap.

Comparative Tuition Rates	
Institution	Estimated Yearly Tuition
Kent State University Trumbull Campus	\$5,500 (in or out of state)
Kent State University Kent Campus	\$10,000 (in state)/ \$18,000 (out of state)
Youngstown State University	\$8,000
Hiram College	\$30,000

Change Request: New Program at Existing Campus | Kent State University | Bachelor of Arts in Theatre | 8

APPENDIX C: FACULTY CURRICULUM VITAE

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2-Nov-17** Curriculum Bulletin _____
 Effective Date **Fall 2019** Approved by EPC _____

Department **Lifespan Development and Educational Sciences**
 College **EH - Education, Health and Human Services**
 Degree **BS - Bachelor of Science**
 Program Name **Long Term Care Administration** Program Banner Code **LTCA**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

This action presents the initial inquiry to elevate an existing concentration (Nursing Home Administration) within the B.S. Human Development and Family Studies major to a stand-alone major, B.S. Long Term Care Administration.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **120** Proposed total credit hours **120**

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

Curriculum will be further developed for the full proposal, after consultation with program areas across the university and based upon the multi-disciplinary characteristic of the long term care profession.

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

Human Development and Family Studies, Stark Campus

REQUIRED ENDORSEMENTS

<i>A. Dellmann-Jenkins</i>	<u>11 / 30 / 2017</u>
Department Chair / School Director	
	<u> / / </u>
Campus Dean (for Regional Campuses proposals)	
<i>Alicia R Caswe</i>	<u>12 / 15 / 17</u>
College Dean (or designee)	
	<u> / / </u>
Dean of Graduate Studies (for graduate proposals)	
	<u> / / </u>
Senior Vice President for Academic Affairs or Provost (or designee)	

Proposal Summary

Establish B.S. Long Term Care Administration Major

Description of Action, Including Intended Effect

The purpose of this proposal is to establish a new Bachelor of Science major titled Long Term Care Administration (LTCA) housed in the School of Lifespan Development and Educational Sciences (LDES) within the College of Education, Health and Human Services (EH). This action will elevate the existing Nursing Home Administration (NHA) concentration in the B.S. Human Development and Family Studies (HDFS) major to a stand-alone major. The remaining 5 HDFS concentrations will remain intact.

Learning outcomes, proposed program description, admission requirements, graduation requirements, course requirements, and recommended course sequencing will be submitted with the full proposal. Coursework will be revised to reflect the needs of the Long Term Care Administration student, adding courses to reflect the interdisciplinary aspects of the profession, such as Medical Terminology, Leadership, Communication, etc. A benefit of creating a major versus a concentration may be improved licensure pass rates upon graduation, which is required for accreditation. Course requirements will consist of 120 total credits.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g. duplication issues)

There will be minimal impact on other programs. HDFS courses already in the concentration may remain and other courses are being selected based upon the interdisciplinary (or multi-disciplinary) characteristic of the long term care field; the need to prepare students to pass two licensure examinations - one state and one national; and to increase knowledge in areas necessary to lead others in the LTC field.

Current Gerontology (GERO) courses that are exclusively used by students in the new major will be revised to the new LTCA subject designation.

The Long Term Care Administration major will continue to be fully offered at Kent and Stark campuses.

Fiscal, Enrollment, Facilities and Staffing Considerations

Nursing Home Administration students numbered 22 in 2012 and fall 2017 NHA enrollment was 54 across all campuses. The concentration has more than doubled enrollment in the past five years. Due to increased enrollment and faculty to student ratios, a non-tenure track position was requested for 2019, part-time for two years then full-time in year three. There is support from Dean Hannon for the program. Courses offered in the current concentration are already staffed and additional facilities will not be needed.

Evidence of Need and Sustaining if Establishing

According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, the “projected growth rate is 23%, much faster than average all other occupations” in the field of LTC. Job titles include Executive Director, Healthcare Administrator, Practice Administrator, Administrator, and Assistant Administrator. Enrollment has more than doubled since the program achieved national accreditation in 2011. In order to be eligible for direct examination upon graduation, individuals in Ohio must either complete the program through the State of Ohio after earning a bachelor’s degree or graduate from a National Association of Long Term Care Administrator Board (NAB) accredited NHA program. Kent State University’s NHA program is one of four NAB accredited programs in Ohio and one of thirteen NAB accredited programs nationwide.

Additionally, this will address the 2016 accreditation feedback that “...the school needs to develop curriculum and an AIT [Administrator-In-Training] experience which would enable the graduates of the program to have the top scores on the NAB examination and be the leading professional administration in the long term care field”.

Job Prospects

As mentioned above, the field is in a growth mode and will continue to grow as indicated by the aging of the baby Boomer population. Job titles include Executive Director, Healthcare Administrator, Practice Administrator, Administrator, Assisted Living Executive Director, Independent Living or Retirement Community President, Assistant Administrator, Home Health Care Agency Director, Hospice Administrator, Adult Day Services Director as well as positions within senior living communities such as Marketing/Admissions Director, Activities Director, Business Office Manager, Central Supply Manager, Housekeeping/Laundry Department Director, Human Resource Director, and Medical Records Manager.

The LTC field is in the process of approving additional licensure for the field. This will include the Health Services Executive (HSE) license that will become accepted nationally to accommodate portability and transferability of licensure.

A Needs Analysis and Faculty credentials will be submitted with the full proposal.

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required

The proposal will go through the required curriculum approval process with changes to take effect fall 2019. The following is the anticipated schedule:

Initial Inquiry approved by HDFB: October 13, 2017

Initial Inquiry approved by LDES School Curriculum Committee: November 29, 2017

Initial Inquiry approved by EHHS Curriculum Committee: December 15, 2017

Program approved by provost: December, 2017

Initial Inquiry on EPC agenda (information item): January 22, 2018
Initial Inquiry sent to Ohio Department of Higher Education: January 2018
Full proposal approved by HDFS and LDES SCC: March 2018
Full proposal approved by CCC and dean March 16, 2018
Full proposal approved by EPC: April 16, 2018
Full proposal approved by Faculty Senate: May 14, 2018
Program approved by Board of Trustees: June 6, 2018
Full proposal approved by ODHE: August-October 2018
Program approved by Higher Learning Commission: November 2018-April 2019
First semester of operation: Fall 2019

Submitted by: Donna Alexander (dalexa2@kent.edu)



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

INITIAL INQUIRY FORM REQUEST TO OFFER A NEW PROGRAM

Date of submission: *Date to come*

Name of institution: Kent State University

Primary institutional contact for this request:

Name: Therese E. Tillet
Title: Executive Director of Curriculum Service
Office of the Provost
Phone: 330-672-8558
E-mail: tillet1@kent.edu

Name of new program: Long Term Care Administration major, Bachelor of Science degree

Classification of Instructional Program (CIP): **51.0718 Long Term Care Administration/Management.** A program that prepares individuals to apply managerial principles to the administration of nursing homes, assisted living facilities, adult day care, home health services and other long term care settings and agencies serving the elderly and disabled. Includes instruction in social and clinical aspects of aging, health care delivery systems, nursing home administration, assisted living administration, aging policy and government programs, ethics, business management, financial management, human resource management, marketing and applicable laws and regulations.

Proposed start date: Fall 2019, pending approval from the Ohio Department of Higher Education and the Higher Learning Commission

For institutions that are already approved/authorized by the chancellor

- New degree designation
 New program within an existing degree (e.g., major, minor, concentration)

Delivery options (check all that apply):

- Campus based
 Online/hybrid delivery
 Flexible or accelerated delivery
 Offering the program at a an existing offsite location or new offsite location
 Program contains off-campus experiences (e.g., internship, clinical, practicum, student teaching)

The institution will be seeking specialized accreditation for the program:

- No Yes

The proposed program is existing at Kent State University (as a concentration within a major) and is accredited by the National Association of Long Term Care Administrator Boards (NAB). The program has been recognized as approved since 1988 by the Ohio Department of Aging's Board of Executives of Long-Term Services and Supports (previously the Ohio Board of Examiners of Nursing Home Administrators).

As a graduate of an Ohio-recognized NHA academic program and a nationally accredited NHA program, Kent State students are able to apply for direct examination for a nursing home administration license without further education or training. There are only 13 accredited NHA academic programs in the country and only four in the State of Ohio.¹

Provide a brief description of the request.

Kent State proposes establishing a new major, Long Term Care Administration, within the Bachelor of Science degree. The program will be offered at the university's Kent and Stark campuses, and administered by the College of Education, Health and Human Services.

The proposed program is existing at Kent State, having been offered since 1988 as a concentration—called Nursing Home Administration—within the Human Development and Family Studies major.² This proposal will elevate the concentration to a stand-alone degree program. The Human Development and Family Studies major presently comprises six concentrations, and that major and its remaining five concentrations will continue to be offered.

In addition, Kent State offers, and will continue to offer, a graduate certificate in nursing home administration.

Explain the academic unit's rationale for making the request.

Since the establishment of the concentration, faculty members have strived to ensure that students meet the eligibility criteria for state approval and national accreditation. As a result, the dissimilar nature between the major and concentration has become visibly apparent. The Long Term Care Administration program does not share the same curriculum, career goals and licensure requirements as the Human Development and Family Studies major. In addition, the program is less visible to prospective students as a concentration within a major, therefore, creating a challenge for marketing and recruitment. Creating a distinct major will allow Kent State to leverage the program's strengths, grow enrollment and recruit quality students and instructors.

As the program is for a highly specialized professional field, enrollment has been historically small. However, in the past seven years, enrollment in Kent State's program has grown tremendously, from 17 students in fall 2010 to 46 students in fall 2017 (15th day census).

¹ In addition to Kent State University, the other NAB-accredited Ohio institutions are Ohio University (Long-Term Health Care Administration major), Shawnee State University (Health Care Administration major, Long Term Care concentration) and Bowling Green State University (Gerontology major, Long-Term Care Administration specialization).

² The name of the concentration and major have been revised several times between 1988 and 2011.

This enrollment growth reflects the need for such administrators in the state and country. Employment of medical and health services managers is projected to grow 20 percent from 2016 to 2026, much faster than the average for all occupations.³ In 2015, there were 15,655 skilled nursing care centers in the United States, serving 3.9 million individuals.⁴

Ohio is ranked fourth in the country with the highest employment level in this occupation; and Northeast Ohio (non-metropolitan areas) has the highest employment in the country in this occupation.⁵

Indicate whether additional faculty and staff will be needed to support the proposed request.

Presently, one full-time faculty member is attached to the current program. One additional full-time faculty position will be needed in the future to support the proposed major. The dean of the College of Education, Health and Human Services, in which the program is housed, supports this hire, planned for the fall 2019 semester. This full-time position will teach courses and oversee student placements for the required two-semester 1,000-hour practicum.

Indicate whether additional resources (e.g., facilities, technology) will be needed to support the proposed request.

The existing program is functioning well, and additional resources are not essential.

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Medical and Health Services Managers. Retrieved from www.bls.gov/ooh/management/medical-and-health-services-managers.htm.

⁴ American Health Care Association. Fast Facts. Retrieved from www.ahcancal.org/research_data/trends_statistics/Pages/Fast-Facts.aspx.

⁵ Bureau of Labor Statistics. Occupational Employment and Wages, May 2016. 11-9111 Medical and Health Services Managers. Retrieved from www.bls.gov/oes/current/oes119111.htm.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **27-Oct-17** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department _____
 College **RE - Regional College**
 Degree **AAS - Associate of Applied Science**
 Program Name **Veterinary Technology** Program Banner Code **VTEC**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

The purpose of this proposal is to extend the Associate of Applied Science (AAS) in Veterinary Technology to the Ashtabula campus. Currently, the AAS is offered at the Tuscarawas and Trumbull campuses.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

None

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

**Ashtabula Faculty Council
 Tuscarawas Faculty Council
 Regional College Curriculum Committee**

REQUIRED ENDORSEMENTS

Department Chair / School Director	_ / _ / _
	12, 14, 17
Campus Dean (for Regional Campuses proposals)	_ / _ / _
	12, 18, 17
College Dean (or designee)	_ / _ / _
Dean of Graduate Studies (for graduate proposals)	_ / _ / _
Senior Vice President for Academic Affairs and Provost (or designee)	_ / _ / _

Change Request: Offering Existing Program at Regional Campus

Date of submission: *date of submission*

Name of institution: Kent State University

Name of program: Veterinary Technology major, Associate of Applied Science degree

Name of campus at which program is offered: Trumbull Campus, Tuscarawas Campus

Name of additional campus at which program will be offered: Ashtabula Campus

Proposed start date: Fall 2018

Primary institutional contact for the request:

Name: Therese E. Tillet

Title: Executive Director of Curriculum Services
Office of the Provost

Phone: 330-672-8558

Email: tillet1@kent.edu

Date that the request received final approval from the appropriate institutional committee.

Approval to offer the program on the Ashtabula Campus was granted by the Regional College Curriculum Committee and the dean of the Regional College on December 1, 2017. The Educational Policies Council, a sub-committee of the Kent State Faculty Senate, was informed of the action and made no objections at its January 22, 2018 meeting.

Educator Preparation Programs:

Program leads to licensure: No

Program leads to endorsement: No

Briefly describe the rationale for offering the program at this site. In your response, indicate whether the program to be offered at the site will be time limited or ongoing.

Kent State has offered the Associate of Applied Science degree in Veterinary Technology at its Tuscarawas Campus since fall 2006. In November 2013, the university received approval to extend the degree program to the Trumbull Campus. It is proposed now to extend the program to the Ashtabula Campus.

The Veterinary Technology major is administered by the university's Regional College and is accredited by the American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities. More than 200 students have graduated from the program since its inception. In fall 2017, 152 students were enrolled (15th days census). The university considers it a viable program and now sees an opportunity to offer it ongoing in Ashtabula County.

SECTION 1: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM(S)
--

Academic and Administrative Leadership and Services

1.1 Describe the changes (if any) that will be needed in academic and administrative leadership at the site to accommodate the new program.

There are no anticipated changes needed given the Ashtabula Campus is an established regional campus of Kent State University. The campus has a dean/chief administrator officer, who reports to the university provost, and a full range of support personnel and services.

The veterinary technology program director at the Tuscarawas Campus, Kimberly Hutson, will direct all curricular and other academic aspects of the program at the Ashtabula Campus, similar to what is done at the Trumbull Campus.

1.2 Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.

There are no additional resources required to implement this degree program. The Ashtabula Campus provides a full range of administrative and support services available, including admissions, financial aid, advising, registrar, tutoring, learning center, student support services and library.

1.3 Describe the changes (if any) that will be needed in the site's existing academic student services (e.g., advising, tutoring, psycho-social counseling, placement services) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.

The Regional College and Ashtabula Campus have committed to hire a full-time, on-site program coordinator, supervised by the program director, to oversee program operations such as advising, clinical placements and teaching. Once approved to offer the program, the Ashtabula Campus will seek to hire a full-time faculty member.

Resources and Facilities

1.4. Describe the changes in resources and facilities (e.g., classrooms, laboratories, study areas, social areas, technology and other learning environments) that will be needed to accommodate the new program and provide a timeline for implementing the changes.

The Ashtabula Campus has the necessary classroom facilities to provide all lecture components of the major's curriculum. For specialized labs and clinical courses, the campus will, through the use of regional partnerships, utilize local veterinary clinics to provide required curricular components in the degree program. The campus will develop agreements with local veterinary clinics to ensure the lab facilities are available as needed to provide hands-on laboratory coursework.

1.5 Describe any additional library resources (e.g., personnel, space, technology, etc.) that will be needed to accommodate the new program at the site and provide a timeline for implementing the changes.

There are no additional library resources required to implement this degree. The on-site Ashtabula Campus library currently houses 65,188 volumes/reference materials, access to computers, copier and printer station and private study rooms, and provides student access to reference librarians, information literacy instruction, interlibrary loan, OhioLINK and KentLINK.

KentLINK is Kent State's library system catalog, containing 2.9 million items – books, electronic books, audiovisual materials and microforms. Through KentLINK, students have access to more than 140 online professional journals and nearly 600 reference books in veterinary medicine.

1.6. If a full-service library is not available onsite, please indicate how students, faculty, staff in the program will access the resources and services of the main campus library.

Not applicable.

SECTION 2: PROGRAM INFORMATION

2.1 Using the chart below, please list the degree program/general education program that is being added for delivery at the site.

title of degree/major or program component	full program available on-site	partial program available on-site	comments for chancellor's staff
Associate of Applied Science degree in Veterinary Technology	✓		Program is an extension of existing program at the Tuscarawas Campus

2.2 Indicate whether accelerated, hybrid/blended and/or online delivery options are available for the program at the proposed campus and indicate whether this is different from the delivery option used for the approved program at other campuses:

All Veterinary Technology courses will be delivered at the Ashtabula Campus as on-ground instruction. There will be no difference in delivery format from what is offered at the Tuscarawas and Trumbull campuses.

SECTION 3: FACULTY

3.1 Complete a faculty matrix for the proposed program at this offsite location. A faculty member must be identified for each course to be taught at the site during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix.

Please note the courses listed in the matrix on the next page are the major courses in the degree program. All other courses to satisfy graduate requirements comprise general education requirements (Kent Core, including first-year biology and chemistry courses), which are offered on all Kent State University campuses and required in other degree programs.

A copy of the full-time faculty member's CV is included in Appendix A. See the 2017 University Catalog for the program requirements: catalog.kent.edu/colleges/re/veterinary-technology-aas.

*Number of courses instructor will teach per year at all campus locations.

Name of instructor	Title	Degree, title, institution, year	Years teaching	Courses individual will teach in proposed program	Campuses taught*
Open Position	Program Coordinator (full time)	Bachelor's required; master's preferred Registered veterinary technician	2 years	VTEC 10001 Introduction to Veterinary Technology VTEC 10204 Clinical Laboratory I VTEC 20008 Clinical Laboratory II VTEC 20215 Veterinary Office Applications VTEC 20392 Practicum in Veterinary Hospital	5
Open Position	Adjunct (part time)	Bachelor's required; master's preferred	2+ years	VTEC 10002 Veterinary Nursing I VTEC 10205 Veterinary Nursing II VTEC 20009 Veterinary Nursing III	3
Open Position	Adjunct (part time)	Bachelor's required; master's preferred	2+ years	VTEC 20010 Imaging Techniques	1
Open Position	Adjunct (part time)	Doctor of Veterinary Medicine	5+ years	VTEC 10206 Pharmacology VTEC 20212 Surgery and Anesthesia VTEC 20216 Laboratory and Exotic Animal Medicine VTEC 20213 Nutrition and Disease	4
Thierry Delorme	Associate Professor (full time)	PhD, Biology, University of Lyon, 1997	21 years	BSCI 10005 Anatomy for Veterinary Technicians BSCI 20021 Basic Microbiology, BSCI 20022 Basic Microbiology Lab	6

3.2 Describe future faculty staffing plans for the program at this location. In your response, include a description of the institution's plans, if any, for adding courses and faculty after the initial two years of operation and a description of the plans to add faculty in response to increases in student enrollment.

Upon approval to offer the major at the Ashtabula Campus, the campus will conduct a search for a full-time, non-tenure track faculty member and program coordinator, who will start in the fall 2018 semester. The campus will also seek to develop a pool of qualified part-time (adjunct) faculty to teach the Veterinary Technology classes. The program director will determine the criteria for hiring all faculty to ensure they meet accreditation standards.

After the initial two years of operation and if program enrollment warrants an increase, the college and Ashtabula Campus is supportive of hiring additional full-time faculty. Each academic year in the fall, the campus reviews program enrollments and develops a budget for new faculty positions. For example, the program enrollment doubling after two years would constitute a sound rationale for adding a second full-time, non-tenure position to the program.

SECTION 4: MARKET / WORKFORCE NEED

4.1 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.

Presently, there are no accredited veterinary technician programs in Ashtabula, Lake, or Geauga counties in Ohio. There are also no veterinary technician programs in Northwestern Pennsylvania, which borders Ashtabula County. The program offered closest to the Ashtabula Campus is actually Kent State's program offering at the Trumbull Campus, which is more than 50 miles apart.

There is no other veterinary technology program offered in Ashtabula, Lake, or Geauga counties. The Ashtabula Campus has the support

Veterinary technologists and technicians are considered one of Ohio's fastest-growing occupations, with a projected 20.4 percent increase in employment between 2014 and 2024.¹ North Northeastern Ohio (where Ashtabula County is located) is ranked number one as the non-metropolitan area with the highest employment in this occupation in the country, with Ohio overall ranked number 8.² Across the country, jobs in the field are expected to increase 20 percent increase between 2016 to 2026, which is much faster than the average when compared to all occupations.³

To gauge the current number of open veterinary technician positions, the Ashtabula Campus conducted an analysis of the local job market for veterinary technicians in Ashtabula and Lake counties. The search for open veterinary technician positions resulted in identifying 59 open positions within a 50-mile radius and 102 open positions within a 100-mile radius of the Ashtabula Campus.

4.2 Indicate the projected enrollments for the program at this site over the next three years.

	2018-2019	2019-2020	2020-2021
First-year students	20	20	24
Second-year students		18	20

4.3. 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 this request.

In fall 2017, the Ashtabula Campus hosted a meeting of local veterinary medical professionals to discuss their need and interest for the campus to begin a veterinary technician degree program. An invitation was sent to 36 veterinary clinics in and around Ashtabula County. All attendees at the meeting indicated strong support and need for the campus to begin a veterinary technician program because of the current demand and anticipated position openings in the future.

¹Ohio Job Outlook. The Ohio Department of Job and Family Services. Retrieved from http://ohiolmi.com/proj/Projections/Ohio_Job_Outlook_2014-2024.pdf.

² Bureau of Labor Statistics. U.S. Department of Labor. Occupational Employment Statistics, May 2016. Veterinary Technologists and Technicians. Retrieved from www.bls.gov/oes/current/oes292056.htm.

³ Bureau of Labor Statistics. U.S. Department of Labor. Occupational Outlook Handbook, 2016 -17 Edition, Veterinary Technologists and Technicians. Retrieved from www.bls.gov/ooh/healthcare/veterinary-technologists-and-technicians.htm.

The meeting provided good feedback and helped identify local and regional community resources the campus could partner with to help provide required course works, clinical experiences and potential adjunct faculty.

A needs survey was also conducted to gauge support and interest. The campus continues to compile results, but preliminary response indicated the following:

- All respondents supported the Ashtabula Campus starting a veterinary technician program.
- Local veterinary clinics anticipated a need to hire one to five technicians in the next three years.
- Some clinics stated they would provide tuition assistance to employees.
- Local clinics stated they would hire program graduates.
- Local clinics stated they are open to serving as clinical sites for students in the program.

Overall, the meeting and survey reinforced the campus' research into the need for the program. More important, support for the program is evident and strong in the community. Once approval for the program is granted, the campus will develop fully the program's community advisory board to seek on going input, advice and support to begin the veterinary technician program.

See Appendix B for letters of support from the local veterinary community.

4.4. Indicate whether any other institution within a 30-mile radius of your campus currently offers the program(s). If so, list the institutions that offer the program(s) within this radius.

There are no other institutions within a 30-mile radius of the Ashtabula Campus currently offering an accredited associate degree in veterinary technology.

APPENDICES

Appendix Description

- A Faculty curricula vitae
- B Letters of support
- C Faculty Council motion for support

Commitment to Program Delivery at Site

Kent State University is committed to supporting the AAS degree in Veterinary Technology at it Ashtabula Campus. If the university decides in the future to either eliminate the degree program or close the campus, Kent State will provide the necessary resources and means for matriculated students to complete their degree.

Kent State University verifies that the information in the application is truthful and accurate.

[will be signed after EPC]

Todd A. Diacon
Executive Vice President for Academic Affairs and Provost
Kent State University



TO: Educational Policies Council
FROM: Executive Vice President and Provost Todd A. Diacon
SUBJECT: Agenda for Monday, 19 February 2018
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center
DATE: 13 February 2018

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by 16 February 2018, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Minutes of meeting on 22 January 2018

[Attachment 1](#)

Office of the Provost *(presented by Provost Todd A. Diacon)*

2. Formation of an EPC task force to undertake a review of responsibility, authority and structure of the Educational Policies Council, as per administrative policy 3342-2-07 Effective Fall 2018 | [Attachment 2](#)

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

Office of the Provost *(presented by Interim Dean Kenneth J. Burbanna)*

1. Establishment of a Global Distinction Program to be administered by the University College. Effective Fall 2018 | [Attachment 3](#)

College of Arts and Sciences *(presented by Dean James L. Blank)*

School of Peace and Conflict Studies

2. Revision of name for the Applied Conflict Management [ACM] major within the Bachelor of Arts [BA] degree. Revised name is Peace and Conflict Studies [PACS]. Effective Fall 2018 | [Attachment 4](#)

University College *(presented by Dean Eboni J. Pringle)*

3. Revision of admission criteria for the Cooperative Education Program. Revision includes decreasing GPA, from 2.75 to 2.25; eliminating requirement that students must be in a degree program (although they must be degree seeking); and revising minimum enrollment status prior to first co-op experience, from full time to part time (6 credit hours or more). Effective Fall 2018 | [Attachment 5](#)

UNDERGRADUATE EPC AGENDA *continued***LESSER ACTION ITEMS****College of the Arts*****School of Music***

1. Revision of course requirements for the Jazz Studies [JAZZ] minor. Revision includes restricting MUS 11110, MUS 11111, MUS 16914 and MUS 16915 from applying toward the minor. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2018
2. Revision of course requirements for the Music [MUS] major within the Bachelor of Music [BM] degree. Revision includes restricting MUS 11110, MUS 11111, MUS 16914 and MUS 16915 from applying toward the degree. Minimum total credit hours to program completion are unchanged at 125. Effective Fall 2018
3. Revision of course requirements for the Music [MUS] minor. Revision includes restricting MUS 11110, MUS 11111, MUS 16914 and MUS 16915 from applying toward the minor. Minimum total credit hours to program completion are unchanged at 21. Effective Fall 2018
4. Revision of course requirements for the World Music [WMUS] minor. Revision includes restricting MUS 11110, MUS 11111, MUS 16914 and MUS 16915 from applying toward the minor. Minimum total credit hours to program completion are unchanged at 19. Effective Fall 2018

College of Arts and Sciences***School of Peace and Conflict Studies***

5. Revision of name for the Applied Conflict Management [ACM] minor. Revised name is Peace and Conflict Studies [PCS]. Effective Fall 2018

AGENDA UPDATE**22 January 2018 EPC Agenda****College of Arts and Sciences / *Department of English***

1. Banner codes were incorrect for the establishment of three concentrations in the English [ENG] major within the Bachelor of Arts [BA] degree. New concentrations are General [GENL, not EGEN], Literature [LIT, not ELIT] and Professional Writing [PWRT, not ENPW]. Effective Fall 2018

GRADUATE EDUCATIONAL POLICIES COUNCIL**AGENDA UPDATES****20 November 2017 EPC Agenda****College of Communication and Information / *School of Journalism and Mass Communication***

1. Admission revision is effective for spring 2019, not fall 2018. Admission revision includes adding a minimum 152 GRE score in verbal reasoning and minimum 3.5 GRE in analytical writing; requiring a writing sample; and revising TOEFL requirements to match the college policy. Minimum total credit hours to program completion decrease, from 36 to 33.

College of Education, Health and Human Services / *School of Foundations, Leadership and Administration*

2. Admission revision is effective for spring 2019, not fall 2018. Establishment of admission requirements for the Disability Studies and Community Inclusion [C618] post-baccalaureate certificate. Applicants must submit official transcript(s), two letters of recommendation and a statement of personal goals and professional objectives.

College of Education, Health and Human Services / *School of Lifespan Development and Educational Sciences*

3. Admission revision is effective for spring 2019, not fall 2018. Establishment of admission requirements for the Deaf Education Multiple Disabilities [C616] post-baccalaureate certificate. Applicants must submit official transcript(s); two letters of recommendation; a statement of personal goals and professional objectives; and either be declared in a deaf education graduate degree program, or submit evidence of a current deaf education teaching license.
4. Admission revision is effective for spring 2019, not fall 2018. Establishment of admission requirements for the Early Childhood Deaf Education [C617] post-baccalaureate certificate. Applicants must submit official transcript(s); two letters of recommendation; a statement of personal goals and professional objectives; and hold a bachelor's degree in speech or audiology, or be declared in a deaf education graduate degree program, or submit evidence of a current deaf education teaching license.
5. Admission revision is effective for spring 2019, not fall 2018. Establishment of admission requirements for the Gerontology [C603] post-baccalaureate certificate. Applicants must submit official transcript(s), two letters of recommendation and a statement of personal goals and professional objectives.
6. Admission revision is effective for spring 2019, not fall 2018. Establishment of admission requirements for the Nursing Home Administration [C637] post-baccalaureate certificate. Applicants must submit official transcript(s), two letters of recommendation and a statement of personal goals and professional objectives.
7. Admission revision is effective for spring 2019, not fall 2018. Establishment of admission requirements for the Online Learning and Teaching [C614] post-baccalaureate certificate. Applicants must submit official transcript(s), two letters of recommendation and a statement of personal goals and professional objectives.

GRADUATE EPC AGENDA *continued***AGENDA UPDATES *continued*****20 November 2017 EPC Agenda *continued*****College of Education, Health and Human Services / *School of Teaching, Learning and Curriculum Studies***

8. Admission revision is effective for spring 2019, not fall 2018. Establishment of admission requirements for the Career-Technical Teacher Education [C625] post-baccalaureate certificate. Applicants must submit official transcript(s), two letters of recommendation and a statement of personal goals and professional objectives.

22 January 2018 EPC Agenda**College of Education, Health and Human Services / *School of Lifespan Development and Educational Sciences***

1. Banner code was incorrect for the revision of name for the Instructional Technology [ITEC] major within the Master of Education [MED] degree. Revised name is Educational Technology [EDTN, not ETEC]. Note noted before is the name is a reversion, as the major was previously titled Educational Technology (1985 to 1995).

College of Education, Health and Human Services / *School of Lifespan Development and Educational Sciences*

2. Not noted in the revision of the Online Learning and Teaching [C614] post-master's certificate is the instructional delivery is also being revised. The certificate will be offered online only, instead of current online and on-ground.

College of Education, Health and Human Services / *School of Teaching, Learning and Curriculum Studies*

3. Banner code was incorrect for the establishment of new concentration—Educational Technology [EDTN, not ETEC]—in the Curriculum and Instruction [CI] major within the Doctor of Philosophy [PHD] degree. Not noted before is this is a reversion, as the concentration was previously in the major (previous titles Educational Media Specialist, Instructional Technology) before moving to the Educational Psychology major in 1989.

Agenda prepared by the Office of Curriculum Services

COURSE REVISIONS

Course Revisions Effective Fall 2018

The following courses were submitted for, but inadvertently omitted from, the 22 January 2018 agenda:

ARCS 40022	Urban Design Discourse (3) (experiential learning)	Revise
ARCS 40114	Theory and Criticism in Architectural Media (3) (writing intensive)	Revise
ECON 42076	Economic Development (3)	Revise

Course Updates to the 22 January 2018 EPC Agenda, Effective Fall 2018

BSCI 30267	Plant Physiology (4)+	Reactive
	<i>Incorrectly reported as revised</i>	
CES 77664	Theory and Practices in Addictions Counseling (3) to: Theories and Practices in Addictions Counseling	Revise
	<i>Title revision not reported</i>	
CMD 80326	Public Health Administration (3)	New
	<i>Incorrect title reported</i>	
CMD 80327	Healthcare Law and Regulation (3)	New
	<i>Incorrect title reported</i>	
CULT 89522	Ethics in Professional Practice (3)	New
	<i>Incorrectly reported as revised</i>	
DAN 17080	Musical Theatre Rudiments of Jazz and Tap (1)	New
	<i>Incorrectly reported as 2 credits</i>	
ENG 30073	Editing and Publishing II (3)	New
	<i>Incorrectly reported as revised</i>	
ITEC 47403	Instructional Design (3) to:	
ETEC		Revise
	<i>Incorrectly reported as new</i>	
ITEC 67492	Advanced Practicum and Internship (1-3) to:	
ETEC	Practicum and Portfolio (3)	Revise
	<i>Credit-hour revision not reported</i>	
JMC 26002	Data Journalism Basics (1)	<i>Withdraw</i>
	<i>New course is withdrawn</i>	
POL 60302	Bureaucracy and the Policymaking Process (3)	<i>Withdraw</i>
	<i>Revision is withdrawn</i>	
POL 70302	Bureaucracy and the Policymaking Process (3)	<i>Withdraw</i>
	<i>Revision is withdrawn</i>	
POL 70591	Seminar in Transnational and Comparative Politics and Policy (3)	Revise
	<i>Incorrect number reported as 60591</i>	
RIS 34072	Superficial Structures Sonography (2)	New
	<i>Incorrect number reported as 34082</i>	
RIS 44058	Radiation Therapy Clinical Education III (2)	New
	<i>Incorrect number reported as 44056</i>	



Educational Policies Council
Minutes of the Meeting
Monday, 22 January 2018

Ex-Officio Members present (or represented): Executive Vice President for Academic Affairs and Provost Todd A. Diacon; Faculty Senate Chair Deborah C. Smith; Deans Sonia A. Alemagno, James L. Blank, John R. Crawford-Spinelli, James C. Hannon, Amy L. Reynolds, Alison J. Smith; Interim Deans Kenneth J. Burhanna, Nathan Ritchey, Robert G. Sines, Jr.; Senior Associate Dean Vincent J. Hetherington; Associate Deans Robert D. Hisrich, Stephen A. Mitchell, I. Richmond Nettey, Cynthia R. Stillings, Wendy A. Umberger, William T. Willoughby (representing Dean Mark S. Mistur), Manfred H. Van Dulmen; Interim Associate Deans Danielle S. Coombs, Kara L. Robinson; Assistant Dean Elizabeth A. Sinclair (representing Deborah F. Spake)

Ex-officio Members not present (or represented): Deans Barbara A. Broome, Alicia R. Crowe, Eboni J. Pringle, Melody J. Tankersley

Faculty Senate-Appointed Representatives present (or represented): Professors Edward Dauterich, Christopher J. Fenk, Darci L. Kracht, Robert J. Twieg; Associate Professors Albert L. Ingram; Assistant Professor Jennifer M. Cunningham

Faculty Senate-Appointed Representatives not present (or represented): Professor Susan Roxburgh, Donald L. White; Associate Professors Vanessa J. Earp, Linda L. Williams; Assistant Professor Vinay K. Cheruvu

Council Representatives present (or represented): Professors Michael C. Chunn, Said Shiyab; Shin-Min (Simon) Song, Jonathan B. VanGeest; Associate Professors Jillian S. Coorey, Jan C. Leach, Richard L. Mangrum, Denise M. McEnroe-Petitte, Robert D. Sturr, Jonathan F. Swoboda, Melissa D. Zullo; Assistant Professors Pamela K. Evans (representing Jonathan P. Fleming), Insook Kim, James D. (Derek) Kinglsey, Mary A. Mooney, Amy B. Petrinc, Debra S. Shelestak

Council Representatives not present (or represented): Associate Professor Jayaram (Jay) Muthuswamy; Assistant Professor Lindsay C. Baran

Observers present: Graduate Student Senate Vice Executive Chair Kathryn Klonowski,

Observers not present: Undergraduate Student Government Senator Samantha Scozzaro

Consultants and Guests present: Susan M. Augustine, Lorraine E. Bears, Bradley A. Bielski, Marie D. Bukowski, Heather K. Calwell, Jane A. Cox, Lisa Echeverry, Larry G. Froehlich, Julie A. Gabella, Janice J. Gibson, Lance R. Grahn, Lynne M. Guillot-Miller, Mary Ann Haley, Albert L. Ingram, Jennifer S. Kellogg, Annaleise Leesick, Matha Merrill, Cynthia J. Osborn, Mary Ann Raghanti, Matthew M. Rollyson, Kathleen J. Spicer, Joshua A. Stacher, Linnea A. Stafford, Therese E. Tillett, Andrew M. Tonge, Tsunghui Tu, Roberto M. Uribe-Rendon, Aimee J. VanDomelen, Catherine M. Zingrone

Executive Vice President for Academic Affairs and Provost Todd A. Diacon called the meeting to order at 3:20 p.m., on Monday, 22 January 2018, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of 20 November 2017 meeting minutes.

Associate Dean Robert D. Hisrich moved for approval of the minutes, seconded by Assistant Professor Mary A. Mooney. No changes, corrections or clarifications were requested. The motion passed unanimously.

Graduate EPC Action Item 1: Establishment of a Nonprofit Management [C643] post-baccalaureate certificate to be offered online only through the Kent Campus.

Dean James L. Blank made a motion to approve the item, which was seconded by Senior Associate Dean Vincent J. Hetherington.

Dean Blank introduced a faculty member from the Department of Political Science to present the new certificate. The new certificate takes existing curriculum and faculty from the Master of Public Administration (M.P.A.) degree. The certificate will be a fully online program and will meet the market needs of nonprofit organizations in Northeast Ohio. At 12 credit hours, the certificate comprises one core management course and three nonprofit courses. The certificate will be appealing to graduated baccalaureate students who are looking to take some graduate work but who do not want to pursue a graduate degree, and for students who may already hold a graduate degree but would like to work in the nonprofit sector.

EPC members did not have any questions or comments and passed the item unanimously.

Graduate EPC Action Item 2: Revision of name and course requirements for the Educational Administration–Higher Education [EDHE] major within the Educational Specialist [EDS] degree. Revised name is Higher Education Administration and Student Affairs [HISA].

Interim Dean Nathan Ritchey's motion for approval of the item was seconded by Interim Associate Dean Danielle S. Coombs.

Associate Professor Martha C. Merrill explained that name change will better reflect common usage in the higher education field. The term "educational administration" generally refers to elementary and secondary education. The changes to the curriculum emphasizes assessment and evaluation, which are necessary for anyone working in higher education.

The item was passed unanimously by EPC members with no questions or comments.

Graduate EPC Action Item 3: Revision of name and course requirements for the Educational Administration–Higher Education [EDHE] major within the Doctor of Philosophy [PHD] degree. Revised name is Higher Education Administration [HIED].

Associate Dean William T. Willoughby made a motion for approval. The motion was seconded by Assistant Professor Mooney.

Associate Professor Merrill noted that the name change is similar to the previous item.

With no questions or comments, EPC members passed the item unanimously.

Graduate EPC Action Item 4: Revision of name and course requirements for the Higher Education and Student Personnel [EAHE] major within the Master of Education [MED] degree. Revised name is Higher Education Administration and Student Affairs [HISA].

Associate Professor Jonathan F. Swoboda made a motion for approval, which was seconded by Senior Associate Dean Hetherington.

Associate Professor Merrill stated that “student personnel” is an outdated term, with “student affairs” being more representative of the field. The curriculum changes are similar to the Ed.S. degree, which emphasizes assessment and evaluation.

EPC members passed the item unanimously with no questions or comments.

Graduate EPC Action Item 5: Establishment of an Addictions Counseling [C642] post-baccalaureate certificate to be offered at the Kent Campus. Three new courses are being established for this program.

Dean Sonia Alemagno moved for approval of the item, and Associate Dean Wendy A. Umberger seconded the motion.

Professor Cynthia J. Osborn described the certificate’s curriculum as fulfilling all the trainer requirements for licensure eligibility in Ohio as a chemical dependency counselor.

No questions were asked or comments given, and EPC members passed the item unanimously.

Graduate EPC Action Item 6: Revision of administrative structure, name, admission and course requirements; and inactivation of two concentrations for the Instructional Technology [ITEC] major within the Master of Education [MED] degree. The program, all courses and five faculty move to the School of Teaching, Learning and Curriculum Studies. Revised name is Educational Technology [ETEC] major. ITEC courses have course subject revised to ETEC. Admission revision (lesser item) includes clarifying that two letters of recommendation are to be from academic and professional references, and official transcripts must be from all undergraduate and graduate programs. Course revision (lesser item) includes creating a core, cognate area of study and capstone requirement. Inactivated concentrations (lesser item) are Computer/Technology [CMTC] and Instructional Technology/General [ITCG].

Interim Associate Dean Danielle S. Coombs made a motion to approval the item, which was seconded by Associate Dean Hisrich.

Associate Professor Albert L. Ingram stated that Kent State is one of the few institutions in the country that calls this type of program “instructional technology;” the new name of “educational technology” will better represent the program. In addition, faculty have decreased the total program credit hours to be competitive with other programs in the country. The proposal also includes a request to move the program, courses and faculty from the School of Lifespan Development and Educational Sciences to the School of Teaching, Learning and Curriculum Studies.

EPC members did not have any questions or comments and passed the item unanimously.

Graduate EPC Action Item 7: Revision of administrative structure, name and course requirements for the Online Learning and Teaching [C614] post-master's certificate. The program moves to the School of Teaching, Learning and Curriculum Studies. Revised name Online and Blended Learning [C642]. Course revision (lesser item) includes removing ITEC 67436 and ITEC 67438.

Associate Dean Stillings' motion for item approval was seconded by Associate Dean Willoughby.

Associate Professor Ingram indicated that, similar to the previous item, the certificate will move from the School of Lifespan Development and Educational Sciences to the School of Teaching, Learning and Curriculum Studies. The name and curriculum revisions are to make the certificate more competitive with similar program across the country.

The item was passed unanimously by EPC members with no questions or comments.

Graduate EPC Action Item 8: Inactivation of the Reading Specialization [READ] major within the Master of Arts [MA] degree. The major within the Master of Education degree will continue to be offered.

Interim Associate Dean Coombs made a motion to approve the item, and Professor Robert J. Twieg seconded the motion.

Associate Dean Mitchell noted that the college has not graduated any students from the M.A. degree in Reading Specialization since 2010.

With no questions or comments, EPC members passed the item unanimously.

Provost Diacon requested questions or comments for any of the information items, lesser action items on the agenda. Hearing none, the provost dismissed the graduate council and moved on to the undergraduate agenda.

Undergraduate EPC Action Item 1: Establishment of a Computer Engineering Technology [CET] major within the Bachelor of Science [BS] degree. The program replaces a concentration in the Applied Engineering major.

Interim Dean Robert G. Sines motion for item approval was seconded by Dean James C. Hannon.

Interim Dean Sines explained that the curriculum of the program (as a concentration) has developed to the point where it no longer shares 50 percent of its major courses with the other Applied Engineering concentrations. Therefore, it should be a separate degree program.

EPC members passed the item unanimously with no questions or comments.

Undergraduate EPC Action Item 2: Revision of name and course requirements for the Studio Arts [STAR] major within the Bachelor of Arts [BA] degree. Revised name is Studio Art [SART].

Dean John R. Crawford-Spinelli's motion for item approval was seconded by Professor Darci Kracht.

Dean Crawford-Spinelli explained that the plural form of "arts" refers to the visual arts and performing; whereas, the singular form of "art" refers to fine art and studio art. "Art" singular is the current nomenclature in this field.

No questions were asked or comments given, and EPC members passed the item unanimously.

Undergraduate EPC Action Item 3: Revision of name and course requirements for the Studio Arts [STAR] major within the Bachelor of Fine Arts [BFA] degree. Revised name is Studio Art [SART]. In addition, name of the Sculpture [SCLP] concentration is revised to Sculpture and Expanded Media [SEM].

Dean Crawford-Spinelli moved for approval of the item, seconded by Professor Edward Dauterich.

Dean Crawford-Spinelli indicated that the name change request is the same as the previous item. Included in the proposal is also a name change of the Sculpture concentration to Sculpture and Expanded Media, which reflects the current trend in field.

EPC members did not have any questions or comments and passed the item unanimously.

Undergraduate EPC Action Item 4: Revision of administrative structure, name and course requirements for the International Relations [INTL] major within the Bachelor of Arts [BA] degree. The program moves to the Department of Political Science. Revised name is Global Studies [GLST].

An EPC member [name not recorded] moved for the item's approval, which was seconded by Dean Alison J. Smith.

Associate Professor Joshua A. Stacher stated that, in addition to a name change and administrative move, the program has had its curriculum revised to include coursework from other areas in the college, such as English, Pan-African studies and peace and conflict studies.

Faculty Senate Chair Deborah C. Smith inquired if the program will be more interdisciplinary and questioned the move from an interdisciplinary center to a disciplinary department. Dean Blank responded the college anticipates this program will grow, and the Department of Political Science will be better equipped to handle the growth.

With no further questions or comments, EPC members passed the item unanimously.

Undergraduate EPC Action Item 5: Establishment of a Medical Anthropology [MDAN] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.

Dean Blank made a motion for approval of the item, which was seconded by Dean Amy Reynolds.

Department Chair Raghanti described medical anthropology as one of the fastest growing sub-disciplines within the anthropology field. Faculty Senate Chair Smith asked if the department plans to create a major from the minor in the future. Chair Raghanti responded in the affirmative.

EPC members passed the item unanimously with no additional questions or comments.

Undergraduate EPC Action Item 6: Establishment of a Neuroscience [NRO] major within the Bachelor of Science degree to be offered on the Kent Campus. Seven NEUR courses are established for the major.

Professor Dauterich moved for the item's approval. The motion was seconded by Intern Dean Kenneth J. Burhanna.

Dean Blank indicated that the new major would be jointly administered by the Department of Biological Sciences and the Department of Psychological Sciences.

The item was passed unanimously by EPC members with no questions or comments.

Undergraduate EPC Action Item 7: Establishment of an Applied Statistics [APPS] minor to be offered at the Kent Campus.

Dean Reynolds's motion for item approval was seconded by Associate Professor Robert D. Sturr.

Department Chair Andrew M. Tonge stated that the proposed minor will allow the university to get a start on big data, which is expected to be a future area of growth. The minor would be an interest to a number of disciplines across the university.

Provost Diacon expressed concern about programs that begin with an adjective. He suggested the minor be titled "statistics" instead of "applied statistics." Chair Tonge explained that "applied" is necessary in the title because the program is to put to practical use instead of being theoretical statistics.

An EPC member asked if engineering students would be able to declare the minor, which Chair Tonge responded in the affirmative, explaining that the minor was developed to be interdisciplinary.

Another member asked for clarification on the minimum total credit hours to program completion as the agenda listed 18, but the proposal listed 20. Chair Tonge clarified the program total is 20.

EPC members did not have any more questions or comments and passed the item unanimously.

Undergraduate EPC Action Item 8: Revision of administrative structure, name and course requirements for the Joint Military Studies [JMC] minor. The program moves from the college to the Department of Management and Information Systems. Revised name is Military and Leadership Studies [MLS].

Intern Dean Burhanna made a motion to approval the item, which was seconded by Dean Hannon.

Assistant Dean Elizabeth A. Sinclair explained that the college has had the Joint Military Studies minor for years; throughout the years, more and more business courses were removed from the curriculum. After much discussion, the college has decided to rename the minor to Military and Leadership Studies and revise the curriculum to include business courses and accept military credit to make it appealing to the many veterans who attend Kent State University.

With no questions or comments, EPC members passed the item unanimously.

Undergraduate EPC Action Item 9: Establishment of a Leadership [LEAD] minor to be offered at the Kent Campus.

Associate Professor Pamela K. Evans made a motion for approval, and Dean Reynolds seconded.

Assistant Dean Sinclair stated that the Leadership minor provides students expertise in responsible leadership. Students will earn fundamental principles of leadership, with an emphasis on considering the interests of all business stakeholders, including workers, customers, clients, the community, the environment and future generations.

PC members passed the item unanimously with no questions or comments.

Undergraduate EPC Action Item 10: Establishment of an Addictions Counseling [C153] post-secondary certificate to be offered at the Kent Campus. All courses are being established for this program.

Dean Reynolds made a motion to approval the item, which was seconded by Dean Smith.

Professor Osborn noted that the undergraduate certificate is very similar to the graduate certificate approved earlier. The training hours that the student will complete in the certificate will satisfy all training requirements for licensure as a chemical dependency counselor in Ohio. The first course required in the program will allow students to earn a certificate as a chemical dependency counselor assistant, which is an employable credential. Those students who pursue the certificate and an associate degree and/or a bachelor's degree can be license-eligible as a chemical dependency counselor. The certificate will attract current students and non-degree seeking students, who may already be in a career or do not have a bachelor's degree.

No questions were asked or comments given, and EPC members passed the item unanimously.

Undergraduate EPC Action Item 11: Establishment of a Game Design [GADE] minor to be offered at the Kent, Stark and Tuscarawas campuses. The minor replaces the Computer Design Animation and Game Design [CDAG] minor (see lesser item).

Associate Professor Denise McEnroe-Petitte moved for the item's approval. The motion was seconded by Dean Reynolds.

Associate Professor Larry Froehlich indicated that the current Computer Animation and Game Design minor will be split into two new minors, one of which is this minor.

EPC members did not have any questions or comments and passed the item unanimously.

Undergraduate EPC Action Item 12: Inactivation of the Manufacturing Engineering Technology [MFET] major within the Associate of Applied Science [AAS] degree. Admission to the degree program was suspended for fall 2017 (May 2017 EPC). The degree program was offered on the Trumbull Campus.

Professor Dauterich motion for item approval was seconded by Dean Hannon.

Associate Professor Froehlich stated that the college has been able to accommodate the few students that are in the program and suspended admission this past fall. Chair Smith requested clarification on how the college was able to accommodate those students. Associate Professor Froehlich replied that of the five students who were in the program, all have changed to a different major, with the exception of one. Executive Director Therese E. Tillett added that the one remaining student is on track to graduate in spring 2018. Chair Smith asked what would happen if the student did not graduate in spring. Director Tillett answered that the student is also declared in the Applied Engineering bachelor's degree major, and faculty have allowed courses in that major to double count toward the associate degree.

The item was passed unanimously by EPC members with no questions or comments.

Undergraduate EPC Action Item 13: Establishment of Modeling and Animation [MODL] minor to be offered at the Kent, Stark and Tuscarawas campuses. The minor replaces the Computer Design Animation and Game Design [CDAG] minor (see lesser action).

Dean Reynolds moved for the item's approval, and an EPC member [name not recorded] seconded the motion.

Associate Professor Froehlich explained that the new minor is the other minor (in addition to the new Game Design minor approved earlier) that will replace the current Computer Design Animation and Game Design minor. The new minor will provide students with an understanding of and skills to create: parametric models, 2D graphics, UV texturing, character and environment modeling, lighting and rendering, as well as animation.

With no questions or comments, EPC members passed the item unanimously.

Undergraduate EPC Action Item 14: Establishment of a Modeling, Animation and Game Creation [MAGC] major within the Bachelor of Science [BS] degree to be offered at the Kent, Stark and Tuscarawas campuses. The program replaces the Computer Design, Animation and Game Design [CDAG] concentration in the Engineering Technology major. All (23) CADT and CDAG courses have course subject revised to MAGC; eight MAGC are established; and 12 courses revised. Minimum total credit hours to program completion are 120.

Associate Professor McEnroe-Petitte made a motion for approval of the item, seconded by Dean Reynolds.

Associate Professor Froehlich restated the item's description in the agenda. The proposed major is an elevation from an existing concentration in the Engineering Technology major.

EPC members passed the item unanimously with no questions or comments.

With no requests for additional discussion, Provost Diacon adjourned the meeting at 4:01 p.m.

Respectfully submitted,

Office of Curriculum Services



To: Educational Policies Council

From: Office of the Provost

Date: 23 January 2018

Re: Request to enact EPC review as part of administrative policy 3342-2-07

REQUEST:

The Office of the Provost requests that the EPC approve forming and charging a task force to undertake a review of the EPC, including its mission and purpose, composition and membership and logistics in how meetings are scheduled and conducted.

This request aligns with the following policy:

3342-2-07 Administrative Policy and Procedures Regarding the Educational Policies Council

- C. Periodic review of the educational policies council. The responsibility, authority and structure of the educational policies council shall be reviewed each two years or at any time review may be considered appropriate by majority vote of the whole membership of the educational policies council.

The recommendation is that a EPC Review Task Force be formed and comprise EPC members, past and present, with sufficient representation from the three voting membership areas:

1. Ex-officio
2. Faculty Senate-appointed
3. College curriculum committee-elected

Faculty should comprise the majority of the members of the task force, with a balanced representation from the undergraduate and graduate councils.

BACKGROUND:

The Educational Policies Council (EPC) was established on 1 July 1967. Prior, there existed the University Council on Curriculum. Similar to its previous incarnation, the EPC was an independent group chaired by the provost. In 1970, under terms of the revised Faculty Senate charge and bylaws, the EPC went under Senate jurisdiction, co-chaired by the provost and Faculty Senate chair.

The goal with the creation of the EPC was to delegate much of the responsibility for curricular changes to departmental and college curriculum bodies, thereby freeing the EPC to focus on long-range academic planning and overall curricular planning and policy guidelines for the university that reflect Kent State's mission and goals as defined by the president and trustees.

In 2009, the EPC was restructured into two separate councils: one council for undergraduate education, and one council for graduate education.

The goal with the restructure was to allow graduate faculty and graduate students to participate more fully in the governance of graduate education, as well as to allow the individual councils to work more effectively in addressing long-range planning, policy and development within the undergraduate and graduate missions respectively – with each council’s membership more closely aligned to those missions.

There has not been an assessment and evaluation of the 2009 restructure, nor has there been a holistic review of the council’s mission, structure and composition for many years.

ISSUES:

The Office Curriculum Services has long served as the secretary for the EPC. These are the issues that the office staff have noticed since the 2009 changes to the council:

1. Membership/proxy voting. With two councils and relatively same member composition, membership has nearly grown twice in size. More “representation” of voting members are taking place, sometimes with one member attending to vote in place of two or three members.
2. Size. As membership has grown, the former meeting room of the EPC in the Student Center became inadequate. EPC then moved to the Governance Chambers, which is too large many times and can be too formal a setting for this type of committee. In past, there tends to be deeper discussion when the room is smaller and/or informal.
3. Attendance. As membership has grown, absences have increased. Based on a review of EPC meeting minutes, there also seems to be a lack of engagement with members asking questions or prompting discussion. Below is a comparison of attendance of voting members at EPC meetings in 2008-09 (the last year EPC was one body) and in 2016-17.

	2008-2009		2016-2017	
	% Present	% Absent	% Present	% Absent
August	79	21	32	68
September	91	9	59	41
October	85	15	37	63
November	76	24	60	40
January	94	6	68	32
February	79	21	63	37
March	85	15	55	45
April	81	19	63	37
May	68	32	58	42

Please note that the lowest attended meeting in 2008-09 (May) was the highest attended meeting in 2016-17 (January).

4. Scheduling. Planning the two councils has been a challenge, especially when they meet separately, in addition to meeting jointly for items that concerned both bodies. Over the years, several schedules were tried for a period and discontinued due to member complaints. For the past two years, the two councils meet jointly only, which has created many of the issues note above.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Jan-18** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department _____
 College **PR - Provost**
 Degree _____
 Program Name **Global Distinction** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

The Office of the Provost proposes establishment of a Global Distinction Program that will allow undergraduate students to enhance their degree through the study and practice of global and intercultural learning.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

Starting in Fall 2018, University College will administer the program, including the training of advisors, tracking of student requirements, and program assessment. Students successfully completing the program shall graduate with the additional transcript designation of "Global Distinction." The program will not impact other programs, other than to potentially add incentives for more student participation. The program will require additional staffing for University College.

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

The committee consulted with deans; chairs and directors; advisors; the Registrar; Global Education, Honors College; Curriculum Services; the Office of Accreditation, Assessment and Learning; and Faculty Senate Executive Committee.

REQUIRED ENDORSEMENTS

Department Chair / School Director	____/____/____
Campus Dean (for Regional Campuses proposals)	____/____/____
College Dean (or designee)	____/____/____
Dean of Graduate Studies (for graduate proposals)	____/____/____
Senior Vice President for Academic Affairs and Provost (or designee)	____/____/____

Global Distinction Program Proposal

Subject Specification

The Office of the Provost proposes establishment of a **Global Distinction Program** that will allow undergraduate students to enhance their degree through the study and practice of global and intercultural learning.

Starting in Fall 2018, University College will administer the program, including the training of advisors, tracking of student requirements, and program assessment. Students successfully completing the program shall graduate with the additional transcript designation of “*Global Distinction.*”

Program Overview

The Association of American Colleges and Universities¹ recommends that institutions of higher education assist students with seeing themselves as a part of a world community by integrating intercultural knowledge and competence within the educational experience. Furthermore, in 2014 survey of 606 employers, the National Association of Colleges and Employers (NACE)² identified “Global/Intercultural Fluency” as one of the seven essential competencies college graduates must possess to be considered “career ready”. NACE defines this competency as valuing, respecting, and learning from diverse cultures, races, ages, genders, sexual orientations, and religions. This competency is demonstrated through an individual’s ability to be open, inclusive, sensitive, and respectful of all people.

The Global Distinction Program (GDP) will enable students to gain the knowledge and skills necessary to become global citizens. In addition to studying their discipline, students will also develop key global and intercultural skills that will enable them to work more effectively across cultures and to approach complex global problems. Available to all degree-seeking undergraduates, this transcript credential will serve as recognition of student’s commitment to global and intercultural learning.

The program consists of three components:

1. Coursework

Each student must complete 12 credit hours of coursework focused on intercultural and global learning outcomes to complete this component of the program. Eligible courses include global diversity-focused courses from the Diversity Course Requirement, foreign or second language proficiency, and International Baccalaureate program courses. See the section on **Global Distinction Course Requirements** for more details.

2. Immersive Experience

¹ Rhodes, T. (2009). Assessing outcomes and improving achievement: Tips and tools for using the rubrics. Washington, DC: Association of American Colleges and Universities. <https://www.aacu.org/value/rubrics/intercultural-knowledge>

² National Association of Colleges and Employers (2014). Career Readiness Defined, NACE Center for Career Development and Talent Acquisition. <http://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>

Global Distinction Program Proposal

To complete this component of the program, each student must participate in one long-term or two short-term immersive international experiences involving extensive interactions with people of different cultures.

3. Culminating Presentation

Students will give a presentation that answers the question: How has my commitment to global distinction prepared me for the future? The presentation will articulate how they have explored the program learning outcomes. See the section on the **Culminating Presentation Assignment** for more details.

Background Information

In January 2017, the Office of the Provost formed a committee to develop a programmatic approach to enhance global and intercultural learning for undergraduate students. This work aligned with the University's Strategic Priority 3: Global Competitiveness. Specifically, it addressed strategic initiative 3.2: Enhance the internationalization of the university through programmatic and partnership engagement.

The committee³ was thoughtfully put together. Individuals with strengths in global and intercultural learning were recruited. Functional experts were also sought out, including representation from global education, curriculum services and the honors college. Additional committee members, especially faculty, were added throughout the process, as new expertise was identified.

The committee reviewed numerous similar programs at universities throughout the United States⁴. In some cases, emailing and/or talking with program administrators. The committee consulted with deans; chairs and directors; advisors; the registrar; Global Education, the Honors College; curriculum services; the office of accreditation, assessment and learning; and Faculty Senate.

Program Administration

It is recommended that University College administer the Global Distinction program because it aligns with the mission and scope of programs offered in University College. University College

³ Global Distinction Committee Membership: Ken Burhanna (chair), Francoise Massardier-Kenney, Eboni Pringle, Amanda Bevington, J.R. Campbell, Kevin Heller (student), Frank Congin, Katie Goldring, Ashley Williams, Eron Memaj, Ediz Kaykayoglu, Stephanie Smith, Edgar Kooijman, Amanda Woodyard, Steven Antalvari, Mary Kuchin, Pamela Stephenson, and Linda Robertson

⁴ Examples include:

- Stephen F. Austin State University's Certificate of International Competency - <http://www.sfasu.edu/oip/234.asp>.
- University of Houston's (Peer) Certificate in Global Studies and Research – <http://www.uh.edu/honors/Programs-Minors/honors-minors-programs/global-studies/>.
- University of North Texas's (Peer) Global Perspectives Certificate - http://catalog.unt.edu/preview_program.php?catoid=3&poid=845&returnto=87.
- University of South Florida's (Aspirational) Global Citizen Project - <http://www.usf.edu/qep/documents/qepexecutivesummary.pdf>.
- University Wisconsin Whitewater's Global Engagement Certificate -- <https://www.uww.edu/cls/global-engagement>.

Global Distinction Program Proposal

serves students from all colleges and in some cases all campuses with the mission of providing non-major specific academic opportunities regardless of declared degree program. While not connected to a specific degree program, advisors will need to work directly with students to help them understand how the Global Distinction program requirements will align with their degree program. This program will require on-going academic advisor training and support. University College is well positioned to provide advisor training and support in addition to aligning the Global Distinction program with the National Student Exchange and Alternative Spring Break program which are both housed in University College.

Students will formally apply to demonstrate their proficiency through the culminating presentation assignment. This application (see appendix C) will trigger a review of the student's coursework and immersive experience record to ensure that student is on track with program requirements.

Components and Guidelines

Eligibility

All degree-seeking undergraduate students are eligible to pursue the Global Distinction Program. This includes international students as well, as noted by program pathways designed specifically for them.

Learning Outcomes

The Global Distinction learning outcomes have been adapted from the AAC&U's Value Rubrics on Intercultural Knowledge and Competence and Global Learning. The committee has strived for these outcomes to guide all components of the Global Distinction Program.

1. Cultural Self-Awareness

Describe visible and hidden factors that shape your culture (and sub-cultures), beliefs and values and those of others.

2. Cultural Perspective Taking

Evaluate cultural factors likely to lead to cross-cultural misunderstandings or conflicts at the macro and micro level and formulate appropriate strategies to avoid or mitigate cultural misunderstandings or conflicts.

3. Global Self-Awareness

Evaluate and apply diverse perspectives to complex problems within natural and human systems (e.g., epidemiology).

4. Understanding Global Systems

Describe multiple world views, experiences and power structures.

5. Cultural Diversity

Recognize interconnections of human organizations and processes, and innovative solutions to global problems.

Coursework Requirements

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Students wishing to fulfill the curricular requirements for Global Distinction need to successfully complete 12 credit hours from courses that address the learning outcomes of the program.

Students can complete their 12 credit hours through a combination of the following:

- A. Up to twelve (12) credit hours of Global Diversity-focused courses, as designated for the Diversity Course Requirement (<http://catalog.kent.edu/undergraduate-university-requirements/diversity-course-requirement/>). See **Appendix A** for a list of Global Diversity-focused courses.
- B. Up to six (6) credit hours of Foreign or second language proficiency may count (see note on foreign language proficiency).
- C. International Baccalaureate program completion qualifies for up to six (6) credit hours (see note on IB programs).

Note: Foreign Language Proficiency

Foreign language proficiency can serve as a catalyst for global and intercultural learning. However, attaining this proficiency often depends on the socio-economic and cultural background of students and on the university-wide requirements of individual majors. In addition, language proficiency is not sufficient in and of itself. It needs to be accompanied by cultural competency to meet the goals of a global distinction program. Thus, foreign language proficiency cannot be a mandatory requirement for the global distinction program, but it is strongly encouraged and may count for 6 credit hours towards meeting the curricular requirements of the program.

Students can demonstrate proficiency in the following ways:

- A. Successfully complete foreign language coursework at the intermediate-mid proficiency level with a grade of “B” or higher in an upper division course.
- B. Demonstrate intermediate-mid proficiency by taking an official language proficiency test (ACTFL) and scoring at the intermediate-mid level or higher.
- C. Provide proof of English language proficiency per the admission requirements of the Office of Global Education (for non-native English speaking international students).

Note: International Baccalaureate (IB) Programs

Students will receive six (6) hours of credit towards their global distinction coursework requirement upon completion of the IB programme. The College of Education, Health and Human Services' Early Childhood Education (ECED) and Middle Childhood Education (MCED) programs are recognized by the International Baccalaureate Organization and allow students to earn Baccalaureate Primary Year and Middle Year Programme Certificates respectively.

Immersive Experience

To complete this component of the program, each student must participate in one long-term or two short-term immersive international experiences involving extensive interactions with people of different cultures. Short-term is defined as any experience that is shorter than an academic term. Long-term experiences are those that are at least one full academic term. If a course has an immersive period within it (e.g., students study Cuban history for a semester and have a four-day immersive experience in Cuba), the four-day trip would count as a short-term immersive experience. Immersive experiences include:

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- National Student Exchange locations abroad
- Alternative Break trips with international destinations or with an emphasis on international populations
- Residence in the International Living Learning Community for an academic year
- Education Abroad
- International students earn this component by studying at one of Kent State's campuses in the United States

The immersive experiences listed above have been identified as ideal opportunities for students to engage with international cultures as they offer structured opportunities for the learning outcomes of the Global Distinction program to be met. However, the committee understands that opportunities may exist outside of those listed and students will be offered an exception form to seek approval for other experiences they feel satisfy this component of the program.

Culminating Presentation Assignment

To complete the culminating presentation assignment for global distinction, students need to design and deliver a presentation that addresses the five program learning outcomes in relation to the question: *How has my commitment to global distinction prepared me for the future?* In addressing this question, identify the impact and influence of the five learning outcomes on you and your approach to the world. Use examples from your own experiences to support your presentation. A rubric will be used to both guide students and structure the evaluation of their presentation. A draft rubric is provided in **Appendix B**.

Students need to design and deliver their presentation at a designated Kent State University student conference opportunity. University College will designate which student conferences are made available for Global Distinction presentations. Conference judges comprised of faculty members will apply the rubric to the presentations. We anticipate that in certain exceptional cases students will need an alternate pathway. In these cases, University College will work with students to identify a suitable alternative pathway.

Program Assessment

University College will oversee program assessment. In general, assessment activities will flow from the three main program components. Assessment data on coursework will come from URCC for the global diversity-focused courses, from global education and MCLS for foreign language, and from EHHS for the IB programme. Immersive experience assessment data will flow from the administrative or sponsoring unit for experiences. The culminating presentation will be assessed directly using its assignment rubric.

It is recommended that the program be assessed at the institutional level through the systematic administration of the *Intercultural Development Inventory (IDI)*, an internationally recognized assessment designed to measure cross-cultural competence. Ideally, freshmen would be pre-tested and then post-tested near graduation.

University College will compile and analyze this data regularly, with the goal of providing an assessment report every five years.

Global Distinction Program Proposal

Fiscal Impact

Need	Cost
Staffing – leverage current part-time and adoption of full-time coordinator (Salary and first-year benefits)	\$86,950
Marketing materials	\$2,000
Supplies (Culminating Presentation)	\$3,000
Advisor training and professional development	\$30,000
National Student Exchange costs	\$7,000
Annual Cost	\$128,950
Developer Time (Information Services)	\$10,000
One-time Cost	\$10,000
TOTAL First Year Cost	\$138,950

Alternatives and Consequences

The alternative would be to maintain current practices and assist students with demonstrating their global competence through their resume/CV and in interviews.

Specific Recommendation and Justification

The specific recommendation is to establish the Global Distinction Program in University College for Fall 2018 to create an opportunity for undergraduate students to enhance their degree and career opportunities through the study and practice of global and intercultural learning.

Timetable and Actions Required

1. Approval from Office of the Provost: January 2018
2. Approval from Education Policies Council: 19 February 2018
3. Approval from Faculty Senate: 12 March 2018
4. Implementation: Fall 2018

Global Distinction Program Proposal

Appendix A: Global Diversity-Focused Courses

- Course ListCode Title Credit Hours
- ANTH 18210 INTRODUCTION TO CULTURAL ANTHROPOLOGY (DIVG) (KSS)
3
- ANTH 18420 INTRODUCTION TO ARCHAEOLOGY (DIVG) (KSS) 3
- ANTH 38240 CULTURE AND PERSONALITY (DIVG) 3
- ANTH 48212 KINSHIP AND SOCIAL ORGANIZATION (DIVG) 3
- ANTH 48250 MEDICAL ANTHROPOLOGY (DIVG) 3
- ANTH 48630 PACIFIC ISLAND CULTURES (DIVG) 3
- ANTH 48262 PEOPLES AND CULTURES OF AMAZONIA (DIVG) 3
- ANTH 48360 ANTHROPOLOGY OF GENDER AND SEXUALITY (DIVG) 3
- ANTH 48830 HUMAN BEHAVIORAL ECOLOGY AND EVOLUTION (DIVG) (ELR)
(WIC) 3
- ARTH 22020 ART OF AFRICA, OCEANIA AND THE AMERICAS (DIVG) (KFA) 3
- ARTH 42025 ART OF WEST AFRICA (DIVG) 3
- ARTH 42026 ART OF NIGERIA (DIVG) 3
- ARTH 42027 ART OF CENTRAL AFRICA (DIVG) 3
- CACM 32030 INTERNATIONAL CONFLICT RESOLUTION (DIVG) 3
- CACM 32040 CROSS-CULTURAL CONFLICT MANAGEMENT (DIVG) 3
- CACM 41010 RECONCILIATION VERSUS REVENGE: TRANSITIONAL JUSTICE
(DIVG) (WIC) 3
- CLAS 21404 THE GREEK ACHIEVEMENT (DIVG) (KHUM) 3
- CLAS 21405 THE ROMAN ACHIEVEMENT (DIVG) (KHUM) 3
- COMM 35852 INTERCULTURAL COMMUNICATION (DIVG) 3
- DAN 27076 DANCE AS AN ART FORM (DIVG) (KFA) 3
- ENG 31006 WORLD ENGLISHES (DIVG) (WIC) 3
- ENG 33013 PAN-AFRICAN WOMEN'S LITERATURE (DIVG) 3
- ENG 33015 AFRICAN LITERATURES (DIVG) 3
- ENG 34011 WORLD LITERATURE IN ENGLISH (DIVG) 3
- GEOG 17063 WORLD GEOGRAPHY (DIVG) (KSS) 3
- GEOG 22040 INTRODUCTION TO GLOBAL TOURISM (DIVG) 3
- GEOG 22061 HUMAN GEOGRAPHY (DIVG) (KSS) 3
- GEOG 32080 POLITICS AND PLACE (DIVG) 3
- GEOG 36065 CITIES AND URBANIZATION (DIVG) 3
- GEOG 37040 GEOGRAPHY OF AFRICA (DIVG) 3
- GEOG 37050 GEOGRAPHY OF RUSSIA AND THE COMMONWEALTH OF
INDEPENDENT STATES (DIVG) 3
- GEOG 37066 GEOGRAPHY OF EUROPE (DIVG) 3
- GEOG 37070 GEOGRAPHY OF EAST AND SOUTHEAST ASIA (DIVG) 3
- GEOG 37084 GEOGRAPHY OF SOUTH AMERICA (DIVG) 3
- GEOG 37085 GEOGRAPHY OF LATIN AMERICA AND THE CARIBBEAN (DIVG)
3
- HIST 11050 WORLD HISTORY: ANCIENT AND MEDIEVAL (DIVG) (KHUM) 3
- HIST 11051 WORLD HISTORY: MODERN (DIVG) (KHUM) 3

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- HIST 31140 MODERN LATIN AMERICA (DIVG) 3
- MCLS 21417 MULTICULTURALISM IN TODAY'S GERMANY (DIVG) 3
- MUS 22121 MUSIC AS A WORLD PHENOMENON (DIVG) (KFA) 3
- MUS 42181 POPULAR WORLD MUSIC (DIVG) 3
- PAS 23001 BLACK EXPERIENCE I: BEGINNINGS TO 1865 (DIVG) (KHUM) 3
- PAS 24407 CARIBBEAN STUDIES (DIVG) 3
- PAS 32050 AFRICAN LITERATURES (DIVG) 3
- PAS 34000 INTRODUCTION TO AFRICAN WORLD VIEW (DIVG) 3
- PAS 37100 PAN-AFRICAN WOMEN'S LITERATURE (DIVG) 3
- PH 10002 INTRODUCTION TO GLOBAL HEALTH (DIVG) 3
- PHIL 11001 INTRODUCTION TO PHILOSOPHY (DIVG) (KHUM) 3
- PHIL 21001 INTRODUCTION TO ETHICS (DIVG) (KHUM) 3
- PHIL 31075 PHILOSOPHY AND MULTICULTURALISM (DIVG) 3
- POL 10004 COMPARATIVE POLITICS (DIVG) (KSS) 3
- POL 10500 WORLD POLITICS (DIVG) (KSS) 3
- POL 30520 EUROPEAN POLITICS (DIVG) 3
- POL 30530 ASIAN POLITICS (DIVG) 3
- POL 30540 AFRICAN POLITICS (DIVG) 3
- POL 30550 LATIN AMERICAN POLITICS (DIVG) 3
- POL 30560 MIDDLE EAST POLITICS (DIVG) 3
- POL 40540 POLITICS OF DEVELOPMENT (DIVG) 3
- POL 40560 HUMAN RIGHTS AND SOCIAL JUSTICE (DIVG) 3
- REL 11020 INTRODUCTION TO WORLD RELIGIONS (DIVG) (ELR) (KHUM) 3
- REL 21021 MOSES, JESUS AND MOHAMMAD (DIVG) (ELR) (KHUM) 3
- RPTM 26060 INTRODUCTION TO GLOBAL TOURISM (DIVG) 3
- SOC 22778 SOCIAL PROBLEMS (DIVG) (KSS) 3
- SOC 42575 FAMILIES IN A GLOBAL PERSPECTIVE (DIVG) 3
- THEA 11000 THE ART OF THE THEATRE (DIVG) (KFA) 3

Global Distinction Program Proposal

Appendix B: Draft Rubric for the Culminating Presentation Assignment

A rubric will be used to both guide students and structure the evaluation of their presentation. The rubric below is draft.

Scores of twelve (12) and higher rate as “proficient” or “highly proficient.” Scores lower than twelve (12) rate as “inadequate” and require the candidate to revise and give their presentation again to achieve proficiency.

Global Distinction Culminating Presentation Draft Rubric				
	Highly Proficient (3)	Proficient (2)	Inadequate (1)	Score
Organization / Design / Accuracy / Appearance	<p>Organization: All the items included in the poster support the main point. The narrative flows logically and naturally from the introduction with no missing steps.</p> <p>Design: There is a balance of text and graphics. They are evenly distributed around the poster. The arrangement is simple and uncrowded</p> <p>Accuracy: Sentences properly punctuated and all words spelled correctly.</p> <p>Appearance: The introduction and the other paragraphs can be read from at least three feet away.</p>	<p>Organization: Most items included in the poster support the main point. The narrative mostly flows logically and naturally from the introduction with no missing steps.</p> <p>Design: There is some balance of text and graphics. They are somewhat evenly distributed around the poster. The arrangement could be simpler and less crowded, but it makes sense.</p> <p>Accuracy: Most sentences are properly punctuated, and most words spelled correctly.</p> <p>Appearance: The introduction and the other paragraphs can mostly be read from at least three feet away.</p>	<p>Organization: Some items included in the poster support the main point. The narrative does not always flow logically. Some steps are missing.</p> <p>Design: There is a lack of overall balance of text and graphics. They are not evenly distributed around the poster. The arrangement is confusing at times and could be less crowded.</p> <p>Accuracy: Some sentences are properly punctuated, and more than a few words are misspelled.</p> <p>Appearance: The introduction and the other paragraphs cannot be clearly read from three feet away.</p>	
<p>Learning Outcome Reflections: Participants are asked to reflect on their commitment and exploration of the program learning outcomes, as outlined in the culminating</p>				

Global Distinction Program Proposal

presentation assignment instructions. The learning outcomes are listed below this rubric.				
	Highly Proficient (3)	Proficient (2)	Inadequate (1)	Score
1.Cultural Self-Awareness: Describe visible and hidden factors that shape your culture (and sub-cultures), beliefs and values and those of others.	Demonstrates excellent understanding of visible and hidden factors that shape culture (and sub-cultures), beliefs and values and those of others.	Demonstrates adequate understanding of visible and hidden factors that shape culture (and sub-cultures), beliefs and values and those of others.	Fails to demonstrate understanding of visible and hidden factors that shape culture (and sub-cultures), beliefs and values and those of others.	
2.Cultural Perspective Taking: Evaluate cultural factors likely to lead to cross-cultural misunderstandings or conflicts at the macro and micro level and formulate appropriate strategies to avoid or mitigate cultural misunderstandings or conflicts.	Demonstrates excellent understanding of the factors likely to lead to cross-cultural misunderstandings and of appropriate strategies likely to prevent or decrease such misunderstandings.	Demonstrates adequate understanding of the factors likely to lead to cross-cultural misunderstandings and of appropriate strategies likely to prevent or decrease such misunderstandings.	Fails to demonstrate understanding of the factors likely to lead to cross-cultural misunderstandings and of appropriate strategies likely to prevent or decrease such misunderstandings.	
3.Global Self-Awareness: Evaluate and apply diverse perspectives to complex problems within natural and human systems.	Demonstrates competence; evaluates and applies diverse perspectives to complex problems, providing examples within natural and/or human systems.	Indicates competence; some evidence of application of diverse perspectives to complex problems and using examples within natural and/or human systems.	Indicates lack of competence; narrative lacks evidence of application of diverse perspectives to complex problems; choice of examples does not clearly support perspectives invoked.	
4.Understanding Global Systems: Describe multiple world views, experiences and power structures.	The poster describes thoroughly and accurately multiple world views, experiences, or power structures	The poster describes multiple world views, experiences, or power structures with minor lapses in completeness and accuracy. More	The poster does not fully describe multiple world views and examples are not effective.	

Global Distinction Program Proposal

	with relevant examples.	examples may be needed.		
<p>5.Cultural Diversity: Recognize interconnections of human organizations and processes, and of innovative solutions to global problems.</p>	<p>Demonstrates awareness of substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts and of innovative solutions to global problems.</p>	<p>Demonstrates awareness of some connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts and of solutions to global problems.</p>	<p>Fails to demonstrate awareness of some connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts and of solutions to global problems.</p>	
Total Score				

Global Distinction Program Proposal

Appendix C: Draft Application for Global Distinction

Students will complete this application when they are ready to do their culminating presentation assignment.

Application for Global Distinction

(To be adapted electronically and offered to students online)

Name

Banner ID

KSU Email

Class standing

Major(s)

Minor(s) if applicable

Students wishing to earn Global Distinction should complete the following curricular and immersive requirements and submit this application to deliver their culminating presentation.

Coursework

Please list coursework that counts towards this portion of the GDP requirement

Immersive Experience

Please indicate which immersive experience(s) you completed, when, and where:

- Short-term study abroad
- Long-term study abroad
- National Student Exchange experience abroad
- Alternative Break with global components
- Living in the International Living Learning Community for an academic year
- International Student option*
- Other**

*International students can earn this component by studying at one of Kent State's campuses in the United States.

** The immersive experiences listed above have been identified as ideal opportunities for students to engage with international cultures as they offer structured opportunities for the learning outcomes of the Global Distinction program to be met. However, there may be other experiences equally as rich that allow the student to obtain the same learning outcomes as the GDP. In these cases, students should contact the Program Coordinator to obtain an exception form.

Culminating Presentation

Opportunities to present your culminating Global Distinction presentation will be offered throughout the academic year. A rubric will be used to both guide students and structure the evaluation of their presentation. If proficiency is not met, the student will receive their rubric and be provided the opportunity to meet with the coordinator. After making any necessary edits or obtaining proficiency in all areas, the student should resubmit their presentation via the online method for the coordinator to re-evaluate.

Please select which event you'd like to present at:

- Career, Internship & Co-Op Fair (Fall and Spring)
- Undergraduate Research Symposium (Spring only)
- Online method (Fall and Spring)

Once proficiency is met, the coordinator will sign and send paperwork to the registrar's office to notate on applicant's transcript.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Sep-17** Curriculum Bulletin _____
Effective Date **Fall 2018** Approved by EPC _____

Department **School of Peace and Conflict Studies**
College **AS - Arts and Sciences**
Degree **BA - Bachelor of Arts**
Program Name **Applied Conflict Management** Program Banner Code **ACM**
Concentration(s) _____ Concentration(s) Banner Code(s) _____
Proposal **Revise program**

Description of proposal:

Revise name of BA in Applied Conflict Management degree program to ~~Applied~~ Peace and Conflict Studies

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

No impacts.

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

None

REQUIRED ENDORSEMENTS




Department Chair / School Director

012717

Campus Dean (for Regional Campuses proposals)

1 1



College Dean (or designee)

11 13 17

Dean of Graduate Studies (for graduate proposals)

1 1

Senior Vice President for Academic Affairs and Provost (or designee)

1 1

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TILLETT, THERESE

From: Coy, Patrick G.
Sent: Tuesday, February 06, 2018 8:46 AM
To: TILLETT, THERESE
Subject: RE: Applied Conflict Management name change

Therese,

The faculty of the School of Peace and Conflict approved the name of the our undergraduate degree as "Peace and Conflict Studies" in our proposal to the EPC.

Kind regards,
Pat

From: TILLETT, THERESE
Sent: Monday, February 05, 2018 11:24 AM
To: Coy, Patrick G. <pcoy@kent.edu>
Subject: Applied Conflict Management name change

Hello, Pat,

I have your signed proposal to revise the name the Applied Conflict Management major and minor to "Applied Peace and Conflict Studies." I heard recently that faculty have agreed with the revised name as Peace and Conflict Studies.

I just want to confirm that is the case, and should put the amended proposal on the EPC agenda.

Would you let me know that you have approved the revised major and minor name to be Peace and Conflict Studies?

Best, Therese

Therese E. Tillett
Executive Director of Curriculum Services | Office of the Provost
KENT STATE UNIVERSITY
208 Schwartz Center | 800 East Summit Street | Kent, Ohio 44242
T: 330-672-8558 | F: 330-672-2645 | tillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

Proposal Summary
Revise Name of Bachelor of Arts degree program in Applied Conflict Management [BA ACM] to Applied Peace and Conflict Studies [BA APCS]

Description of Action, Including Intended Effect

For the past 44 years, Kent State has offered an undergraduate degree program for the study of conflict management and dispute resolution. Housed in the Center for Peaceful Change, the major was established with the name Integrative Change. The name changed to Peace and Conflict Studies in 1987, and then to Applied Conflict Management in 1994 to align with the revised name of the center, to Center for Applied Conflict Management.

In fall 2017, the center became the School of Peace and Conflict Studies. Therefore, this request is to once again align the name of the major with the name of its academic home. The revised name of the major will be Applied Peace and Conflict Studies, with the word "applied" a critical component to underscore the program's skills-based nature, which allows students to apply what they learn in the classroom in their personal and professional lives.

PCS In addition, all 21 courses in the school will have their course subject changed, from CACM to APCS, to reflect the new name of the undergraduate program. These changes will bring consistency and help prevent confusion for students who want to declare the program and take the courses.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

None

Fiscal, Enrollment, Facilities and Staffing Considerations

None, simply a name change

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Approved at School	Fall 2017
Approved at A&S CCC	Fall 2017
Approved at EPC/Faculty Senate	Fall 2017
ODHE Approval	Spring 2018
Effective	Fall 2018

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**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

CHANGE REQUEST: NAME CHANGE

Date of submission: *submission date*

Name of institution: Kent State University

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Executive Director of Curriculum Services
Office of the Provost
Phone: 330-672-8558
E-mail: tillet1@kent.edu

Previously approved title: Applied Conflict Management major within the Bachelor of Arts degree

Proposed new title: Peace and Conflict Studies major within the Bachelor of Arts degree

Date that the request received final approval from the appropriate institutional committee:
[*March meeting*] (Kent State University Board of Trustees)

Proposed implementation date of the request: Fall 2018

Educator Preparation Programs:

Leads to licensure: No
Leads to endorsement: No

Explain the rationale for name change.

For the past 44 years, Kent State has offered an undergraduate degree program for the study of conflict management and dispute resolution. Housed in the Center for Peaceful Change, the major was established with the name Integrative Change. The name changed to Peace and Conflict Studies in 1987, and then to Applied Conflict Management in 1994 to align with the revised name of the center, to Center of Applied Conflict Management.

In fall 2017, the center was renamed the School of Peace and Conflict Studies. Therefore, this request is to once again align the name of the major with the name of its academic home. The revised name of the major will be Peace and Conflict Studies.

Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

No, the current CIP code will remain. The program is assigned to the following under the (30) Multi-Interdisciplinary Studies series:

30.0501 Peace Studies and Conflict Resolution. Definition: A program that focuses on the origins, resolution and prevention of international and inter-group conflicts. Includes instruction in peace research methods and related social scientific and psychological knowledge bases.

Describe how the name change will affect students in the current program.

Students currently enrolled in program will not be affected by the name change, as only the name is changing, and not the curriculum or any other requirements to earn the degree.

Students may choose to update their catalog year to be declared under the program's new name; however, they will not be obligated to do so.

The mission and goals of the program are unchanged with this name change. The program prepares students for career opportunities in a variety of arenas that utilize conflict management, resolution, advocacy and problem-solving skills, including the following:

- mediation services
- employee and labor relations
- human and social services
- legal services
- government and public administration
- non-profit services and management
- human and social services
- human resources and personnel management
- health care employee and patient relations
- business management, purchasing and sales
- insurance negotiation
- customer service
- activism and lobbying
- international relations

The major has had steady enrollment for the past five years, averaging 41 students each semester. Over the past 10 years, 105 students have earned their degree with the major.

The School of Peace and Conflict Studies also offers an undergraduate minor (to be renamed peace and conflict studies) and courses, which average more than 1,000 student enrollment each year.

Describe any administrative, curricular, faculty or support service changes occurring along with the name change.

The name change is in response to the conversion of the administrative structure of the Center for Applied Conflict Management, which was moved from a center in the Department of Political Science to a school in the College of Arts and Sciences and had its name changed to the School of Peace and Conflict Studies. There are no changes planned in the program's curriculum at this time. Current faculty are teaching all of the courses under the current director. The college has begun the process of a search for new director for the school.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Not applicable. The degree program does not have specialized or professional accreditation.

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon
Executive Vice President for Academic Affairs and Provost
Kent State University

PEACE AND CONFLICT STUDIES APPLIED ~~CONFLICT~~ MANAGEMENT - B.A.

College of Arts and Sciences

School of Peace and Conflict Studies

~~321 Bowman Hall~~ 113 McGilvrey Hall

Kent Campus

330-672-3143

~~caem~~^{SPCS}@kent.edu

~~www.kent.edu/caem~~ SPCS

Description

The Bachelor of Arts in ~~Applied Conflict Management~~^{Peace and Conflict Studies} prepares students for careers or graduate study in the field of conflict management, peace studies and dispute resolution. This major gives students a solid background in managing conflicts in constructive, not destructive ways. Students learn skills that are not only useful in a variety of workplace settings, but in everyday life and relationships as well. Areas of focus include mediation, negotiation, environmental conflict resolution, international conflict resolution, workplace conflict management, nonviolent action and community organizing. As this is an "applied" program, an internship in the field is required (~~GACM 35092~~^{APCS}). Students learn skills and build professional networks through the internship, which can be completed in a wide variety of contexts. Kent State has one of the oldest, largest and most highly regarded undergraduate programs in peace and conflict studies in the country.

FULLY OFFERED AT:

Kent Campus

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Admission Requirements

The university affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who

graduated from high school three or more years ago.

Freshman Students on the Kent Campus: The freshman admission policy on the Kent Campus is selective. Admission decisions are based upon the following: cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. The Admissions Office at the Kent Campus may defer the admission of students who do not meet admissions criteria but who demonstrate areas of promise for successful college study. Deferred applicants may begin their college coursework at one of seven Regional Campuses of Kent State University. For more information on admissions, including additional requirements for some academic programs, visit the [admissions website for new freshmen](#).

Freshman Students on the Regional Campuses: Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, as well as the Regional Academic Center in Twinsburg, have open enrollment admission for students who hold a high school diploma, GED or equivalent.

Transfer, Transitioning and Former Students: For more information about admission criteria for transfer, transitioning and former students, please visit the [admissions website](#).

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 525 TOEFL score (71 on the Internet-based version), minimum 75 MELAB score, minimum 6.0 IELTS score or minimum 48 PTE Academic score, or by completing the ELS level 112 Intensive Program. For more information on international admission, visit the [Office of Global Education's admission website](#).

Program Learning Outcomes

Graduates of this program will be able to:

- 1 Demonstrate the research and analytical skills that will be useful while working in the field of ~~conflict management~~. *Peace and Conflict Studies.*
- 2 Analyze the dynamics of social conflicts and apply the principles of nonviolent theory and practice in order to wage conflict constructively to bring about social or political change.

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- 3 Demonstrate their ability to use the skills of conflict management through in-class exercises, simulations and role plays.
- 4 Demonstrate an ability to identify and analyze the cultural dimensions of conflicts and conflict management.
- 5 Describe and interpret the roles that gendered power dynamics play in conflicts and conflict management.
- 6 Demonstrate a broad grounding in the field of ~~conflict management~~ ^{peace and conflict studies} by being able to explain the historical evolution of the field, by identifying and analyzing a full range of conflict dynamics, and by designing constructive and appropriate intervention tactics and strategies.
- 7 Demonstrate an ability to explain the main theories on causes, expression and consequences of international conflicts, and comparatively evaluate different mechanisms of prevention, management and resolution of international conflicts.
- 8 Demonstrate preparation for work in the applied field of ~~conflict management~~ ^{peace and conflict studies} by successfully completing a hands-on internship experience where their on-site performance, their internship journals and their final internship paper reveal their ability to: effectively use skills taught and learned in the classroom; apply theories to experiences; evaluate and critique host agency dynamics and conflict management systems and practices and devise real or hypothetical alternative approaches; critically and reflexively evaluate their own performance.

University Requirements

All students in a bachelor's degree program at Kent State University must complete the following university requirements for graduation.

NOTE: University requirements may be fulfilled in this program by specific course requirements. Please see Program Requirements for details.

Destination Kent State: First Year Experience

1

Course is not required for students with 25 transfer credits, excluding College Credit Plus, or age 21+ at time of admission.

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Diversity Domestic/Global (DIVD/DIVG)

Students must successfully complete one domestic and one global course, of which one must be from the Kent Core.

Experiential Learning Requirement (ELR)

varies

Students must successfully complete one course or approved experience.

Kent Core (see table below)

36-37

Writing-Intensive Course (WIC)

1 course

Students must earn a minimum C grade in the course.

Upper-Division Requirement

39 (or 42)

Students must successfully complete 39 upper-division (numbered 30000 to 49999) credit hours to graduate. Students in a B.A. and/or B.S. degree in the College of Arts and Sciences must complete 42 upper-division credit hours.

Total Credit Hour Requirement

120

Some bachelor's degrees require students to complete more than 120 credit hours.

Kent Core Requirements

Kent Core Composition (KCOMP)

6

Kent Core Mathematics and Critical Reasoning (KMCR)

3

Kent Core Humanities and Fine Arts (KHUM/KFA) (min one course each)

9

Kent Core Social Sciences (KSS) (must be from two disciplines)

6

Kent Core Basic Sciences (KBS/KLAB) (must include one laboratory)

6-7

Kent Core Additional (KADL)

6

Total Credit Hours:

36-37

Program Requirements

MAJOR REQUIREMENTS

APCS
[AS-BA-ACM]

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Major Requirements (courses count in major GPA)

<u>APCS</u> <u>EACM 11001</u>	INTRODUCTION TO CONFLICT MANAGEMENT (DIVD) (KSS)	3
<u>APCS</u> <u>EACM 31002</u>	GENDER, POWER AND CONFLICT	3
<u>APCS</u> <u>EACM 31003</u>	NONVIOLENCE: THEORY AND PRACTICE	3
<u>APCS</u> <u>EACM 31010</u>	CONFLICT THEORY	3
<u>APCS</u> <u>EACM 32030</u>	INTERNATIONAL CONFLICT RESOLUTION (DIVG)	3
<u>APCS</u> <u>EACM 35092</u>	INTERNSHIP IN CONFLICT MANAGEMENT (ELR) ^{1,2}	3
<u>APCS</u> <u>EACM 41010</u>	RECONCILIATION VERSUS REVENGE: TRANSITIONAL JUSTICE (DIVG) (WIC) ³	3
<u>APCS</u> <u>EACM 48080</u>	MEDIATION: THEORY AND TRAINING	3

APCS ~~EACM~~ Electives, choose from the following: ² 9

<u>APCS</u> <u>EACM 30000</u>	MAY 4 1970 AND ITS AFTERMATH	
<u>APCS</u> <u>EACM 32020</u>	STRATEGIC PLANNING	
<u>APCS</u> <u>EACM 32040</u>	CROSS-CULTURAL CONFLICT MANAGEMENT (DIVG)	
<u>APCS</u> <u>EACM 33030</u>	CONFLICT IN THE WORKPLACE	
<u>APCS</u> <u>EACM 34010</u>	CAREER PATHWAYS IN CONFLICT MANAGEMENT ^{APPLIED PEACE AND CONFLICT STUDIES}	
<u>APCS</u> <u>EACM 34040</u>	NEGOTIATION	
<u>APCS</u> <u>EACM 35050</u>	ENVIRONMENTAL CONFLICT RESOLUTION	
<u>APCS</u> <u>EACM 35095</u>	SPECIAL TOPICS IN CONFLICT MANAGEMENT ^{APPLIED PEACE AND CONFLICT STUDIES}	
<u>APCS</u> <u>EACM 42020</u>	QUALITATIVE RESEARCH IN CONFLICT MANAGEMENT (WIC) ³ ^{APPLIED PEACE AND CONFLICT STUDIES}	
<u>APCS</u> <u>EACM 49091</u>	VARIABLE TITLE SEMINAR IN CONFLICT MANAGEMENT ^{APPLIED PEACE AND CONFLICT STUDIES}	

Additional Requirements (courses do not count in major GPA)

<u>UC10097</u>	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
	Foreign Language (see Foreign Language College Requirement below)	14-20
	College General Requirements (must be from Kent Core Basic Sciences) ⁴	3
	College General Requirements (must be from Kent Core Social Sciences) ⁵	3
	Kent Core Composition	6

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Kent Core Mathematics and Critical Reasoning	3
Kent Core Humanities and Fine Arts (minimum one course from each)	9
Kent Core Social Sciences (must be from two disciplines)	3
Kent Core Basic Sciences (must include one laboratory)	6-7
Kent Core Additional	6
General Electives (total credit hours depends on earning 120 credit hours, including 42 upper-division credit hours)	33
Minimum Total Credit Hours:	120

1 Students may enroll in a maximum of 12 credit hours, but no more than 3 credit hours may count toward the major.

2 Applied ~~Conflict Management~~ ^{Peace and Conflict Studies} majors who successfully earn 15 credit hours of POL coursework by participating in the Political Science Washington Program in National Issues (WPNI) or the Political Science Columbus Program in Intergovernmental Issues (CPII) may substitute three (3) of the credit hours earned in Washington or Columbus for the ~~CACM-35092~~ ^{APCS} Internship in ~~Conflict Management~~ ^{Applied Peace and Conflict Studies} requirement. They may also substitute six (6) of the credit hours earned in either WPNI or CPII for any two (2) of the ~~CACM~~ ^{APCS} courses listed as ~~CACM~~ ^{APCS} Electives, thus completing their ~~CACM~~ ^{APCS} Elective requirement. The remaining credits earned in either the Washington or Columbus program may be used to fulfill university or college upper-division electives and/or as course substitutions for required ~~CACM~~ ^{APCS} courses. Course substitutions will be considered on a case-by-case basis in consultation with a ~~CACM~~ ^{APCS} faculty advisor.

3 A minimum C grade must be earned to fulfill the writing-intensive requirement.

4 One additional course taken from the Kent Core Basic Science courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Biological Sciences (BSCI), Chemistry (CHEM), Geography (GEOG), Geology (GEOL) or Physics (PHY). The course may not be from the student's major.

5 One additional course taken from the Kent Core Social Sciences courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Applied ~~Conflict Management~~ ^{Peace and Conflict Studies} (CACM), Geography (GEOG), Criminology and Justice Studies (CRIM), Political Science (POL), Psychology (PSYC) or Sociology (SOC). The course may not be from the student's major.

GRADUATION REQUIREMENTS

Minimum Major GPA

2.000

Minimum Overall GPA

2.000

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FOREIGN LANGUAGE COLLEGE REQUIREMENT

Students pursuing the Bachelor of Arts degree in the College of Arts and Sciences must complete 14-16 credit hours of foreign language.¹

To complete the requirement, students have the equivalent of Elementary I and II in any language, plus one of the following options:

- 1 Intermediate I and II of the same language²
- 2 Elementary I and II of a second language
- 3 Any combination of two courses from the following list:

MCLS 10001 INTRODUCTION TO STRUCTURAL CONCEPTS FOR LANGUAGE STUDENTS

MCLS 20000 GLOBAL LITERACY AND CULTURAL AWARENESS

MCLS 20091 VARIABLE CONTENT SEMINAR IN GLOBAL LITERACY: CASE STUDIES

MCLS 21417 MULTICULTURALISM IN TODAY'S GERMANY (DIVG)

MCLS 22217 DIVERSITY IN TODAY'S RUSSIA (DIVG)

MCLS 23217 THE FRANCOPHONE EXPERIENCE (DIVG)

MCLS 28404 THE LATIN AMERICAN EXPERIENCE (DIVG)

MCLS 28405 THE SPANISH EXPERIENCE (DIVG)

- ¹ All students with prior foreign language experience should take the foreign language placement test to determine the appropriate level at which to start. Some students may begin beyond the Elementary I level and will complete the requirement with fewer credit hours and fewer courses. This may be accomplished by (1) passing a course beyond Elementary I through Intermediate II level; (2) receiving credit through Credit by Exam (CBE), Advanced Placement (AP), International Baccalaureate (IB) or College Level Examination Program (CLEP); or (3) being designated a "native speaker" of a non-English language (consult with the College of Arts and Sciences Advising Office for additional information). When students complete the requirement with fewer than 14 credit hours and four courses, they will complete remaining credit hours with general electives.
- ² Certain majors, concentrations and minors may require specific languages, limit the languages from which a student may choose or require coursework through Intermediate II. Students who plan to pursue graduate study may need particular language coursework.

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Roadmap

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

Semester One		Credits
<u>UC10097</u>	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
	Foreign Language	4-5
	Kent Core Requirement	3
	Kent Core Requirement	3
	Kent Core Requirement	3
	Credit Hours	14
Semester Two		
	Foreign Language	4-5
	Kent Core Requirement	3
	Kent Core Requirement	3
	Kent Core Requirement	3
	Credit Hours	13
Semester Three		
	Foreign Language	3-5
	Kent Core Requirement	3
	Kent Core Requirement	3
	Kent Core Requirement	3
	Kent Core Requirement	3
	Credit Hours	15
Semester Four		

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Foreign Language	3-5
College General Requirements	3
College General Requirements	3
Kent Core Requirement	3
Credit Hours	15

Semester Five

CACM 31002 ^{APCS} GENDER, POWER AND CONFLICT	3
CACM 31010 ^{APCS} CONFLICT THEORY	3
CACM 32030 ^{APCS} INTERNATIONAL CONFLICT RESOLUTION (DIVG)	3
General Electives	6
Credit Hours	15

Semester Six

CACM 31003 ^{APCS} NONVIOLENCE: THEORY AND PRACTICE	3
CACM 41010 ^{APCS} RECONCILIATION VERSUS REVENGE: TRANSITIONAL JUSTICE (DIVG) (WIC)	3
Major Elective	3
General Electives	6
Credit Hours	15

Third Summer Term

CACM 35092 ^{APCS} INTERNSHIP IN CONFLICT MANAGEMENT (ELR)	3
Credit Hours	3

Semester Seven

CACM 48080 ^{APCS} MEDIATION: THEORY AND TRAINING	3
Major Elective	3
General Electives	9
Credit Hours	15

Semester Eight

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Major Elective

3

General Electives

12

Credit Hours

15

Minimum Total Credit Hours:

120

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KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **22-Dec-17** Curriculum Bulletin _____
Effective Date **Fall 2018** Approved by EPC _____

Department **Career Exploration and Development**
College **UC - University College**
Proposal **Revise Policy**
Proposal Name **COOP 20092 Criteria Change**

Description of proposal:

Proposed changes are to encourage inclusion and promote Cooperative Education (co-op) experiences to all students. The co-op experience has numerous benefits including assisting students in major and career identification or confirmation, gain professional experience, improve time management, identify workplace preferences, etc. The changes proposed reduce the obstacles for student enrollment.

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

COOP 20092 is not used in place of other classes, it is primarily used as a placeholder while the student is engaged in a full-time, professional experience.

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

Career Services Office, College of Business Administration; College of Aeronautics and Engineering

REQUIRED ENDORSEMENTS

_____	_____ / _____ / _____
Department Chair / School Director	
_____	_____ / _____ / _____
Campus Dean (for Regional Campuses proposals)	
<i>Eboni J. Pringle</i>	<i>1/25/18</i>
College Dean (or designee)	
_____	_____ / _____ / _____
Dean of Graduate Studies (for graduate proposals)	
_____	_____ / _____ / _____
Senior Vice President for Academic Affairs and Provost (or designee)	

Proposal Summary for a Policy COOP 20092 Criteria for Enrollment

Subject Specification: *Change the Criteria for Enrollment for COOP 20092*

Background Information:

Current: Criteria for Enrollment for COOP 20092:

- Enrollment as a fulltime student in the semester prior (fall/spring)
- Admitted into a degree program
- Minimum cumulative 2.75 GPA at time of co-op application
- No holds on the student's record from any source (financial, academic, conduct)
- Co-op position must directly relate to student's major or concentration
- Completion of two semesters (one semester for transfer students) at Kent State prior to the first co-op rotation

EPC members passed a friendly resolution at its 19-Feb-18 meeting to revise the proposed 2.250 GPA (currently 2.750) to 2.000 GPA for admission to the program.

Proposed Criteria for Enrollment

- Students must have one semester as a degree seeking student at Kent State University prior to the first co-op rotation.
- Students must be enrolled as a half- or full-time student (minimum 6 credit hours) in the semester prior to enrollment in the cooperative education program.
- Students must have earned a minimum 2.250 overall GPA at the time of their co-op application.
- Students must have no holds on their student record from any source (financial, academic, conduct).
- Cooperative position must be approved and relevant to students' career direction.
- Students must have received a completed grade and have resolved any outstanding non-completed grades for previous co-op rotations.
- International students must receive work authorization prior to enrolling in each co-op rotation.
- University College will work with student's college to assess all applicants holistically, considering their academic progress, related experience, academic and extracurricular activities, among others, to evaluate students' likelihood of success in the program.

The following items were removed entirely from the Proposed Criteria

- Enrollment as a fulltime student in the semester prior (fall/spring)
- Admitted into a degree program

Rationale for the proposed changes is to encourage inclusion and promote Cooperative Education (co-op) experiences to all students. The co-op experience has numerous benefits including assisting students in major and career identification or confirmation, gain professional experience, improve time management, identify workplace preferences, etc. The changes proposed reduce obstacles for student enrollment.

Alternatives and Consequences: *Current criteria for enrollment will remain in place.*

Specific Recommendation and Justification:

1. **Current:** Minimum cumulative 2.75 GPA at time of co-op application
Amended: Students must have earned a minimum 2.250 overall GPA at the time of their co-op application.
 - The GPA criteria is restricting students who are successfully completing requirements for a degree. GPA criteria should be in accordance with standards for graduation.
 - Co-op can be used as a way to develop a resume for students who may not have a distinguishing GPA.
 - Research has shown that students perform better when returning to coursework, especially in areas requiring “soft skills”. Ultimately, the co-op may provide practical knowledge that can aid the student in the classroom and in the end reflect positively in their grades.
 - GPA criteria is restrictive towards students who are in academic recovery but are currently performing adequately.
 - Nationally, it is common for universities to use good standing as a criteria for enrollment.
2. **Current:** Admitted into a degree program
Eliminated: The co-op can be used by the student to determine likes and dislikes, which can be used in major identification.
3. **Current:** Enrollment as a fulltime student in the semester prior (fall/spring)
Amended: Students must be enrolled as a half- or full-time student (minimum 6 credit hours) in the semester prior to enrollment in the cooperative education program.
 - The co-op is an experience that should not preclude students who were enrolled the previous semester less than full-time.
4. Additional criteria recommended to be added:
 - Students must have received a completed grade in all previous co-ops.**
Students should not be allowed to register for a COOP 20092 if there are previous co-ops that are in incomplete status.
 - International students must receive work authorization prior to enrolling in each co-op.**
Criteria should be added to ensure international students have received the proper authorization before applying for the co-op class.

Timetable and Actions Required:

1. *Approve the changes to the Criteria for Enrollment for COOP 20092*
2. *Update the 2018-2019 University Catalog*
3. *Update www.kent.edu/career/co-op webpage*
4. *Inform campus partners of the changes to the Criteria for Enrollment*
5. *Develop marketing materials to promote the changes to students, faculty, staff, employer partners*

UNIVERSITY CATALOG COPY

Cooperative Education Program

Students in Kent State University's Cooperative Education Program (co-op) enhance their degree program by relating theory to practice and applying what they have learned in the classroom to real-life workplace scenarios. This process of “learning by doing” increases student motivation and employability after graduation and maximizes student growth and development. Through a co-op experience, students explore career and academic options, test career choices, increase professional skills and earn money to contribute to educational expenses. Cooperative education experiences are highly desired, selective and in the student’s chosen field.

All students participating in a co-op experience must register for COOP 20092 (non-credit, offered through University College) and pay the co-op fee. Enrollment in the course is restricted by special approval, and students may only register after submission and approval of all application forms. Enrollment in the course will ensure the student is designated and reported as a full-time student and permit the student to have access to all student services and resources during the co-op semester.

CRITERIA FOR ENROLLMENT

- ~~Completion of two~~ Students must have one semesters as a degree-seeking student at Kent State ~~(one semester for transfer students)~~ prior to the first co-op rotation.
- Students must be enrolled ~~Enrollment~~ as a half- or full-time student (minimum 6 credit hours) in the semester prior ~~(fall/spring)~~ to enrollment in the cooperative education program.
- ~~Admitted into a degree program (students in a fully online program must receive their dean’s permission to enroll in a co-op)~~
- Students must have earned a m~~Minimum 2.750~~ 2.250 overall GPA at the time of their co-op application.
- Students must have n~~No~~ holds on their student^{’s} record from any source (financial, academic, conduct).
- Cooperative position must ~~directly relate~~ be approved and relevant to students^{’s} ~~major or concentration~~ career direction.
- Students must have received a completed grade and have resolved any outstanding non-completed grades for previous co-op rotations.
- International students must receive work authorization prior to enrolling in each co-op rotation.

The University College will work with the student’s college to assess all applicants holistically, considering their academic progress, related experience, academic and extracurricular activities, among others, to evaluate the student’s likelihood of success in the program.

For more information on the Cooperative Education Program, contact the Office of Career Exploration and Development.



TO: Educational Policies Council
FROM: Executive Vice President and Provost Todd A. Diacon
SUBJECT: Agenda for Monday, 19 March 2018
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center
DATE: 13 March 2018

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by 16 March 2018, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Minutes of meeting on 19 February 2018
[Attachment 1](#)

Office of the Provost (*presented by Provost Todd A. Diacon*)

2. Revision of the University Academic Calendar.
Effective Spring 2020 (AY 2019) | Attachment 2: [Proposal](#) | [Faculty Senate Documents](#)

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

INFORMATION ITEM

Regional College

1. Temporary suspension of admission to the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree on the Trumbull Campus. Admission to the major will continue on the Tuscarawas Campus.
Effective Fall 2018 | [Attachment 3](#)

LESSER ACTION ITEM

College of Education, Health and Human Services

1. Re-establishment of minimum 2.000 GPA requirement for admission to all college majors for students who transfer from another institution or from another major within Kent State. This admission criteria was inadvertently removed from the catalog several years ago when the university transfer admission policy was revised.
Effective Fall 2018

UNDERGRADUATE EPC AGENDA *continued***AGENDA UPDATES - 19 February 2018 EPC Agenda****College of Arts and Sciences / *School of Peace and Conflict Studies***

1. Banner code was incorrect for the revision of name for the Applied Conflict Management [ACM] major within the Bachelor of Arts [BA] degree. Revised name is Peace and Conflict Studies [PEAC, not PACS].
2. Banner code was incorrect for the revision of name for the Applied Conflict Management [ACM] minor. Revised name is Peace and Conflict Studies [PEAC, not PCS].

College of Business Administration / *Department of Management and Information Systems*

3. Banner code was incorrect for the establishment of a Leadership [LEAD, not LEDR] minor.

GRADUATE EDUCATIONAL POLICIES COUNCIL**INFORMATION ITEM****College of Architecture and Environmental Design**

1. Program development plan to establish a Construction Management major within the Master of Science degree. A full proposal will come to EPC for a vote at a later date.
[Attachment 4](#)

LESSER ACTION ITEMS**College of Business Administration / College of Podiatric Medicine*****Department of Management and Information Systems***

1. Establishment of combined degree program with the Master of Business Administration [MBA] degree and the Doctor of Podiatric Medicine [DPM] degree. Students will complete the majority of the MBA degree before starting the DPM degree. Maximum 12 credits of DPM coursework will double count toward MBA degree requirements for graduation.
Effective Fall 2018

College of Nursing

2. Revision of admission requirements for the following post-master's certificates. Revision includes requiring a brief admission statement describing reasons for seeking certificate in the identified specialty and professional goals.
 - Adult Gerontology Acute Care Nurse Practitioner [C840]
 - Adult Gerontology Clinical Nurse Specialist [C844]
 - Adult Gerontology Primary Care Nurse Practitioner [C852]
 - Family Nurse Practitioner [C802]
 - Nurse Educator [C853]
 - Nursing and Health Care Management [C825]
 - Pediatric Primary Care Nurse Practitioner [C855]
 - Psychiatric Mental Health Nurse Practitioner [C805]
 - Women's Health Nurse Practitioner [C807]
 Effective Spring 2019

GRADUATE EPC AGENDA *continued*

LESSER ACTION ITEMS *continued*

College of Public Health / College of Podiatric Medicine

3. Establishment of combined degree program with the Master of Public Health [MPH] degree and the Doctor of Podiatric Medicine [DPM] degree. Students will complete the majority of the MPH degree before starting the DPM degree. Maximum 12 credits of DPM coursework will double count toward MPH degree requirements for graduation.
Effective Fall 2018

AGENDA UPDATES - 22 January 2018 EPC Agenda

College of Education, Health and Human Services / *School of Foundations, Leadership and Administration*

1. Banner code was incorrect for the revision of name for the Educational Administration–Higher Education [EDHE] major within the Doctor of Philosophy [PHD] degree. Revised name is Higher Education Administration [HIED, not HIEA].

College of Education, Health and Human Services / *School of Teaching, Learning and Curriculum Studies*

2. Name of one concentration was modified for the establishment of seven concentrations for the Curriculum and Instruction [CI] major within the Doctor of Philosophy [PHD] degree. The new concentration is Adapted/Physical Education [APED], not Adaptive Physical Education/Physical Education.

COURSE REVISIONS

Course Revisions Effective Spring 2019

EHS	50060	Public Health Laboratory Methods (3).....	New
PH	40060	Public Health Laboratory Methods (3).....	New
UXD	60112	Interaction in Practice (3).....	New
UXD	60117	User Experience Design Leadership (3).....	New



Educational Policies Council
Minutes of the Meeting
Monday, 19 February 2018

Ex-Officio Members present (or represented): Deans Barbara A. Broome, John R. Crawford-Spinelli, James C. Hannon, Mark S. Mistur, Eboni J. Pringle, Alison J. Smith, Melody J. Tankersley (representing Provost Todd A. Diacon); Interim Deans Kenneth J. Burhanna, Nathan Ritchey; Associate Deans Mary Ann Haley (representing Dean James L. Blank), Robert D. Hisrich, Stephen A. Mitchell, I. Richmond Nettey, Cynthia R. Stillings, Wendy A. Umberger, Manfred H. Van Dulmen; Interim Associate Deans Danielle S. Coombs, Kara L. Robinson; Assistant Dean Matthew M. Rollyson (representing Dean Amy Reynolds)

Ex-officio Members not present (or not represented): Faculty Senate Chair Deborah C. Smith; Deans Sonia A. Alemagno, Deborah F. Spake; Interim Dean Robert G. Sines, Jr.; Senior Associate Dean Vincent J. Hetherington; Associate Dean William T. Willoughby

Faculty Senate-Appointed Representatives present (or represented): Professors Edward Dauterich, Christopher J. Fenk, Darci L. Kracht, Susan Roxburgh, Donald L. White; Associate Professors Albert L. Ingram, Linda L. Williams; Assistant Professor Jennifer M. Cunningham

Faculty Senate-Appointed Representatives not present (or not represented): Professor Robert J. Twieg; Associate Professors Vanessa J. Earp; Assistant Professor Vinay K. Cheruvu

Council Representatives present (or represented): Associate Dean Mary Ann Haley (representing Associate Professor Robert D. Sturr) Professor Michael C. Chunn; Associate Professors Jillian S. Coorey, Jan C. Leach, Denise M. McEnroe-Petitte; Assistant Professors Pamela K. Evans, Insook Kim, Mary A. Mooney, Amy B. Petrinc; Assistant Professor Jonathan P. Fleming

Council Representatives not present (or not represented): Professor Said Shiyab, Shin-Min (Simon) Song, Jonathan B. VanGeest; Associate Professors Richard L. Mangrum, Jayaram (Jay) Muthuswamy, Jonathan F. Swoboda, Melissa D. Zullo; Assistant Professors Lindsay C. Baran, James D. (Derek) Kinglsey, Debra S. Shelestak

Observers present: Graduate Student Senate Vice Executive Chair Kathryn Klonowski,

Observers not present: Undergraduate Student Government Senator Samantha Scozzaro

Consultants and Guests present: Patrick G. Coy, Larry G. Froehlich, Jennifer S. Kellogg, Kathleen J. Spicer, Linnea A. Stafford, Aimee J. VanDomelen, Catherine M. Zingrone

Senior Associate Provost Melody J. Tankersley called the meeting to order at 3:20 p.m., on Monday, 19 February 2018, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of 22 January 2017 meeting minutes.

Professor Edward Dauterich moved for approval of the minutes, seconded by Associate Dean I. Richmond Nettey. No changes, corrections or clarifications were requested. The motion passed unanimously.

Joint EPC Action Item 2: Formation of an EPC task force to undertake a review of responsibility, authority and structure of the Educational Policies Council.

Senior Associate Provost Tankersley described how the EPC has grown over the past couple of years into a large group. Because of its current size, there are some concerns that the council is not facilitating enough discussion, even though the council is charged with reviewing the curriculum and making recommendations for the proposals to move forward to the next level. The purpose of this proposal is to establish a review committee to look at EPC's structure, membership, size, attendance and scheduling.

A motion for approval of the item was made by Associate Dean Wendy A. Umberger and seconded by Associate Dean Stephen A. Mitchell.

EPC members did not have any questions or comments and passed the item unanimously.

Undergraduate EPC Action Item 1: Establishment of a Global Distinction Program to be administered by the University College.

Professor Darci L. Kracht made a motion for approval, seconded by Professor Dauterich.

Interim Dean Kenneth J. Burhanna explained that the proposed Global Distinction Program provides an opportunity for all undergraduate students to advance their degree through the study and practice of global and intercultural learning. The program will allow students to take some coursework, do some immersive experiences, and then have a required culminating presentation that will earn them an additional credential on their transcript.

The program will consist of 12 credit hours of coursework that may be selected from the list of existing global diversity courses and/or foreign language courses at the intermediate to mid-proficiency level completed with a minimum B grade. After comparing the learning outcomes of the new program and the learning outcomes of the global diversity university requirement, the group noticed a lot of overlap, which made sense for the program to use the existing list of approved courses. For the immersive experience, the students will be asked to complete one of the following options: (1) one substantial or long-term immersive experience or (2) two short-term immersive experiences. The culminating requirement will be a student presentation, either online or in person, where the students reflect on their coursework and their experience and tell their story on how the program has affected their educational experience.

There was considerable discussion, with EPC members questioning the program not being designated a minor; costs in hiring a full-time coordinator; limiting the course requirements to only global diversity-designated courses; and students' opportunity to fulfill the immersive requirement.

Interim Dean Burhanna stated that when the Global Distinction program was first discussed, establishing it as a minor was put forth. However, minors at Kent State are housed in an academic college, which will not be the case with this program. In response to program start-up costs, Dean Pringle explained that the reason to hire a program coordinator early is so that the person can launch the program from the ground up.

For the question about course requirements, Interim Dean Burhanna replied that the choice to align the global distinction course requirements with the global diversity-designated courses was to lessen the confusion that students may encounter when selecting courses. Academic departments can request new global diversity courses by submitting a proposal to the University Requirements Curriculum Committee for approval.

Regarding the immersive requirement, Dean Eboni J. Pringle explained that just because the proposal did not specify a specific immersion experience, it does not mean that the committee will not accept the experience.

EPC members passed the item.

Undergraduate EPC Action Item 2: Revision of name for the Applied Conflict Management [ACM] major within the Bachelor of Arts [BA] degree. Revised name is Peace and Conflict Studies [PACS].

Professor Linda L. Williams made a motion to approve the item, with Assistant Professors Pamela K. Evans seconding.

Associate Dean Mary Ann Haley explained that, last year, the Center of Applied Conflict Management was restructured and renamed the School of Peace and Conflict Studies. Renaming of the major and the minor is part of the next steps for programs housed in the school.

EPC members passed the item unanimously with no questions or comments.

Undergraduate EPC Action Item 3: Revision of admission criteria for the Cooperative Education Program. Revision includes decreasing GPA, from 2.750 to 2.250; eliminating requirement that students must be in a degree program (although they must be degree seeking); and revising minimum enrollment status prior to first co-op experience, from full time to part time (6 credit hours or more).

Professor Dauterich moved the item for approval, which was seconded by Dean James C. Hannon.

Dean Pringle explained that decreasing the GPA for admission will allow more students at Kent State to undertake a co-op experience. An EPC member inquired if the intention of lowering the GPA was to give more students the opportunity to participate, why not lower the GPA to the minimum 2.000 to graduate from Kent State University. The member opined that 2.250 seemed an arbitrary number.

Dean Pringle related that the original intention with the revision was to lower the GPA to 2.000. After consulting with academic advisors and the Provost Office, it was decided to raise the GPA a bit higher to a 2.250. Senior Associate Provost Tankersley added that the concern with lowering the GPA to the absolute minimum to graduate was that students who are on the cusp of not graduating may be affected if they were to leave Kent State for a period of time for a co-op before returning to finish their degree.

Senior Associate Provost Tankersley followed up to ask the EPC member if the member would like to make a friendly amendment to lower the GPA to a 2.000 before a vote was taken on the item. The member declined, stating that since the item needed to go to Faculty Senate, a discussion could happen there. Senior Associate Provost Tankersley stated that the proposal was now in front of EPC for review and approval. If EPC members felt that a proposal could be strengthened, it is the responsibility of EPC members to do so before the proposal goes to Faculty Senate.

Another EPC member asked for the reason behind the 2.750 GPA. Dean Pringle replied that she was not quite sure, but believed the program developers reviewed other university's co-op policies for common practices. She stated that the success rate for the program is extremely high; the program has not had any issues with students not completing the program.

Professor Dauterich proposed a friendly amendment to reduce the GPA for admission to a 2.000, which was seconded by Professor Williams.

The EPC members passed the friendly amendment unanimously to lower the GPA to a 2.000.

With no further questions or comments, EPC members passed the item unanimously.

There were no requests for additional discussion, and Senior Associate Provost Tankersley adjourned the meeting at 4:15 p.m.

Respectfully submitted,

Office of Curriculum Services

Revision of the University Academic Calendar Proposal Summary

Subject Specification

Beginning in fall 2018, a 2-day fall break will occur on the Thursday and Friday in week 8 of the semester (e.g., fall break 2018: Thursday-Friday, October 11-12). In addition, the fall semester will begin two weekdays earlier to offset the fall break days and retain the same number of instructional days. Beginning in 2018, the fall semester will start on the 4th Thursday—rather than the last Monday—in August.

This proposal revises the university academic calendar to accommodate the earlier start of the fall semester. *The instructional length of the spring semester will be shortened, thereby aligning the instructional days of the fall and spring semesters (as currently, the spring semester is nearly one week longer than the fall semester).* The instructional lengths of the fall semester and the summer term are unchanged.

Background Information

ISSUES CONSIDERED WITH RECONFIGURED FALL SEMESTER

As Kent State operates on a full-year schedule (see table 1), the 2 instructional weekdays added to the start of fall semester must be shifted from another part of the calendar.

Table 1: Kent State Academic Calendar

Fall semester	16	
Winter break *	4	* Winter break includes 20 M-F days, which are broken into 3-6 days after fall semester, 6-7 holiday break days, and 7-10 days before spring semester.
Spring semester	17	
End-of-term break	1	
Summer term	13	
End-of-term break	+ 1	
	<u>52</u>	weeks

Shifting the days from either the 4-week winter break or one of the 1-week end-of-term breaks was deemed unworkable, as many offices across the university need those short time periods for all the activities and processes required after a term ends and before a new term starts. In addition, the winter break is used for opportunities for students to participate in short-term study away/abroad experiences. If two weekdays are removed from one of the 1-week term breaks, offices will have only three weekdays in most years to accomplish their tasks to prepare students and the university for the next term.

Actions that occur during those periods include, but are not limited to, student orientation; graduation clearance; registration petitions; financial aid disbursement; residence hall maintenance; tuition assessment and payments; new-faculty and -staff training; faculty final grading and grade changes; dismissal decisions, appeals and reinstatements; and ground maintenance and building construction and repairs.

OPTIONS CONSIDERED FOR THE ACADEMIC CALENDAR

Two options were considered: (1) shorter spring semester and (2) shorter summer term. The provost requested that college and campus deans seek input from their advisory committees and departments/schools. From the responses, eight colleges/campuses supported a shorter spring, two colleges/campuses supported a shorter summer, and four colleges/campuses either did not provide a consensus or reported no preference.

In addition, the Provost Advisory Council conducted a straw poll, with nine in favor of shortening the spring semester, and two in favoring of shortening the summer term. This informal vote reflected their personal opinions and not their college's positions.

These options were further discussed during several meetings with faculty and coordinators of programs, including those requiring laboratories, accelerated/online delivery and out-of-classroom experiences (e.g., studio, clinical, student teaching, internship/practicum, study abroad/away). Other attendees represented such university functions and offices as bursar, registrar, dining, health, parking, facilities, architect, residence, recreation, information, admissions, faculty senate, financial aid, student affairs, student success, dining services, student orientation, global education, human resources, university events, intercollegiate athletics, graduate student senate, continuing and distance education and undergraduate student government.

In two of those meetings (one attended primarily by academic program coordinators and one attended primarily by student affairs/administration), a vote was taken, and the decision from both groups was for a shorter spring semester.

Shorter Spring Semester Option

The option considered was to end the spring semester earlier by 2 weekdays (4 calendar days). Therefore, spring semester would end on Wednesday, rather than Sunday. In addition, a reading day would be added between last class day and first final exam day. The summer term would shift up 2 weekdays (4 calendar days), beginning on Thursday, rather than Monday.

Proponents of a shorter spring felt it will be beneficial to align the two semester since, currently, Kent State's spring semester is nearly one week longer than its fall semester, with more instructional days see table 3.

Table 3: Semester Comparison

Semester	Length	
Fall M-F classes	70 days	<i>Length does <u>not</u> include holidays and class breaks.</i>
Spring M-F classes	74 days	

In addition, student affairs staff stated that having final exams end earlier—on Wednesday, rather than Sunday—and keeping commencement on Friday (graduate) and Saturday (undergraduate) will allow opportunities for activities before commencement to recognize graduates and build traditions. Typically, the month of April is crammed with student activities; some events could be moved to the day(s) between finals and commencement.

Some faculty liked the idea of having one or two days between final exams and graduation. Since finals do not end until Sunday currently, there are instances of students participating in commencement before they have taken all their final exams. Another faculty member indicated that it may be helpful to have a reading day in addition to the weekend, so as to break up final exams and to provide more study days.

Opponents of a shorter spring were against the loss of the instructional days, especially for out-of-class requirements (e.g., clinical hours). Other faculty stated a concern of a shorter spring in conjunction with weather-related campus closures that may happen in the spring. Some did not like having only one day (reading day) between end of classes and start of finals, rather than the current weekend option.

Shorter Summer Term Option

The option considered was to end the summer term earlier by 2 weekdays (3 calendar days). Therefore, summer term would end on Wednesday, rather than Saturday.

Proponents of a shorter summer term felt that the impact of the change will be less disruptive since there are fewer courses offered in the summer when compared to the spring semester. For example, there were 2,066 courses offered in summer 2017, compared to 3,915 courses offered in spring 2017.

Opponents of a shorter summer term felt that most courses scheduled in the summer are intensive already. Courses that will be affected by a shorter summer term are those scheduled for full-term, in the last 7 weeks and in the last 5 weeks (Summer 3), see table 2.

Table 2: Summer Instructional Days Comparison

Summer Terms	Current	Shorter	Summer Terms	Current	Shorter
Intersession M-F classes	14 days	14 days	First 7-week M-F classes	34 days	34 days
Summer I M-F classes	24 days	24 days	Last 7-week M-F classes	34 days	32 days
Summer 2 M-F classes	39 days	39 days	Full-term M-F classes	63 days	61 days
Summer 3 M-F classes	25 days	23 days	<i>Length does <u>not</u> include holidays.</i>		

Program coordinators stated that condensing compact courses even further will jeopardize student learning and degree progress. Many of Kent State's fully online graduate programs are offered in an accelerated manner, with students taking 7-week courses sequentially in the summer.

In addition, if the summer term was shortened, students in the architecture program may not have enough summer studio experiences to prepare for their portfolio review, and students in the nursing program may not be able to complete all their required clinical hours. Furthermore, the College of Nursing will not be able to offer high-credit courses. This may lead to that college losing revenue on summer courses and having to extend its accelerated program an additional semester, which will make the program less competitive with other institutions.

A faculty member suggested eliminating the 3-week Summer Intersession. While eliminating the Summer Intersession will allow Summer 1 and Summer 3 to be shifted up so that Summer 3 can remain at 5 weeks, the elimination will not prevent the shortening of the last 7-week and full-term courses, see chart 1 on the next page.

Conversely, faculty from several areas did not support eliminating Summer Intersession as many study away/abroad experiences take place during that time. In addition, faculty reported that the Summer Intersession allows students to complete a course before starting a summer internship or a Summer 1 or Summer 3 course. Architecture program coordinators reported that they use the Summer Intersession time for their summer admission process; after admitted, students take courses in Summer 1 and Summer 3. There was a concern from education faculty that the shifting up of Summer 1 may prevent school teachers from taking courses as many schools will be in session still.

Several faculty members opined that if Summer Intersession is eliminated, there should be an overhaul of summer scheduling since, currently, Summer Intersession (3 weeks) pairs with Summer 1 (5 weeks) and Summer 3 (5 weeks) to create the 13-week summer term.

Chart 1: Example of shorter Summer Term 2019 with No Intersession

May 13–May 19	End-of-Term: Mon, May 13 – Sun, May 19		
May 20–May 26	Full Term Mon, May 20 – Wed, Aug 14 (12 weeks, 3 days**)		1st 7 Weeks Mon, May 13 – Sat, Jun 29 (6 weeks 6 days*)
May 27–Jun 2		Summer 1 Mon, May 27 – Sun, Jun 30 (5 weeks*)	
Jun 3–Jun 9			2nd 7 Weeks Mon, Jul 1 – Wed, Aug 14 (6 weeks 3 days*)
Jun 10–Jun 16			
Jun 17–Jun 23			
Jun 24–Jun 30		Summer 2 Mon, Jun 10 – Sun, Aug 4 (8 weeks*)	
Jul 1–Jul 7			
Jul 8–Jul 14		Summer 3 Mon, Jul 8 – Sun, Aug 11 (5 weeks)	
Jul 15–Jul 21			
Jul 22–Jul 28			
Jul 29–Aug 4			
Aug 5–Aug 11			
Aug 12–Aug 18	End-of-Term: Thu, Aug 15 – Wed, Aug 21		
Aug 19–Aug 25	Fall Semester: starts Thu, Aug 22		

* Duration includes 1 holiday
 ** Duration includes 2 holidays

Other Options Considered

Faculty offered other options. These options included keeping the fall start date unchanged, replacing fall break with a full-week Thanksgiving break, and starting fall semester a full week earlier (rather than on a Thursday).

Keeping the fall start date unchanged was proposed originally. However, Faculty Senate voiced many concerns about decreasing the instructional days of a semester that was already shorter than the other semester. Currently, the fall semester has 70 M-F class days, compared with 74 M-F class days for spring semester. Not to add instructional days to offset the fall break will cause the fall semester to decrease to 68 M-F class days.

A related suggestion was to add the additional days to the end, instead of the start, of the fall semester. To do so will cause final exams and final grading to abut the holidays and leave no days for end-of-term processes that must happen before the university closes for the holidays.

Creating a full-week Thanksgiving break does not resolve the issue of keeping instructional days intact for fall semester – a decision still will need to be made to shorten either spring or summer to offset no classes on Monday and Tuesday in Thanksgiving week. More important, the intention of a fall break is to have a class recess early in the semester, to alleviate student stress and anxiety that is evidenced by the spike in referrals to campus health offices in September and October. A longer break at the end of November, week 13 of the semester, does not assist in that challenge.

Starting fall semester a full week earlier still affects other terms – a decision still will need to be made to shorten either spring or summer to compensate for the days shifted to fall. Moreover, starting fall semester a full week earlier—rather than two weekdays earlier—will entail an *even* shorter spring or summer than what is proposed. In addition, starting fall semester a week earlier and *not* shortening spring semester or winter break by a full week will affect the faculty's 9-month contract.

Alternatives and Consequences

The alternate to the proposed is to shift the days from either the summer term or one of the end-of-term processing breaks, which, based on constituent responses, have been deemed to be more disruptive to the mission of Kent State than a shorter spring semester.

Specific Recommendation and Justification

Based on feedback from a wide range of constituents affected by the academic calendar, the Office of the Provost proposes the following changes to the spring and summer terms to ensure the number of instructional days in the fall semester is unchanged.

1. Spring classes end 3 weekdays (5 calendar days) earlier—ending on a Tuesday (rather than Sunday).
2. A reading day is added on the Wednesday following last day of classes.
3. Spring final exams start on the Thursday following the reading day, and end the following Wednesday (rather than Monday to Sunday)
4. Work to ensure that classes that meet on Monday or Tuesday in the spring will have their final exam in the following week, so their last class day and final exam are not in the same week.
5. As is done currently, no exams, classes or parts of classes will be scheduled between noon and 2 p.m. on Remembrance Day (May 4).
6. Summer term shifts forward 2 weekdays (4 calendar days), with summer classes starting on Thursday (rather than Monday), and ending 13 weeks later on Wednesday, (rather than Saturday). Length of summer parts of term is unchanged, and length of overall summer term increases by one day (Sunday).
7. Revisions to the academic calendar will not affect the faculty contract.

On the next page, table 4 shows a visual view of the changes using spring and summer 2019 as an example, and table 5 shows the effect on semester days.

Table 4: Example of Spring and Summer Comparison

Current							Shorter Spring						
May 2019							May 2019						
S	M	T	W	R	F	S	S	M	T	W	R	F	S
			1	2	3	4				1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	30	31		26	27	28	29	30	31	
August 2019							August 2019						
S	M	T	W	R	F	S	S	M	T	W	R	F	S
				1	2	3					1	2	3
4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30	31	25	26	27	28	29	30	31

Reading Day

Class

Final Exams

Commencement

Term Break

Table 5: What stays the same. **What has changed.**

Academic Calendar	Current	Proposed
Fall semester	16 weeks	16 weeks 4 days
Fall M-F classes	70 days *	70 days *
Fall M-Sun classes	98 days *	100 days *
Fall holidays/breaks	7 days	9 days
Fall final exams	7 days	7 days
Winter break	4 weeks	4 weeks
Spring semester	17 weeks	16 weeks 3 days
Spring M-F classes	74 days *	71 days *
Spring M-Sun classes	104 days *	99 days *
Spring holidays/breaks	8 days	8 days
Spring reading day	0 day	1 day
Spring final exams	7 days	7 days
End-of-term break	1 week	1 week
Summer Term	12 weeks 6 days	13 weeks
Summer M-F classes	63 days *	63 days *
Summer M-Sun classes	88 days *	89 days *
Summer holidays	2 days	2 days
End-of-term break	1 week	1 week

* Length does not include holidays and/or class break(s).

Timetable and Actions Required

- March 2018..... approval by the Educational Policies Council
- April 2018 approval by the Faculty Senate
- May 2018 approval by the university president
- Spring 2020..... implementation

Faculty Senate Discussion
Pros and Cons of the Three Calendar Options for Accommodating Fall Break

Option 1: Shorten Spring Semester by three class days—end classes on a Tuesday, Wednesday is a reading day, finals begin on Thursday and continue until the following Wednesday

Pros:

Length of summer intersession and summer I-III unaffected.
Full Spring semester currently has more class days than Full Fall semester; this would even them up.

Cons:

Summer Intersession, Summer I-III all begin on a Wednesday rather than a Monday.
The third 5-week Spring session takes a significant hit (3 calendar days in 5 weeks) in contact hours.
Affects more instructors and students than Option 2 or Option 3.

Option 2: Shorten Summer III by three class days

Pros:

Length and timing of Spring semester, Summer Intersession, and Summer I and II unaffected.
Summer Intersession, Summer I-III continue to begin on a Monday.
Affects fewer instructors and students than Option 1.

Cons:

Summer III session takes a significant hit (3 class days in 5 weeks) in contact hours.
Second 7-week classes lose 2 weekdays (3 calendar days) of contact.
Full Summer-term courses lose 2 weekdays (3 calendar days) of contact.
Affects more instructors and students than Option 3.

Option 3: Eliminate Summer Intersession and move up Summer I-III

Pros:

Length and timing of Spring semester unaffected.
Length of Summer I-III unaffected.
Summer I-III continue to begin on a Monday.
Week of July 4th occurs between Summer I and Summer III.
Current intersession courses could be offered as Flex Schedule options.
Affects fewer instructors and students than Options 1 and 2.

Cons:

Second 7-week classes lose 2 weekdays (3 calendar days) of contact.
Full Summer-term courses lose 2 weekdays (3 calendar days) of contact.

SUMMARY OF ACADEMIC CALENDAR OPTIONS FOR FALL BREAK

PROPOSED

1. Implement a two-day fall break—no classes on Thursday and Friday—in week 8 of the fall semester, after midterms in October.
2. Start the fall semester two weekdays earlier—classes begin on fourth Thursday in August, rather than last Monday in August—to replace shift of Thursday and Friday instructional days to fall break.

ISSUE

Kent State operates on a full calendar schedule, see Chart 1 and Table 1. Therefore, the additional two days will affect another part of the calendar.

Chart 1: Breakdown of the current Kent State academic calendar

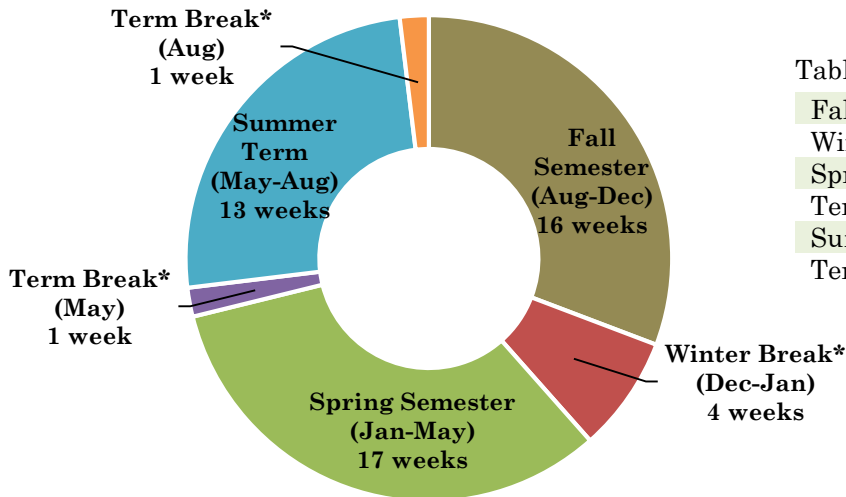


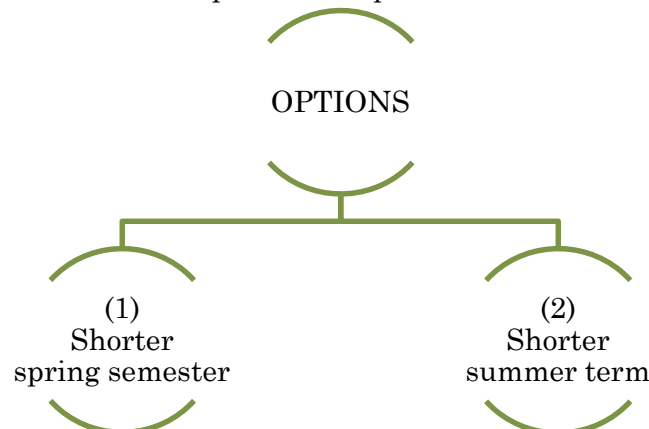
Table 1: Kent State academic calendar

Fall Semester	16
Winter Break	4
Spring Semester	17
Term Break	1
Summer Term	13
Term Break	+ 1
	<u>52 (weeks)</u>

* Actions that occur during term break and winter break include, but are not limited to, graduation clearance, financial aid disbursement, tuition assessment, course deregistration, registration petitions, faculty final grading, grade changes, dismissal review, dismissal appeals, residence hall and grounds maintenance, staff and faculty training and student orientation.

OPTIONS

Chart 2: Two options to implement a fall break



ACADEMIC CALENDAR DISCUSSION

Shorter Summer Term With No Intersession

SUMMER 2019																																													
Monday to Sunday	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 2px;">May 13–May 19</td> <td style="width: 50%; padding: 2px;">End-of-Term Processing: Mon, May 13 – Sun, May 19</td> <td style="width: 25%;"></td> </tr> <tr> <td style="padding: 2px;">May 20–May 26</td> <td rowspan="10" style="text-align: center; vertical-align: middle; padding: 2px;">Full Term Mon, May 20 – Wed, Aug 14 (12 weeks, 3 days**)</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">May 27–Jun 2</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Jun 3–Jun 9</td> <td style="text-align: center; padding: 2px;">Summer 1 Mon, May 27 – Sun, Jun 30 (5 weeks*)</td> <td style="text-align: center; padding: 2px;">1st 7 Weeks Mon, May 13 – Sat, Jun 29 (6 weeks 6 days*)</td> </tr> <tr> <td style="padding: 2px;">Jun 10–Jun 16</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Jun 17–Jun 23</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Jun 24–Jun 30</td> <td style="text-align: center; padding: 2px;">Summer 2 Mon, Jun 10 – Sun, Aug 4 (8 weeks*)</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Jul 1–Jul 7</td> <td style="padding: 2px;"></td> <td style="text-align: center; padding: 2px;">2nd 7 Weeks Mon, Jul 1 – Wed, Aug 14 (6 weeks 3 days*)</td> </tr> <tr> <td style="padding: 2px;">Jul 8–Jul 14</td> <td style="text-align: center; padding: 2px;">Summer 3 Mon, Jul 8 – Sun, Aug 11 (5 weeks)</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Jul 15–Jul 21</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Jul 22–Jul 28</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Jul 29–Aug 4</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Aug 5–Aug 11</td> <td colspan="2" style="text-align: center; padding: 2px;">End-of-Term Processing: Thu, Aug 15 – Wed, Aug 21</td> </tr> <tr> <td style="padding: 2px;">Aug 12–Aug 18</td> <td colspan="2" style="text-align: center; padding: 2px;">Fall Semester: starts Thu, Aug 22</td> </tr> <tr> <td style="padding: 2px;">Aug 19–Aug 25</td> <td colspan="2" style="padding: 2px;"></td> </tr> </table>	May 13–May 19	End-of-Term Processing: Mon, May 13 – Sun, May 19		May 20–May 26	Full Term Mon, May 20 – Wed, Aug 14 (12 weeks, 3 days**)		May 27–Jun 2		Jun 3–Jun 9	Summer 1 Mon, May 27 – Sun, Jun 30 (5 weeks*)	1st 7 Weeks Mon, May 13 – Sat, Jun 29 (6 weeks 6 days*)	Jun 10–Jun 16			Jun 17–Jun 23			Jun 24–Jun 30	Summer 2 Mon, Jun 10 – Sun, Aug 4 (8 weeks*)		Jul 1–Jul 7		2nd 7 Weeks Mon, Jul 1 – Wed, Aug 14 (6 weeks 3 days*)	Jul 8–Jul 14	Summer 3 Mon, Jul 8 – Sun, Aug 11 (5 weeks)		Jul 15–Jul 21			Jul 22–Jul 28			Jul 29–Aug 4			Aug 5–Aug 11	End-of-Term Processing: Thu, Aug 15 – Wed, Aug 21		Aug 12–Aug 18	Fall Semester: starts Thu, Aug 22		Aug 19–Aug 25		
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* Duration includes 1 holiday

** Duration includes 2 holidays

Considerations

- Removal of summer intersession allows Summer 1 and Summer 3 to be moved earlier to keep instructional days intact.
- Removal of summer intersession allows for a processing break between Summer 1 and Summer 3 courses.
- Removal of summer intersession does not affect the 7-Week courses, which still will lose 2 weekdays (3 calendar days) of instructional time.
- Removal of summer intersession does not affect Full-Term courses, which still will lose 2 weekdays (3 calendar days) of instructional time.

OPTION 1: SHORTER SPRING SEMESTER

- ACTIONS:**
- The two days are shifted out of the spring semester
 - Spring classes end five days earlier (Tuesday, rather than Sunday)
 - Reading day (Wednesday) is added classes end and exams start
 - Spring final exams start Thursday and end the following Wednesday
 - Summer term shifts forward four days earlier, with classes starting Thursday, rather than Monday (summer length does not change)
- PROS:**
- Shorter spring aligns fall and spring class days and semester lengths
 - Shorter spring does not affect faculty contract, midterms and term breaks
 - Majority (60%) of Kent State’s 30 comparable universities have 14 weeks of fall class time (13.6-14.4 weeks); half of the 30 universities have 14 weeks of spring class time (13.7-14.4 weeks)
- CONS:**
- Shorter spring may affect spring scheduling
 - Spring classes end one day before final exams start (add a reading day?)
 - Remembrance Day will fall during final exam week in many years
 - Summer classes will start/end in the middle of the week
- QUESTIONS:**
- How will a shorter spring affect students, classes and university overall?
 - How will one or two days between term end and commencement day affect students and university overall (e.g., housing, dining, commencement)?
 - How will starting summer term earlier affect students, classes and university?

Table 2: Option 1 Comparison

Current Without Fall Break		Option 1 With Fall Break and Shorter Spring		What stays the same. What has changed.					
May 2019		May 2019		Length	Current Option 1				
S	M	T	W	R	F	S	Term break M-F	5-10 days	5-10 days
			1	2	3	4	Fall M-F classes ¹	70 days	70 days
5	6	7	8	9	10	11	Fall M-Sun classes ¹	98 days	100 days
12	13	14	15	16	17	18	Fall holidays	2 days	2 days
19	20	21	22	23	24	25	Fall breaks	5 days	7 days
26	27	28	29	30	31		Fall final exams	7 days	7 days
							Fall class weeks ¹	14 weeks	14 wks 2d
							Fall semester	16 weeks	16 wks 4d
							Term break M-F	3-5 days	3-5 days
							Holiday schedule M-Sun	9-11 days	9-11 days
							Term break M-F	7-10 days	7-10 days
							Winter break	4 weeks	4 weeks
							Spring M-F classes ¹	74 days	71 days
							Spring M-Sun classes ¹	104 days	99 days
							Spring holidays	1 day	1 day
							Spring break	7 days	7 days
							Spring reading day	0 day	1 day
							Spring final exams	7 days	7 days
							Spring class weeks ¹	14 wks 6d	14 wks 1d
							Spring semester	17 weeks	16 wks 3d
							Term break M-F	5 days	5 days
							Summer M-F classes ¹	63 days	63 days
							Summer M-Sun classes ¹	88 days	89 days
							Summer holidays	2 days	2 days
							Summer class weeks ¹	12 wks 4d	12 wks 5d

August 2019		August 2019											
S	M	T	W	R	F	S	S	M	T	W	R	F	S
				1	2	3					1	2	3
4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30	31	25	26	27	28	29	30	31

Class	Commencement
Final Exams	Term Break

1. Length does not include holidays and/or class break(s)

OPTION 2: SHORTER SUMMER TERM

- ACTIONS:**
- The two days are shifted out of the summer term
 - Summer term ends three days earlier (Wednesday, rather than Saturday)
 - Summer III (5 weeks) will be one weekday shorter than Summer I (5 weeks); and 2nd 7-week classes will be two weekdays shorter than 1st 7-week classes

- PROS:**
- Shorter summer does not affect fall and spring and term breaks
 - Shorter summer does not affect faculty contract, midterms, Remembrance Day
 - Majority (43%) of Kent State’s 30 comparable universities have 12-week summer term (27% have 13-week summer term, 20% have 11-week summer term and 10% have 14-week summer term)

- CONS:**
- Shorter summer will affect scheduling and part-of-term classes
 - Summer classes will end in in the middle of the week

- QUESTIONS:**
- How will a shorter summer affect students, classes and university overall?
 - How will two days between end of term and commencement day affect the students and university overall?

Table 3: Option 2 Comparison

Current Without Fall Break							Option 2 With Fall Break and Shorter Summer						
August 2019							August 2019						
S	M	T	W	R	F	S	S	M	T	W	R	F	S
				1	2	3					1	2	3
4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30	31	25	26	27	28	29	30	31

Class
Commencement
Term Break

What stays the same. What has changed.

Length	Current	Option 2
Term break M-F	5-10 days	5-10 days
Fall M-F classes ¹	70 days	70 days
Fall M-Sun classes ¹	98 days	100 days
Fall holidays	2 days	2 days
Fall breaks	5 days	7 days
Fall final exams	7 days	7 days
Fall class weeks ¹	14 weeks	14 wks 2d
Fall semester	16 weeks	16 wks 4d
Term break M-F	3-5 days	3-5 days
Holiday schedule M-Sun	9-11 days	9-11 days
Term break M-F	7-10 days	7-10 days
Winter break	4 weeks	4 weeks
Spring M-F classes ¹	74 days	74 days
Spring M-Sun classes ¹	104 days	104 days
Spring holidays	1 day	1 day
Spring break	7 days	7 days
Spring final exams	7 days	7 days
Spring class weeks ¹	14 wks 6d	14 wks 6d
Spring semester	17 weeks	17 weeks
Term break M-F	5 days	5 days
Summer M-F classes ¹	63 days	61 days
Summer M-Sun classes ¹	88 days	85 days
Summer holidays	2 days	2 days
Summer class weeks ¹	12 wks 4d	12 wks 1d
Term break M-F	5-10 days	5-10 days

Summer Part of Term		
Length	Current	Option 2
Interession M-F classes ¹	14 days	14 days
Interession M-Sun classes ¹	18 days	18 days
Interession class weeks ¹	2 wks 4d	2 wks 4d
Summer I M-F classes ¹	24 days	24 days
Summer I M-Sun classes ¹	33 days	33 days
Summer I class weeks ¹	4 wks 5d	4 wks 5d
Summer 2 M-F classes ¹	39 days	39 days
Summer 2 M-Sun classes ¹	54 days	54 days
Summer 2 class weeks ¹	7 wks 5d	7 wks 5d
Summer 3 M-F classes ¹	25 days	23 days
Summer 3 M-Sun classes ¹	34 days	31 days
Summer 3 class weeks ¹	4 wks 6d	4 wks 3d
First 7 weeks M-F classes ¹	34 days	34 days
First 7 weeks M-Sun classes ¹	47 days	47 days
Last 7 week M-F classes ¹	34 days	32 days
Last 7 week M-Sun classes ¹	47 days	44 days

1. Length does not include holidays and/or class break(s)

CAMPUS (All)

Column Labels						
	Spring 2017		Summer 2017		Fall 2017	
Part of Term	Sum of INST	Sum of STUDENT	Sum of INST	Sum of STUDENT	Sum of INST	Sum of STUDENT
Full Term	3150	41790	170	699	3288	42947
First 5 Weeks	14	405			24	338
Second 5 Weeks	13	178			12	145
Third 5 Weeks	30	592			25	485
Flexibly Scheduled	210	2456	341	3134	198	2665
First Half Semester	114	2791			160	3978
Second Half Semester	145	2526			172	3736
Intersession			142	1736		
Summer 1-5 Weeks			454	5911		
Summer 2-8 Weeks			421	3921		
Summer 3-5 Weeks			404	4411		
First 7 Weeks	114	1880	70	863	92	1387
Second 7 Weeks	125	1821	64	697	103	1341
Campus	KC					

Column Labels						
	Spring 2017		Summer 2017		Fall 2017	
Location	Sum of INST	Sum of STUDENT	Sum of INST	Sum of STUDENT	Sum of INST	Sum of STUDENT
Study Abroad	48	359	49	371	29	226
All Other Courses	2671	34593	1447	14478	2727	35199

Proposal Summary

Temporarily Suspend Admission to the AAS Degree in Mechanical Engineering Technology Major at the Trumbull Campus

1. Provide a rationale for the suspension of admission of the program.

The associate degree in mechanical engineering technology has been offered at the Trumbull Campus for more than 40 years. However, the program has had fairly low enrollments in recent years. Further, the graduation numbers and completion rates at the campus have been extremely low, indicating that most students who start the program do not finish it and opt to switch to another major or leave the campus. In the past eight years, only 26 students, total, have graduated with the degree at the Trumbull Campus; most semesters have seen one or no graduates. The last graduates were three students in spring 2016.

The retirement of one of the two full-time program faculty members leaves only one faculty member supporting the program at the Trumbull Campus. Given the cost of hiring another faculty member and investing in new equipment needed to keep the program current, the Trumbull Campus does not have the resources to sustain the program with the current and projected enrollments.

The Regional College plans to inactivate the program for fall 2019 on the Trumbull Campus. The suspension time will allow the college time to work with current students while not enrolling new students.

At one time, the degree program was offered at several campuses, including Ashtabula (1969-2012), Salem (1970s-1998) and Tuscarawas (1970s-present). The program will continue to be offered at the Tuscarawas Campus. There are 59 students declared in the program at Tuscarawas currently.

2. Indicate number of students currently enrolled in the program and describe how the suspension of admission will affect them. Explain plans for notifying current students and assisting them in the completion of their program.

As of spring 2018 15th day census, there were 21 students declared in the major on the Trumbull Campus. Two of those students are on track to graduate at the end of spring 2018. Campus advisors will provide remaining students with a two-year plan to finish their degree at the Trumbull Campus. The Trumbull Campus still will have a full-time faculty member to teach the coursework to students needing to finish the program within that two-year time frame. Students also will have the option of taking major courses on-ground (and some online) at the Tuscarawas Campus.

3. Describe whether there will be a loss of faculty or staff positions due to the suspension.

There have been two full-time faculty members supporting the program at the Trumbull Campus. One is retiring at the end of spring 2018. The second full-time faculty member will be needed to teach students finishing the program in the next two years.

After all the currently enrolled students who actively pursue the degree and graduate, that faculty member could continue to teach service courses in other programs at the Trumbull Campus or teach online courses to be taken by students in the program at the Tuscarawas Campus.

- 4. Indicate if any of the program's courses that will not be offered due to the suspension are used by other units for their programs (either as required or elective). Provide evidence that those units have been consulted regarding the offerings.**

Through the suspension period, all MERT courses required in the program will continue to be offered at the Trumbull Campus. As the Mechanical Engineering Technology associate degree program will continue to be offered at the Tuscarawas Campus, all MERT courses will continue to be offered at that campus for the foreseeable future.

- 5. Describe the plan for communicating the suspension of admissions.**

Admission counselors will be notified of the suspension, and the program will be removed from admission applications for the Trumbull Campus. The University Catalog will continue to list the program with a notation that admission is suspended at the Trumbull Campus.

Current Trumbull students will be notified of the suspension and future inactivation of the program.

The remaining faculty member in the program has been informed in person of the plan to close the program at the Trumbull Campus. Closure of the program also has been discussed at Trumbull Campus Faculty Council meetings.

New Graduate Degree Program Development Plan

Master of Science Construction Management

This document should be no more than five pages.

1. 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.

The designation of the new program is Master of Science (M.S.) in Construction Management. The M.S. designation is what potential students that fit the profile of the program desire, will provide recognition among the potential students and employers as specific to the industry, and hence translate into a potentially higher enrollment of top quality applicants as well as professional acceptance in the job market. The M.S. will also allow for the creation of unique courses in our course portfolio, distinguish us from the current Master of Technology, with a track in construction management, in the region, and will provide an opportunity to compete with similar M.S. programs in the region.

The current Construction Management program consists of a Bachelor of Science in Construction Management, with a general track and three specific concentrations in Mechanical, Electrical and Plumbing, Civil and Safety. The program is housed in the College of Architecture and Environmental Design (CAED) and is lead by an academic program coordinator, with four additional faculty members. The Master of Science in Construction Management will differ from the undergraduate degree, as it will be focused on Corporate Leadership and Research, while reinforcing and enhancing the skillset gained in the undergraduate degree. Graduates with the Master degree will lead large construction firms, industry organizations and practice, as well as research related to the field.

The degree program will focus on three main components; sustainability and sustainable construction management and processes, business practices within the Construction Management industry, and technical construction management expertise such as building science, scheduling and estimating. Further, students will have the opportunity to research industry trends and practices, to better understand the industry and how to improve how construction is managed.

The focus of the program is to adequately prepare students to become construction managers with the required expertise and knowledge to effectively lead construction projects. The program is designed to inculcate in the students the mastery of managing essential aspects of the construction business. The program will include focused training on construction risk management, financial management of construction projects, strategy and organizational leadership, legal aspects of construction, and international construction management. Although certain components of these courses are offered at the undergraduate level, the specific focus, research opportunities or best practice improvements, on these topics does not generally exist in undergraduate coursework. Also, undergraduate programs introduce and reinforce technical skills, while the Master of Science program will prepare the students for leadership positions in today's construction industry, which is characterized by more complex projects, advanced technologies, and increased regulatory requirements.

This program will target three main audiences. The first audience is the recent Bachelor of Science in Construction Management, or a related degree, that wishes to continue and advance their undergraduate education. With over 230 students in the undergraduate

New Graduate Degree Program Development Plan

degree, and considerable enrollment at other potential feeder universities, there is a large pool of potential students among this audience. The second audience is industry professionals that are looking to expand their knowledge base and advance their careers by obtaining a Master Degree. Many companies within the industry will financially support the acquisition of such a degree and will advance the graduate upon completion of their studies. The third audience is students that desire to seek an advanced or terminal degree, such as a PhD in construction management or a related degree.

2. Description of the proposed curriculum.

The Degree Program will have 39 credit hours, with 12 credit hours being dedicated to a Research core, 10 hours of required Construction Management courses including the Graduate Orientation Seminar, 9 hours of elective Construction Management courses, and either 8 hours of Thesis (in the thesis option) or 5 hours of graduate course elective and 3 hours of Construction Management Graduate Capstone. The courses are as follows:

Course Number	Course Name
Research Core – 12 hours	
MATH 50012	Introduction to Statistical Concepts
CMGT 61010	Building Sciences (new course)
AED 60922	Methods of Inquiry in Architectural Studies (2 hour)
AED 60923	Empirical Research in Environmental Design (1 hour)
AED 60930	Applied Research Methods in Arch and Env. Design
Construction Management Required – 10 hours	
CMGT 62110	Advanced Construction Management
CMGT 62107	Advanced Scheduling
CMGT 62105	Construction Contracts and Law
CMGT 51000	Graduate Orientation Seminar (1 hour) (new course)
Construction Management Electives (choose 3 courses) – 9 hours	
CMGT 61041	Advanced Construction Estimating
CMGT 67320	Applied Sustainability in Construction Management
CMGT 62040	Construction Methods Improvements
CMGT 62050	International Construction Management
CMGT 62030	BIM for Construction Managers
CMGT 62060	Negotiation in the Built Environment
CMGT 62070	Engineering Economics and Strategic Decision Making
Thesis Option – 8 hours	
AED 66099	Thesis Preparation Seminar (2 hours)
AED 66199	Thesis I (6 hours)
Non-thesis Option – 8 hours	
	Graduate Elective (5 hours)
CMGT 65000	Master Project in Construction Management (new course)

New Graduate Degree Program Development Plan

As the target audience is three different groups, recent undergraduates, industry professionals, or those seeking to advance towards a PhD, the flexibility of a thesis or non-thesis option will allow these differing groups to choose the path that best suits their goals. The Capstone course in the non-thesis option will be a project-driven course, which will allow the students to gain practical experience and to create a real world simulated deliverable.

The standard Kent State University graduate admission requirements will need to be met, including a GRE of 285, and an English proficiency score for International Students of 6.0 on IELTS or 525 on TOEFFL or other equivalent acceptable score.

3. Administrative arrangements for the proposed program: department and school or college involved.

The program will be housed in the College of Architecture and Environmental Design (CAED), in the Construction Management program. No additional administrative arrangements will be required, beyond those previously dedicated to the Master of Technology program within CAEST and in place within CAED. The Academic Program Coordinator within the Bachelor of Science in Construction Management will assume responsibilities of administering the degree as the Graduate Coordinator. The admissions committee will consist of the Graduate Coordinator; select Construction Management Faculty with Graduate Faculty Status, and the CAED admissions committee, as was previously the model in CAEST for the current Masters of Technology degree.

4. 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.

The majority of the undergraduate degrees offered in Construction Management are a Bachelor of Science, and as such, these graduates that are looking to continue their education, are seeking a Master of Science. Currently, there are no specific Masters of Science in Construction Management degrees offered in Ohio. Although Akron University offers certain Construction Management courses relative to Construction Engineering Technology, it does not offer a Master of Science in Construction Management. Also, the University of Cincinnati and Youngstown State offer Construction Management Bachelor degrees, but do not offer a Master degree. There are four schools in Ohio, Bowling Green, Ohio State, University of Toledo, and Ohio University, which offer degrees similar or related to a Master of Science in Construction Management.

University	Master Degree Awarded
Bowling Green University	Master of Technology Management – Construction Management
Ohio State University	Master of Science Construction Systems Management
University of Toledo	Master of Engineering Technology
Ohio University	Master of Science Civil Engineering (not Construction Management)

Although there are other similar Master of Science programs related to Construction Management in Ohio, our degree is specifically related to Construction Management and has certain differentiating characteristics, which make it unique and desirable for students. First, the students have the opportunity to pursue and participate in the professional training track offered within the program, as recent graduates of a

construction management or related degree program, or as an industry professional with the goal of advancing their career. The applicable skillset taught within the degree will facilitate both of these students. A student seeking to continue their research and academic pursuits through teaching or a PhD will also have the opportunity to gain the necessary learning outcomes to achieve these goals. Second, with the relocation of the academic unit to CAED, there is great opportunity to participate in many practical, real-world training and research endeavors. Specific Core classes related to research, and the Thesis courses are offered in conjunction with the existing CAED Master Degree programs. Construction Management professionals and researchers interact extensively with design professionals, and as such, the learning and research made available by this collaboration will directly benefit the student and the built environment in which they will work or study. Examples of research and collaboration will be in areas such as, performance based buildings, building science and technology, management tools and processes, delivery models, digital fabrication, integrated design, 3-D printing and fabrication, Building Information Modeling, and project stakeholder roles and responsibility assessments. Third, at Kent State University, with many disciplines and course offerings, there are many collaboration opportunities with units such as business geology, biology and others, throughout the university due to this large diversity of academic areas. This facilitates an environment for research and learning beyond our profession, which could lead to groundbreaking, cross-industry findings. Fourth, the course selections within the degree offer practical and research education, balanced for the student depending on their goals, with the flexibility to focus on the specific areas of interest for the student. For example, if a student is interested in pursuing their PhD in Sustainable Building, they can utilize the research and construction management required courses to lay a strong foundation, and then choose additional course related to sustainability within the degree program or across the campus, and finish their studies with a thesis relative to sustainability. The ability to tailor the student's studies to their interests allows for a wide range of learning opportunities.

As we are currently offering the Master of Technology, with a track in Construction Management, with consistently approximately 20 students enrolled, there is a need and interest in our region for this coursework. The construction industry continues to grow not only in Northeast Ohio and around the world. A large international population is currently attending and graduating from the Master of Technology, with a Concentration in Construction Management. Many of these students are seeking a Masters of Science, as they have received a Bachelors of Science, in Civil Engineering. The three target audiences, undergraduates, industry professionals and students desiring a PhD in the future, are all better served through the Masters of Science opportunity.

The tables below, from the Bureau of Labor and Statistics (<http://www.bls.gov/oes/current/oes119021.htm#st>), indicates that Ohio, has among the highest employment level in this occupation and among the highest level of non-metropolitan employment in this occupation, which is Construction Management, in the United States. Not only does this mean that there are many industry professionals that may be interested in advancing in their careers, but that there are also many job opportunities for undergraduate students in Construction Management or other related professions that wish to differentiate themselves in the marketplace by obtaining a Masters of Science upon graduation from their undergraduate degree.

New Graduate Degree Program Development Plan

States with the highest employment level in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	29,950	1.93	1.11	\$52.04	\$108,240
Texas	26,800	2.32	1.33	\$45.00	\$93,610
Florida	18,020	2.27	1.31	\$43.42	\$90,310
New York	13,900	1.55	0.89	\$54.97	\$114,330
Ohio	9,160	1.74	1.00	\$46.30	\$96,300

Nonmetropolitan areas with the highest employment in this occupation:

Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
West Texas Region of Texas nonmetropolitan area	610	2.98	1.71	\$35.41	\$73,640
Northwest Colorado nonmetropolitan area	530	4.60	2.64	\$46.10	\$95,900
Central Kentucky nonmetropolitan area	480	2.70	1.56	\$35.68	\$74,220
North Northeastern Ohio non-metropolitan area (non-contiguous)	460	1.39	0.80	\$50.14	\$104,290
Hill Country Region of Texas nonmetropolitan area	440	2.22	1.28	\$35.59	\$74,030

5. Prospective enrollment.

The current Master of Technology, with a track in Construction Management, consistently has approximately 20 students taking the Construction Management courses, which will be offered similarly in the Master of Science program. As such, a similar expected enrollment will be anticipated as the program shifts to the new degree. The goal of the program initially is 15 students, with sustainable growth to 30 students in the foreseeable future. Further, there are approximately 230 undergraduate students in the Bachelor of Science in Construction Management program, of which a certain number will likely continuing their studies in a specifically named degree program. Also, the current enrollment in the Construction Management Masters of Technology classes also includes a considerable number of international students. As the degree is changed to a Masters of Science and becomes more recognizable and appropriate to industry professionals, it will also likely create a greater number of the students.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

With the two recently hired staff members, from underrepresented groups, we have a more diverse teaching unit with a focus on outreach to the underrepresented community. Utilizing the opportunities these faculty members offer, we will focus a large portion of our outreach efforts on underrepresented groups. Further, the Academic Unit has a relationship with the ACE Mentoring program in Cleveland, which seeks to place underrepresented groups in Universities surrounding their residences. This has been and will continue to be a recruiting tool for the undergraduate and graduate program as we visit and work within these schools. The number of underrepresented students recruited and retained in our undergraduate program has also increased, and with the focus on this recruitment, this number will likely continue to grow. Certain faculty members have also undergone training relative to retention of underrepresented groups, and have begun to implement what was learned during the training sessions.

7. Availability and adequacy of the faculty and facilities available for the new degree program.

New Graduate Degree Program Development Plan

There are three faculty members currently teaching within the Master of Technology with a specialization in Construction Management degree program and one planning to teach courses in the program. This would allow for an easy transition to teaching in the Master of Science program. Certain of the degree courses, both undergraduate and graduate, will be taught by faculty members outside of the academic unit. Further, the faculty members are more than adequately qualified to teach within the new degree program, based on earned degrees relative to the subject matter and each having considerable professional experience.

Faculty Member	Degrees	Courses Taught
George F. Bigham III	Masters of Construction Science and Management Clemson Univ., PhD (ABD) Technology Management (CMGT) Indiana State Univ.	CMGT 62110 CMGT 62107 CMGT 62105 CMGT 67320 CMGT 62050 CMGT 51000
Dr. Simon Adamtey	PhD Technology Management (CMGT) Indiana State Univ.	CMGT 61041 CMGT 62030
Dr. Lameck Onsarigo	PhD in Technology Management (CMGT) Indiana State Univ.	CMGT 62040 CMGT 65000 CMGT 62070
New TT Hire (Fall 2019)	PhD Related Field	CMGT 61010 CMGT 62060

Also, as previously mentioned, the Construction Management program has moved to CAED, and is housed in the new, state-of-the-art, high-tech architecture building. This building includes considerable research labs, construction labs, computer labs, and collaboration opportunities. The building is a living lab, with many of the systems and structures of the building exposed for study and analysis. With a proposed LEED platinum rating, this building also offers the opportunity to understand the integrated design process, and the outcomes of this effort in a sustainable building.

8. Need for additional facilities and staff and the plans to meet this need.
As the Master of Technology with a track in Construction Management is currently offered within the academic unit, the same faculty, including the newly added faculty members, and the new facilities, no additional faculty, facilities or staff will be required.
9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.
As the Master of Technology with a track in Construction Management is currently being offered, no additional costs will be required. There are currently three faculty members with Graduate Faculty Status, teaching courses within the Master of Technology program, with a new faculty member anticipated, and as such, the institutional commitment will remain the same.



TO: Educational Policies Council
FROM: Executive Vice President and Provost Todd A. Diacon
SUBJECT: Agenda for Monday, 16 April 2018
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center
DATE: 10 April 2018

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by 13 April 2018, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Minutes of meeting on 19 March 2018

[Attachment 1](#)

Office of the Provost *(presented by Melody J. Tankersley)*

2. Revision of the policy for the Incomplete (IN) administrative mark to update language regarding an IN mark submission and to clarify some requirements and timing of the default grade process. Effective Fall 2018 | [Attachment 2](#)
3. Revision of the policy for the Audit (AU), Never Attended–F (NF) and Stopped Attending–F (SF) administrative marks to clarify that students still are enrolled in a course receiving one of those marks even if their overall enrollment status has changed for financial aid and other purposes. Effective Fall 2018 | [Attachment 3](#)
4. Revision of registration deadlines affected by changes to the academic calendar. Effective Fall 2018 | [Attachment 4](#)

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

University Requirements Curriculum Committee *(presented by Dean Alison J. Smith)*

1. Designation of Kent Core status in the Additional category to MCLS 20000 Global Literacy and Cultural Awareness (3). Course number will be revised to MCLS 20001. This item was presented and then tabled at the January 2015 EPC meeting. Effective Fall 2019 | Attachment 5: [Proposal](#), [EPC January 2015 Minutes](#), [Ohio Transfer Module](#)

UNDERGRADUATE EPC AGENDA *continued***LESSER ACTION ITEM****College of the Arts*****School of Music***

1. Revision of the policy for undergraduate professional standards to reflect changes made to the music programs over the past few years.
Effective Fall 2018

GRADUATE EDUCATIONAL POLICIES COUNCIL**LESSER ACTION ITEMS****College of Education, Health and Human Services*****School of Foundations, Leadership and Administration***

1. Revision of admission requirements for the Cultural Foundations [CULT] major within the Doctor of Philosophy [PHD] degree. Revision includes removing GRE scores and adding a writing sample as required.
Effective Fall 2019
2. Revision of admission requirements for the Educational Leadership K-12 [EDLE] major within the Educational Specialist [EDS] and Doctor of Philosophy [PHD] degrees. Revision includes removing GRE scores as required.
Effective Fall 2019

College of Podiatric Medicine

3. Revision of the policy for American podiatric medical licensing examination to clarify how the college will respond when students are found responsible for cheating or any form of academic dishonesty.
Effective Fall 2018
4. Revision of policy for clinical attendance to add language explaining that students are required to report during the fourth-year January clinical rotation on the first day. Students are granted days off for the American podiatric medical licensing examination (Part II) and for the residency interview process and residency interviews. Students are required to provide travel documentation and interview schedules prior to taking a day off.
Effective Fall 2018



Educational Policies Council
Minutes of the Meeting
Monday, 19 March 2018

Ex-Officio Members present (or represented): Provost Todd A. Diacon; Faculty Senate Chair Deborah C. Smith; Deans Barbara A. Broome, John R. Crawford-Spinelli, James C. Hannon, Eboni J. Pringle; Associate Deans Mary Ann Haley (representing Dean James L. Blank), Robert D. Hisrich, I. Richmond Nettey (representing Dean Robert G. Sines Jr., Cynthia R. Stillings, Wendy A. Umberger, Manfred H. Van Dulmen, William T. Willoughby; Assistant Dean Matthew M. Rollyson (representing Dean Amy Reynolds); Senior Associate Dean Vincent J. Hetherington; Assistant Dean Elizabeth A. Sinclair (representing Dean Deborah F. Spake); Associate Professor Thomas W. Brewer (Representing Dean Sonia A. Alemagno

Ex-officio Members not present (or not represented): Deans Mark S. Mistur, Alison J. Smith, Melody J. Tankersley; Interim Deans Kenneth J. Burhanna, Nathan Ritchey; Associate Dean Stephen A. Mitchell; Interim Associate Deans Danielle S. Coombs, Kara L. Robinson

Faculty Senate-Appointed Representatives present (or represented): Professors Edward Dauterich, Christopher J. Fenk, Darci L. Kracht, Susan Roxburgh, Donald L. White; Associate Professors Vanessa J. Earp, Albert L. Ingram; Assistant Professor Jennifer M. Cunningham

Faculty Senate-Appointed Representatives not present (or not represented): Professor Robert J. Twieg; Associate Professors Linda L. Williams; Assistant Professor Vinay K. Cheruvu

Council Representatives present (or represented): Professors Michael C. Chunn, Said Shiyab, Jonathan B. VanGeest; Associate Professors Jillian S. Coorey, Jan C. Leach, Richard L. Mangrum, Denise M. McEnroe-Petitte, Robert D. Sturr, Jonathan F. Swoboda, Melissa D. Zullo; Assistant Professors Lindsay C. Baran, Pamela K. Evans (representing Assistant Professor Jonathan P. Fleming), James D. (Derek) Kingsley, Mary A. Mooney, Amy B. Petrinc

Council Representatives not present (or not represented): Professor Shin-Min (Simon) Song; Associate Professors Jayaram (Jay) Muthuswamy; Assistant Professors Insook Kim, Debra S. Shelestak

Observers present: Graduate Student Senate Vice Executive Chair Kathryn Klonowski,

Observers not present: Undergraduate Student Government Senator Samantha Scozzaro

Consultants and Guests present: Susan M. Augustine, Aimee J. Bell, George F. Bigham; Alicia R. Crowe, Larry G. Froehlich, Jennifer S. Kellogg, Jennifer M. Kulics, Rocco Petrozzi, Gail M. Rebeta, Hollie Simpson, Linnea A. Stafford, Therese E. Tillet, Lana K. Whitehead, Catherine M. Zingrone

Faculty Senate Chair Deborah C. Smith called the meeting to order at 3:20 p.m., on Monday, 19 March 2018, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of 19 March 2018 meeting minutes.

Professor Edward Dauterich moved for approval of the minutes, seconded by Assistant Professor Mary A. Mooney. No changes, corrections or clarifications were requested. The motion passed unanimously.

Joint EPC Action Item 2: Revision of the University Academic Calendar.

A motion for approval of the item was made by Associate Dean Wendy A. Umberger and seconded by Professor Darci L. Kracht.

Provost Todd A. Diacon presented the proposal, which will shorten the instructional length of the spring semester, thereby aligning the instructional days of the fall and spring semesters without changing the summer term. Provost Diacon gave a short history of the creation of a fall break, explaining that the idea of a fall break originally came from President Warren about two years ago.

The president had approached the provost and Senior Associate Provost Melody J. Tankersley about implementing a two-day fall break, which she had implemented at her previous university. She felt that an early break helped the wellbeing of students during the long fall semester. The provost explained that he also was supportive of creating a two-day fall break because he had lead a similar initiative at the University of Tennessee. Since coming to Kent State University, he has polled students every year, and one of the common comments from them is the need for a fall break.

The provost also shared his experience with a fall break, stating that it not only benefited student, but also faculty. The fall break fell during a time when faculty workload was extremely high (e.g., midterms needed to be graded, book orders needed to be submitted, conference papers needed to be finished), and the faculty at his last university embraced the break.

The original proposal that was sent to EPC was to shorten the fall semester by two days to allow for a Thursday to Friday break. The advantage of the original proposal was that it did not change the current calendar structure for any of the terms or between-terms time; the disadvantage was two days were shifted away from instruction. After Faculty Senate tabled the original proposal, the provost asked Senior Associate Provost Tankersley to come up with a solution so the fall instructional time would not be shortened. Subsequent to that, and facing calendar and Board of Trustees deadlines to implement a fall break for fall 2018, the president and provost moved to implement a fall break without going back to Faculty Senate. The provost explained that, as a previous member of faculty senate at his other universities, he understood the frustration felt by senators with the decision made by the administration.

Moving to today's proposal, Provost Diacon stated that starting the fall term two days earlier to accommodate the two days lost during the fall break creates a problem for the back offices. The days between each term are very busy for those offices, and staff will not be able to get the work done without preserving all the days. The proposal today is to make the fall and spring semester the same length, by shortening spring and not altering summer. After polling different faculty committees, the result came back that shortening the spring term instead of shortening summer was the preferred option.

An EPC member commented that at first she was in favor of removing summer intersession but after discussions with other units, she understood that shortening spring would be the best option for everyone.

EPC members spoke in favor of shortening the spring semester without changing summer. Members expressed concerns that if summer intersession was removed, it would greatly affect some of the programs offered at Kent State University.

Executive Director Therese E. Tillett clarified if the committee approved a shorter spring term, the effective date would be spring 2020. The reason for the later effective date is that many areas around the university have already set their calendar for the next academic year 2018-2019 (fall 2018, spring 2019, summer 2019). For example, the Office of Financial Aid has already determined student's financial aid for the next year based on the current calendar dates. If those dates were changed, all determinations would have to be recalculated.

An EPC member asked how the change of the start and end dates will affect the drop/add deadlines. The University Registrar explained that the dates will have to be adjusted so that the week ends on a Wednesday.

With no further questions or comments, EPC members passed the item unanimously.

There were no other action items and no requests for additional discussion. Faculty Senate Chair Deborah C. Smith adjourned the meeting at 3:40 p.m.

Respectfully submitted,

Office of Curriculum Services

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Mar-18** Curriculum Bulletin _____

Effective Date **Fall 2018** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Policy for the Incomplete (IN) administrative mark**

Description of proposal:

Revision to the policy for the Incomplete (IN) administrative mark. The revisions are a matter of housekeeping, to clarify and update language, and do not change the intent or the policy for granting the IN mark.

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

There is no impact on other policies or procedures. Revisions reflect usage of the new electronic workflow.

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

Office of the Registrar

REQUIRED ENDORSEMENTS

Department Chair / School Director

____/____/____

Campus Dean (for Regional Campuses proposals)

____/____/____

College Dean (or designee)

____/____/____

Dean of Graduate Studies (for graduate proposals)

____/____/____

Executive Vice President for Academic Affairs and Provost (or designee)

____/____/____

Proposal Summary

Grading Policies and Procedures – Incomplete Administrative Mark

Subject Specification:

This proposal seeks to make minor revisions to the policy for the Incomplete (IN) administrative mark, as listed in the University Catalog. The revisions are a matter of housekeeping, to clarify and update language, and do not change the intent or the policy for granting the IN mark.

Administrative marks are assigned to a student's course when a letter grade is not appropriate. Other examples of administrative marks are Audit (AU), In Progress (IP) and Withdrawal (W).

Background Information:

The proposed revisions (on next page) update the language to reflect usage of the new electronic workflow to request and approve students to receive an IN mark for a course. In addition, the revisions clarify some requirements and corrects the timing of the default grade process.

With the implementation of the electronic workflow, some processes have been simplified. Previously, instructors were required to submit the paper incomplete mark contract to their chair/director/campus when they assigned the default grade on their final grade roster in FlashFAST. Now, both actions are done via the workflow. In addition, instructors must initiate a request in the electronic workflow by the grading deadline of their course to ensure that all approvals are granted in a timely manner.

Furthermore, the current policy implies that the instructor-assigned default grade may happen by a date specified in the contract. However, the process has never been set that way. All processes that affect grades are run on established dates at the close of the term.

Alternatives and Consequences:

The alternate to the proposed changes is retaining outdated information in the University Catalog, which does not support the university's objectives of clarity, consistency and transparency with academic policies.

Specific Recommendation and Justification:

The recommendation is to update the Incomplete mark policy—see next page—to reflect the implementation of the electronic workflow and to update and clarify requirements.

Actions Required and Anticipated Timeline:

Approval by Educational Policies Council.....	16 April 2018
Approval by Faculty Senate.....	14 May 2018
Implementation.....	2018-2019 University Catalog

Proposal Summary – Revisions to Policy for IN Administrative Mark

MARK-UP VERSION OF REVISIONS ¹

The mark IN (Incomplete) may be given to students who—due to extenuating circumstances—are unable to complete the required work between the course withdrawal deadline and the end of classes. The timeline shall be adjusted appropriately for summer sessions and flexibly scheduled courses.

To be eligible, undergraduate students ~~currently~~ must be earning a minimum D grade, and graduate students ~~currently~~ must be earning a minimum C grade, in the course at the time of the request. Appropriate documentation is required to support the extenuating circumstance.

The student or university-approved designee must ~~initiate the request for~~ the IN mark from the instructor of the course, and it is the responsibility of the student to arrange to make up the incomplete work. After the instructor approves the request, the instructor must initiate the request by ~~instructors are required to complete and~~ submitting an Incomplete Mark Contract workflow to the ~~if~~ department chair/school director prior to the grading deadline ~~at the time grades are assigned~~. This electronic workflow form includes justification for awarding the Incomplete, describes the work to be completed for the course and specifies the grade to be assigned if the work is not completed (default grade). ~~The A copy of the~~ Incomplete Mark Contract is sent electronically ~~provided~~ to the student.

The IN mark is not counted in the computation of grade point averages. When the work is completed, an appropriate grade will be assigned based on the instructor's evaluation of the work submitted and a new grade point average computed.

If the student does not complete and receive a grade, or is not granted an extension ~~Unless the course is completed or an extension is granted~~, the student's IN mark for the course automatically will lapse to the default grade designated on the Incomplete Mark Contract ~~at the earliest of one of the following~~:

~~(1) the default date designated on the Incomplete Mark Contract; or~~

(1) at the end of one semester for undergraduate courses, or

(2) at the end of three consecutive terms for graduate courses, ~~and or~~

(3) after 90 calendar days for College of Podiatric Medicine courses.

If the student is granted an extension and does not complete and receive a grade by the deadline, the student's IN mark for the course automatically will lapse to the default grade designated on the Incomplete Mark Contract at the end of the term in which the extension deadline occurs.

CLEAN VERSION OF REVISIONS

The mark IN (Incomplete) may be given to students who—due to extenuating circumstances—are unable to complete the required work between the course withdrawal deadline and the end of classes. The timeline shall be adjusted appropriately for summer sessions and flexibly scheduled courses.

To be eligible, undergraduate students must be earning a minimum D grade, and graduate students must be earning a minimum C grade, in the course at the time of the request. Appropriate documentation is required to support the extenuating circumstance.

The student or university-approved designee must request the IN mark from the instructor of the course, and it is the responsibility of the student to arrange to make up the incomplete work. After the instructor approves the request, the instructor must initiate the request by submitting an Incomplete Mark Contract workflow to the department chair/school director prior to the grading deadline. This electronic workflow includes justification for awarding the Incomplete, describes the work to be completed for the course and specifies the grade to be assigned if the work is not completed (default grade). The Incomplete Mark Contract is sent electronically to the student.

The IN mark is not counted in the computation of grade point averages. When the work is completed, an appropriate grade will be assigned based on the instructor's evaluation of the work submitted and a new grade point average computed.

If the student does not complete and receive a grade, or is not granted an extension, the student's IN mark for the course automatically will lapse to the default grade designated on the Incomplete Mark Contract:

- (1) at the end of one semester for undergraduate courses or
- (2) at the end of three consecutive terms for graduate courses or
- (3) after 90 calendar days for College of Podiatric Medicine courses.

If the student is granted an extension and does not complete and receive a grade by the deadline, the student's IN mark for the course automatically will lapse to the default grade designated on the Incomplete Mark Contract at the end of the term in which the extension deadline occurs.

¹ Policy source: catalog.kent.edu/academic-policies/grading-policies-procedures

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Mar-18** Curriculum Bulletin _____

Effective Date **Fall 2018** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Enrollment status policy for the Audit (AU), Never Attended-F (NF) and Stopped Attending-F (SF) administrative marks**

Description of proposal:

Revision the enrollment status language for the Never Attended-F (NF), Stopped Attending-F (SF) and Audit (AU) administrative marks, as listed in the University Catalog. The revisions are to the applicability of the marks as they relate to eligibility for participation in student activities. Revised language clarifies that even though the assigning of the marks affects the students' overall enrollment status, it does not affect the students' enrollment in the course in which the mark was assigned.

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

Revisions affect NCAA-eligibility status for student athletes, in addition to eligibility status for students in other student activities.

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

Office of the Provost, Office of the Registrar, Office of Intercollegiate Athletics, Office of Student Financial Aid, Kent State's NCAA faculty representative

REQUIRED ENDORSEMENTS

Department Chair / School Director ____/____/____

Campus Dean (for Regional Campuses proposals) ____/____/____

College Dean (or designee) ____/____/____

Dean of Graduate Studies (for graduate proposals) ____/____/____

Executive Vice President for Academic Affairs and Provost (or designee) ____/____/____

Proposal Summary

Grading Policies and Procedures

Never Attended/Stopped Attending/Audit Administrative Marks

Subject Specification:

This proposal seeks to revise the enrollment status language for the Never Attended–F (NF), Stopped Attending–F (SF) and Audit (AU) administrative marks, as listed in the University Catalog. The revisions are to the applicability of the marks as they relate to eligibility for participation in student activities.

Administrative marks are assigned to a student’s course when a letter grade is not appropriate. Other examples of administrative marks are Incomplete (IN), In Progress (IP) and Withdrawal (W).

Background Information:

In fall 2015, through a revision approved by EPC and Faculty Senate, credit hours for courses receiving NF, SF and AU marks were no longer counted toward a student’s course load to determine enrollment status (e.g., full time, part time). That revision ensured that Kent State University was compliant with the U.S. Department of Education’s enrollment reporting requirements for the disbursing of Federal financial aid.

An unintended consequence of the revision was that the interpretation of the language resulted in a stricter enforcement of eligibility standards for student activities in a manner that was inconsistent with the intent of the fall 2015 policy change. The policy became unclear on the effect of the NF/SF marks on the calculation of full-time status for NCAA eligibility to allow student athletes to practice and compete. Upon further review, it was determined that other student populations that require full-time status also may negatively be affected by the policy.

Alternatives and Consequences:

The alternate to the proposed revision is retaining the current language, which creates the risk of NCAA ineligibility for Kent State student athletes, NCAA fines and forfeiture of competitions. Students involved in other student activities also may lose participation opportunities.

Specific Recommendation and Justification:

The recommendation is to update the enrollment status policy language for NF, SF and AU marks—see next page—to clarify that even though the assigning of the marks affects the students’ overall enrollment status, it does not affect the students’ enrollment in the course in which the mark was assigned.

This revision does not change the original purpose or intent of the policy. Compliance with Title IV Federal financial aid requirements is unaffected.

Revision to Policy¹

AU The mark AU (Audit) denotes enrollment in a course without benefit of a grade or credit, typically for purposes of self-enrichment and academic exploration. Students may audit any course subject to space availability and prior departmental approval. To audit a course, students must go through registration procedures and be assessed registration fees. An audited course cannot be applied toward a student’s degree or certificate. An instructor may impose whatever attendance requirements deemed necessary upon the students registered for audit. The students must be informed of these requirements at the beginning of the semester. Failure to meet such attendance requirements subjects the students to being withdrawn from the course by the instructor. The AU mark is not used in computing grade point averages.¹

NF The mark NF (Never Attended–Fail) denotes that the student neither attended any class session nor formally withdrew from the course. The NF mark counts as an F grade (zero quality points) in computing grade point averages. In the case of undergraduate courses taken pass/fail, the NF mark will be changed to a Z (fail) grade.¹

SF The mark SF (Stopped Attending–Fail) denotes that the student stopped attending the course and did not formally withdraw. The SF mark counts as an F grade (zero quality points) in computing grade point averages and must be accompanied by a date of last attendance in the course. Faculty who cannot determine the exact date of last attendance may use the date of the last academic activity in which students participated. In the case of undergraduate courses taken pass/fail, the SF mark will be changed to a Z (fail) grade.¹

1 A course student receiving the AU, NF or SF mark is enrolled officially in the course; however, credit hours for the course are is not applied toward the a student’s course load for financial aid and other select purposes.

Actions Required and Anticipated Timeline:

Approval by Educational Policies Council..... 16 April 2018

Approval by Faculty Senate..... 14 May 2018

Implementation..... 2018-2019 University Catalog

¹ Policy source: catalog.kent.edu/academic-policies/grading-policies-procedures

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Mar-18** Curriculum Bulletin _____

Effective Date **Fall 2018** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Registration deadlines**

Description of proposal:

This proposal seeks to revise registration deadlines to align with the revised university academic calendar. These revisions are considered housekeeping as the deadline lengths are not changing, only how they are communicated to students.

Registration deadlines, historically, have been a seven or 14 days, depending on the action, after the semester begins. That policy is not changing. However, with the fall semester now starting on a Thursday, beginning fall 2018, and with spring semester continuing with a Monday start date, language in the University Catalog needs to be updated to accurately state the deadline. No longer can “end of the week” or “end of two weeks” be used as a deadline across the semesters when one semester starts in the middle of the week.

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

No impact anticipated as the policy itself is not changing.

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

Office of the Provost, Office of the Registrar

REQUIRED ENDORSEMENTS

Department Chair / School Director ____/____/____

Campus Dean (for Regional Campuses proposals) ____/____/____

College Dean (or designee) ____/____/____

Dean of Graduate Studies (for graduate proposals) ____/____/____

Executive Vice President for Academic Affairs and Provost (or designee) ____/____/____

Proposal Summary Registration Deadlines

Subject Specification:

This proposal seeks to revise registration deadlines to align with the revised university academic calendar. These revisions are considered housekeeping as the deadline lengths are not changing, only how they are communicated to students.

Background Information:

Registration deadlines, historically, have been seven or 14 days, depending on the action, after the semester begins. That policy is not changing. However, with the fall semester now starting on a Thursday, beginning fall 2018, and with spring semester continuing with a Monday start date, language in the University Catalog needs to be updated to accurately state the deadline. No longer can “end of the week” or “Sunday” be used as a deadline across the semesters when one semester starts in the middle of the week.

Alternatives and Consequences:

The alternate to the proposed changes is retaining current deadline information in University Catalog. Consequences are students will have only four days after the fall semester begins to self-add a course (when they have seven days currently) and only 11 days after the fall semester begins to drop a course or make other schedule adjustments (when they have 14 days currently).

Specific Recommendation and Justification:

The recommendation is to update the registration deadlines—see next pages—to reflect changes to the university academic calendar for fall semester.

Actions Required and Anticipated Timeline:

Approval by Educational Policies Council.....	16 April 2018
Approval by Faculty Senate.....	14 May 2018
Implementation.....	2018-2019 University Catalog

REGISTRATION

Only students who have been formally admitted to Kent State University may register for coursework and pay the appropriate fees. An official registration is a record of a student's schedule of classes maintained online in the university's student information system, Banner. Students who are not officially registered for a course by published university deadlines should not attend classes and will not receive credit or a grade for the course. Students are responsible for their schedules and have the ultimate responsibility to confirm the accuracy frequently during the semester before posted deadline dates. Allowing a member of the university staff to make schedule changes does not relieve the student of his or her responsibilities.

Students register for courses online through FlashFAST via FlashLine. Students must clear any registration holds before adjusting their class schedule. Refer to the Office of the University Registrar website for registration information, instructions, dates, deadlines and procedures. New freshmen and new transfer students register through the various campus advising and registration orientation programs.

[All changes to a student's course schedule must be completed by published university deadlines. Students can find registration deadlines on their student schedule and in the Schedule of Classes in FlashLine.](#)

Kent State University reserves the right to change the time of a course if it is deemed necessary, and it reserves the right to drop any course from the Schedule of Classes if there is insufficient student demand or if resources are unavailable to offer the course.

Late Registration Fee

Students who are not officially enrolled for any coursework (i.e., neither registered nor paid fees) as of the end of the [seventh calendar day](#) ~~first week of classes~~ for the fall or spring semester will have a non-refundable late registration fee assessed for any initial registration processed. A non-payment fee will be assessed for registrations not paid by the end of the [14th calendar day of the semester](#) ~~second week of classes~~. Visit the Office of the Bursar website for information on students' fees.

Add, Drop and Other Schedule Adjustments

Schedule adjustments are changes to a class schedule for students who have already enrolled in at least one course (1 credit hour or more) for that semester. During registration, students may make ~~the following~~ adjustments or requests in FlashFAST via FlashLine [by the following deadlines](#):

- [Deadline is the end \(11:59 p.m.\) of the seventh calendar day of the fall or spring semester \(prorated deadline for summer or flexibly scheduled courses\):](#)
 - [Adding a course or changing the section of a course¹](#)
 - [Deadline is the end \(11:59 p.m.\) of the 14th calendar day of the fall or spring semester \(prorated deadline for summer or flexibly scheduled courses\):](#)
 - [Adding a course or changing the section of a course with instructor approval¹](#)
 - [Dropping a course/section](#)
 - [Changing credit hours for a variable-credit-hour course](#)
 - [Changing from graded to pass/fail or audit status](#)
 - [Changing from pass/fail or audit to graded status](#)
1. [The ability to add a course or change the section of a course after the semester begins depends on available seats in the course section and the student satisfying course prerequisites and other registration requirements.](#)
- ~~Adding a course/changing section of a course.~~
 - ~~Permitted by the end of the first week, Sunday at 11:59 p.m., of the fall or spring semester (prorated deadline for summer or flexibly scheduled courses). During the second week of the fall or spring semester (prorated deadline for summer or flexibly scheduled courses), students may request to add or change sections of a course. The request is sent to the course instructor, and only approved adds/section changes will be reflected on the student's schedule.~~

Proposal Summary – Revisions to Registration Deadlines

- ~~Permitted on a space available basis and meeting course registration eligibility.~~
- ~~Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (prorated deadline for summer or flexibly scheduled courses).~~
- ~~Changing credit hours for a variable credit hour course.~~
 - ~~Permitted by the end of the second week, Sunday at 11:59 p.m. of the fall or spring semester (prorated deadline for summer or flexibly scheduled courses).~~
- ~~Changing from graded to pass/fail or audit status.~~
 - ~~Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (prorated deadline for summer or flexibly scheduled courses).~~
- ~~Changing from pass/fail or audit to graded status.~~
 - ~~Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (prorated deadline for summer or flexibly scheduled courses).~~

Students must submit a Petition for Exception to Registration form to the One Stop for Student Services when requesting schedule adjustments after ~~the~~ university deadlines ~~listed above~~. There are no processing fees for schedule adjustments, but tuition and fees assessment may be affected.

Course Withdrawal

Course withdrawal indicates that a student intends to stop attending any or all classes for the current term. Course withdrawal is permitted through the ~~10th week end (11:59 p.m.) of the 70th calendar day~~ of the fall or spring semester (prorated deadline for summer or flexibly scheduled courses). ~~The spring semester course withdrawal deadline may be adjusted for spring break.~~ After that time, students are considered to be committed to all remaining courses and must complete them.

Students will use FlashFAST via FlashLine to withdraw from one or more courses by the deadline. If students are unable to complete the term because of extreme circumstances that first occur after the deadline, they should consult their college or campus dean's office. Any course withdrawal(s) processed ~~on or~~ after the ~~15th calendar day second week~~ of the fall or spring semester (or prorated deadline for summer or flexibly scheduled courses) will appear on the students' academic record with ~~the Withdrawal (W) an~~ administrative mark ~~of W~~. For more information on the W mark, please refer to Grading Policies and Procedures in the University Catalog. Any applicable tuition credit (policy published on the Office of the Bursar website) is determined by the date the transaction is processed on FlashFAST.

International students on J1 and F1 visas are required to contact the Office of Global Education if a course withdrawal causes them to be less than full time. Graduate students who withdraw from all courses with an intention to return at a later date may be eligible for a leave of absence (for more information, refer to Leave of Absence for Graduate Students policy in the University Catalog).

Course withdrawal does not negate a student's financial obligation, and students will be held responsible for all balances due to the university.

Students in the College of Podiatric Medicine who fail to complete registration requirements by the deadline will not be enrolled in classes for the following academic year and may be withdrawn from the college. These students may also be subject to a professionalism deficiency evaluation. Podiatric Medicine Students who request withdrawal after seven weeks of course instruction will receive on their academic record the administrative mark WP or WF if passing or failing, respectively, for each withdrawn course. Please refer to the college policies in the College of Podiatric Medicine section of the University Catalog for more information on the procedures for withdrawal.

Registration Cancellation

To receive a full refund of tuition, students who register and decide not to attend the university must cancel their registration as early as possible, and no later than the end of the [seventh calendar day of the fall and spring semester first-week-of-classes](#) (prorated deadline for summer or flexibly scheduled courses). This may be accomplished by the student dropping all courses via FlashFAST during registration periods. Any paid registration not canceled by the end of the [seventh calendar day of the fall and spring semester first-week-of-classes](#) (prorated deadline for summer or flexibly scheduled courses) will be subject to the refund policy published on the Office of the Bursar website. Any applicable refund is determined by the date the transaction is processed in the student information system.

Flexibly Scheduled Course Sections

Some courses are offered as flexibly scheduled sections, that is, the course does not meet for the full semester. Eligibility for processing registration transactions for these courses (adding, dropping or withdrawing) is determined by the beginning and ending dates of the section. To view registration deadlines for these courses, students should access the Detailed Class Search from the Office of the University Registrar Schedule of Classes Search website. After locating the course, click on the “Registration Deadlines” link to see course-specific dates. Students can also find this information on their student schedule in FlashLine.

Enrollment Definitions

For financial aid eligibility and enrollment certification for loan deferments, insurance coverage and other purposes, enrollment status of students is defined as the following:

UNDERGRADUATE STUDENTS

<u>Enrollment Type</u>	<u>Credit Hours</u>
Full-time	12+
Three-quarter-time	9-11
Half-time	6-8
Less-than-half-time	1-5

GRADUATE STUDENTS

<u>Enrollment Type</u>	<u>Credit Hours</u>
Full-time	8+
Three-quarter-time	6-7
Half-time	4-5
Less-than-half-time	1-3

For summer, the statuses listed above may be fulfilled by enrollment in one or more sessions within the summer semester, including summer intersession. Courses receiving an AU, NF or SF mark are not counted in enrollment credit hours. This definition differs from the one used for assessing tuition and fees (for more information, see Office of the Bursar website).

Registration Limits

Undergraduate students are able to register each fall and spring for a maximum of 18 credit hours.

Graduate students are able to register each fall and spring for a maximum of 16 credit hours, with the exception of students in the Doctor of Podiatric Medicine degree who may be required to be registered for more.

For the summer term, undergraduate and graduate students are able to register for a maximum of 6 credit hours in a single five-week summer session; maximum 10 credit hours in an eight-week summer session; maximum 10 credit hours in overlapping summer sessions; or maximum 12 credit hours for all summer sessions combined, including summer intersession.

Course Overload For Undergraduate Students

Eligible undergraduate students wanting to register for more than the maximum listed under registration limits may do so through an automated overload process.

CRITERIA FOR ELIGIBILITY

- Students who have a minimum 12 Kent State earned credit hours and the following GPA are eligible for an automatic overload:

<u>GPA</u>	<u>Overload Credits</u>
2.500-2.749	students may register for 19 credit hours in fall and spring
2.750-2.999	students may register for 19-20 credit hours in fall and spring
3.000-4.000	students may register for 19-21 credit hours in fall and spring

- First-semester transfer students and freshmen without a Kent State GPA are excluded from qualifying for an automatic overload. They must seek approval from their advising office.
- Students not meeting the above criteria or requesting more than 21 credit hours in the fall or spring semester (more than 12 credit hours in all summer terms) will be blocked from registering for an overload unless approval is granted from their advising office.
- Students on academic probation may not register for more than 15 credit hours and may receive a prescription from the dean of their college or campus that they further reduce the credit hours carried until removed from probation.

Exceptions to this rule must be approved by the appropriate college dean.

Course Overload For Graduate Students

Graduate students wanting to register for more than the maximum listed under registration limits should request permission from their advisor, who will consider such factors as academic standing, progress to degree and the rigor of their proposed course schedule in deciding whether to approve the overload. Graduate students with an approved overload will have their course limit adjusted to register for the approved overload class(es).



Modern & Classical Language Studies

To: James L. Blank, Dean, College of Arts & Sciences
Mary Ann Haley, Associate Dean, College of Arts & Sciences
From: Keiran J. Dunne, Chair, Modern & Classical Language Studies
Date: March 23, 2018
Re: Revisions to Global Literacy and Cultural Awareness (MCLS 20000)

A handwritten signature in black ink, appearing to be "KJ Dunne", written over the "From:" line of the header.

The Department of Modern and Classical Language Studies is resubmitting its proposal to revise the course Global Literacy and Cultural Awareness. We are requesting Kent Core status in the Additional category and changing the course number from MCLS 20000 to MCLS 20001.

This proposal was approved by the College of Arts and Sciences Curriculum Committee on December 4, 2014.

This proposal was approved by the University Requirements Curriculum Committee on December 12, 2014.

This proposal was tabled by Educational Policies Council on January 26, 2015.

This is a resubmission for reconsideration by EPC given the university's increasing focus on global issues and internationalization, the university's participation in the ACE Internationalization Laboratory, the recently launched Global Understanding Research Initiative and recent committee work focusing on global distinction for undergraduate students.

Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: March 22, 2018

Department/School: Modern and Classical Language Studies (MCLS)

Course ID: 20001 **Credit Hours:** 3

Course Title: Global Literacy and Cultural Awareness

Kent Core Category: Additional

Prerequisite(s): None

1. **Explain how the course addresses (a) concepts central to the subject area and (b) the specific Kent Core learning goals listed in the *University Catalog*:**

a. Acquire critical thinking and problem-solving skills

The course focuses on improving students' understanding of cross-cultural interactions and developing strategies for functioning both professionally and personally in culturally globalized settings.

b. Apply principles of effective written and oral communications

The course introduces students to the concept of conversation strategies and enables them to become aware of the culturally determined principles that underlie our seemingly intuitive use of specific strategies. Students will be able to recognize types of cultural strategies (turn taking as opposed to overlapping; linear narratives as opposed to ring narratives; use of silence; wait response time; etc.) and assess their effect in varied professional and personal situations.

c. Broaden their imagination and develop their creativity

The course describes how cultural orientation shapes our verbal and non-verbal behaviors and the behaviors of people from other cultures. Since most of us are unaware of the ways in which culture shapes our daily behavior (for instance, how close we sit to other people; whether we think being late is O.K. or not; when and why a "yes" actually means "no"; why people smile or not; etc.), the sheer fact of becoming conscious of these differences will broaden student's imagination and will enable them to imagine how people from other cultures perceive these things differently.

d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge

Becoming globally literate is a long process but the course will provide students with tools to better determine why cultural misunderstandings occur and develop

strategies to avoid such misunderstandings. It will also enable them to begin to understand how their culture is perceived by others and why.

e. Develop competencies and values vital to responsible uses of information and technology

f. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.

Cultural awareness and global literacy have become crucial components of responsible citizenship. A person incapable of assessing whether his/her behavior is culturally acceptable, or understandable by people from other cultures, is not able to conduct business with them, to manage employees, to conduct negotiations, or to cultivate personal relationships. Engaging in independent thinking requires that one become aware of the factors that shape one's thinking. Many of these factors are culturally determined and operate at the subconscious level and must be brought to consciousness before a person can become cross-culturally competent.

g. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance

Awareness of the ways in which our culture shapes us and of the differences between our own culture and the culture of others results in greater tolerance for people. Instead of attributing negative characteristics to the other, a globally literate person can reconstruct the cultural paradigm that explains the other person's behavior and become more accepting. A globally literate American visitor to Egypt will not assume that her hosts are rude and unruly because they always try to jump to the head of the line. She will understand that this is perfectly normal in a culture where relationships are more valued than rules.

h. Increase their awareness of ethical implications of their own and others' actions

i. Integrate their major studies into the broader context of a liberal education

j. Strengthen quantitative reasoning skills

k. Understand basic concepts of the academic disciplines

2. If this course is being proposed for Category I (composition) or Category II (mathematics and critical reasoning), indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)

3. State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.

This course represents the cutting-edge interdisciplinary focus of a number of disciplines in the humanities and the social and behavioral sciences. It integrates the findings of scholars in fields and sub-fields such as translation studies, cultural anthropology,

Kent Core (Kent Core) Course Proposal Questionnaire

intercultural communications, cognition, conflict management, international relations, decision-making and psychology of choice, economics, international marketing, haptics (the study of non-verbal communication), and patient compliance.

4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.

Yes. This was developed as a DL course in 2009-11 by two faculty members. No classroom space is needed. The only equipment is access to a computer (or when the course is made available through an app, a smart phone or an I-pad). Instructors are available to manage the discussions sections and to provide feedback on students' learning.

5. Has this course been offered previously?

Yes. Spring 2012, Summer 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013, Spring 2014, Summer 2014, Fall 2014, Spring 2015, Summer 2015, Fall 2015, Spring 2016, Summer 2016, Fall 2016, Spring 2017, Summer 2017, Fall 2017, Spring 2018.

6. Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?

Kent is attempting to globalize its curriculum but it offers no basic interdisciplinary course that trains students to become globally literate. Such a course is absolutely essential if the university truly want to prepare students who can function in a globalized world. International trade impacts one in five of all American jobs, yet more than 50% of employers feel today's university graduates are not equipped with sufficient skills to succeed in a global economy and 7 out of 10 employers would like to see more emphasis placed on global issues. Finally even the Department of Defense rates itself as "inadequate" in its culture and language preparation to conduct international operations.

7. Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.

Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): MCLS 20001 Global Literacy and Cultural Awareness

Department/School: MCLS

- Proposed Kent Core Category: Composition Humanities and Fine Arts Social Sciences
 (please check appropriate box) Mathematics and Humanities Basic Sciences
 Critical Reasoning Fine Arts Additional

A sample syllabus must accompany the plan.

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument	Students will analyze critical incidents and case studies to identify cultural explanations for misunderstanding.	Online learning self-checks for each module, discussion thread responses, final learning assessment	Comparison of pre-learning surveys and post-learning surveys.
Apply principles of effective written and oral communication	Communicate effectively			
Broaden their imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology				
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens	Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy	Students will recognize and describe the ways in which cultural factors affect their ways of thinking and of behaving	Online learning self-checks for each module, discussion thread responses, final learning assessment	Comparison of pre-learning surveys and post-learning surveys.

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	Acquire an understanding of our global and diverse culture and society			
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills				
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities			

ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members 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 University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.



3/23/18
Date

Department Chair/School Director (or designee) Signature

Department of Modern and Classical Language Studies
Kent State University

Spring 2018

GLOBAL LITERACY AND CULTURAL AWARENESS: MCLS 20000-003-201810

General Information

Instructor	Anne Neveu
Class Meeting Time	1:10pm - 2:00pm MTWR
Location	Bowman Hall (BOW) 313
Consultation Hours	Mondays, 2:00 pm – 3:00 pm
E-mail	aneveu@kent.edu
Term Dates	03/08/18 – 05/06/18

Course Description

The goal of this course is to improve your understanding of cross-cultural interactions. It will foster a nuanced understanding of how hidden cultural factors shape your thoughts and behaviors as well as those of others. Real-world critical incidents, case studies, and audiovisual content will provide a concrete framework for increasing global literacy and cultural awareness, and for learning how to successfully engage in cross-cultural communication.

Course Objectives

Upon successful completion of this course, you will be able to:

1. Describe how culture shapes your own verbal and non-verbal behaviors and those of others.
2. Better determine why cultural misunderstandings occur and develop strategies to avoid them.
3. Understand how your own culture is perceived by others.
4. Apply theoretical ideas to explain how culture shapes communication and miscommunication.
5. Develop strategies for functioning both professionally and personally in culturally globalized settings.

Course prerequisites:

ESL students who register for this class must be in ESL levels 8-10. There are no prerequisites for non-ESL students.

Attendance Policy:

Attendance is required for this class. Students are allowed a maximum of 3 unexcused absences.

3 tardees (arriving 5 or more minutes late or leaving 5 or more minutes early) = 1 Unexcused Absence.

4-5 unexcused absences = 10% grade reduction of your final grade

6-7 unexcused absences = 20% grade reduction of your final grade

8 or more unexcused absences = 30% grade reduction of your final grade

For information on what is an excused absence, see the following link. This class follows the university attendance policy as established in the official Kent State University policy register.

For more details, consult:

http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037744
http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037744

http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037744

Learning Activities and Grading

Class participation	20% of course grade
Module quizzes	50% of course grade
Final examination	30% of course grade

1. Readings

For each module of this course you will be required to read a text available electronically each Module on Blackboard Course Content. You must read these texts prior to watching the video lecture segments and before the beginning of each module. See information about Reading Flash Quiz below for assessment information.

2. Lecture video segments

Lecture video segments are the heart of the course. We use these to present central concepts. We encourage you to take notes as you watch, and to review your notes before moving on to the next segment. You will be able to use your summaries and notes to complete your final exam in class.

3. Video Clips

On most weeks you will be asked to watch a series of video clips relating to concepts central to the video lecture segments. Due to copyright issues, some of the videos we intend for you to watch might no longer be available at the time of viewing. If this is the case, continue with the rest of the assignment.

4. Classroom participation.

All activities listed above are the core of this course and must be completed BEFORE each class.

Class time will be used to review readings, address questions, and interact with the course content through exercises, group activities, etc. Students are expected to participate in activities, answer questions, discuss the connections they draw between the course content and their own experiences, and interact with other students. Engagement in class is a way to show that students have completed the reading and viewing of lecture videos, and it constitutes a significant part of the overall grade.

Class participation includes:

1. Asking and answering **questions**, providing **examples**, and in any way engaging with class material and verbally participating during class time.
2. **Weekly Reading Flash Quiz** – a short written essay about each week's reading.
3. **Iceberg Presentations**: Each student when scheduled will present to the class 3 components of their home culture.
4. **Country Research**: each student will choose a news story related to a foreign country, write an essay, and give a short presentation about the story to a small group during class time.

Weekly Participation (includes 1 and 2) grade is calculated as follows: 35% Flash Quiz, 65% (minimum of 2) verbal contributions to class discussion.

5. Quizzes

Each week you will take a quiz to express your understanding of central concepts. The quiz questions will be a combination of (2) open-ended questions, (10) multiple choice questions,

and (10) true/false statements. Quiz content will come from the video lecture segments, the module readings, and class activities.

Students cannot make up quizzes they missed during an unexcused absence. Students who miss a quiz because of an unexcused absence will get 0 points for the missed quiz.

Quizzes are conducted on Thursdays, unless otherwise specified by the instructor (see schedule on Blackboard Learn)

Participation, Quiz and Attendance grades will be posted on Blackboard weekly.

6. Final examination

During the last week of the semester, you will show what you have learned by taking a final exam. The format will be (10) multiple choice questions, (10) true/false statements, and (6) short answer questions.

The final exam will be on **Thursday, May 3rd, 2018** (last day of class for our class, we do not meet during Finals week).

Grading Scale

94-100% = A	77-79.9% = C+	Below 59% = F
90-93.9% = A-	73-76.9% = C	
87-89.9% = B+	70-72.9% = C-	
83-86.9% = B	67-69.9% = D+	
80-82.9% = B-	60-66.9% = D	

CLASS CONTENT

MODULE 1: INTRODUCTIONS + CULTURE AS AN ICEBERG

Reading: Brooks Peterson, Cultural Intelligence, p. 16-27

MODULE 2: CULTURE AND TIME - WHEN TIME IS NOT MONEY

Reading: Robert Levine, A Geography of Time, Chapter one

MODULE 3: CULTURE AND SPACE - HOW CLOSE IS TOO CLOSE?

Reading: Carol Zinner Dolphin, Intercultural Communication, p. 266-276

MODULE 4: POWER DISTANCE – HOW A SOCIETY HANDLES INEQUALITY

Reading: Geert Hofstede, Cultures and organizations, p53-88

MODULE 5: INDIVIDUALISM VS. COLLECTIVISM - THE “I” VS. THE “WE” IN CULTURE

Reading: Anamaria Knight, Individualism and Collectivism: What Does This Cultural Dimension Have To Do With Education?, pages 1-3

MODULE 6: RULES AND RELATIONSHIPS

Reading: Fons Trompenaars and Charles Hampden-Turner, Riding the Waves of Culture, p. 29-35, 43-50

MODULE 7: COUNTRY PRESENTATIONS, REVIEW AND FINAL

Departmental, College and University policies

Notice of My Copyright and Intellectual Property Rights

Any intellectual property displayed or distributed to students during this course (including but not limited to PowerPoints, notes, quizzes, examinations) by the instructor remains the intellectual property of the instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the instructor.

Registration Requirement

The official registration deadline for this course is **March 10, 2018** and the last day to **withdraw** with a grade of W is **April 14, 2018**. University policy requires all students to be

officially registered in each class they are attending. Students who are not officially registered for a course by published 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 class schedule (using Student Tools in FlashLine) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Statement on Cheating and Plagiarism

University policy 3342-3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at <https://www.kent.edu/ehhs/ides/ces/defining-and-avoiding-cheating-and-plagiarism> and/or ask.

Student Accessibility Policy

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 (330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Respectful Student Conduct

The Department of Modern and Classical Language Studies follows University regulations regarding student behavior in the classroom. It is expected that each student will be respectful to the instructor as well as to fellow classmates. Use of profanity, rudeness toward fellow students or the instructor, and angry outbursts are just some examples of disruptive behavior. The instructor will ask the disruptive student to cease and desist and will inform the student of possible suspension and/or dismissal from the class. Guidelines pertaining to class disruptions are outlined in detail in the university policy register at 4-02.2.

Course Syllabus: MCLS 20000 – Global Literacy and Cultural Awareness

Spring 2018, Section 001

Instructor: Carine Graff

Department of Modern and Classical Language Studies

Email: cgraff2@kent.edu

Skype: carine.graff1

Office Hours: Mondays-Wednesday 10-11am and by appointment

Delivery: 100% Web-Based, Asynchronous

Dates: 01-16-2018 / 05-06-2018

Course Information

Course Description

The goal of this online course is to improve your understanding of cross-cultural interactions. It will foster a nuanced understanding of how hidden cultural factors shape your own thoughts and behaviors as well as those of others. Real-world critical incidents, case studies, and audiovisual content will provide a concrete framework for increasing global literacy and cultural awareness, and for learning how to successfully engage in cross-cultural communication.

Course Times and Location

This is a fully online, 15-week course. There will be no face-to-face meetings. All assignments have due dates; please refer to the **Course Schedule** located within the course under Course Documents on Blackboard. Print out the Course Schedule and pin it on the wall above your desk.

Prerequisites

This course has no prerequisites and does not assume any previous knowledge of global literacy.

Course Learning Outcomes

Upon successful completion of this course, you will be able to:

- Describe how culture shapes your own verbal and non-verbal behaviors and those of others.
- Better determine why cultural misunderstandings occur and develop strategies to avoid them.
- Understand how your own culture is perceived by others.
- Apply theoretical ideas to explain how culture shapes communication.
- Develop strategies for functioning both professionally and personally in culturally diverse settings.

Learning Materials

1. Course User Guide

Please carefully read through the Course User Guide, which can be found in the “Course Documents” folder. This will tell you how the course is organized, which activities you will be asked to complete, and how your learning will be assessed. The user guide provides you with the basics and with links to more detailed tutorials in case you need them.

2. Readings

For each module of this course, you will be required to read a text available electronically through the Kent State University Library’s Ares [Course Reserves](#).

IMPORTANT NOTE: If you are accessing the readings from off campus, you will have to use [KSU Proxy](#). KSU Proxy allows Library users to securely connect to databases, electronic journals, books and streaming media services without installing complicated third-party software. When you attempt to access library content from off campus, you’re prompted to enter your FlashLine username and password after which you’re connected.

3. Lecture Video Segments

Video lecture segments are the heart of the course. We use these to present central concepts, which are also summarized in the form of corresponding bullet points for each segment. We encourage you to take notes as you watch and then to go back and review your notes before moving on to the next segment.

4. Video Clips

For most of the modules, you will be asked to watch a series of video clips relating to concepts central to the video lecture segments. Due to copyright issues, some of the videos we intend for you to watch might no longer be available at the time of viewing. If this is the case, simply follow the discussion in the corresponding video lecture segments.

Technology Requirements and Skills

Computer Hardware and Software

Students new to Kent State University should review Information Service’s Technology Viewbook available here: [Getting Started in Your Online Course](#) (link also available in the Start Here folder). A personal computer with consistent, reliable Internet access is required:

1. A DSL or cable connection to the Internet; dial-up is not sufficient.
2. Laptop or desktop computer with a minimum of a 2 GHz processor and 2 GB of RAM.
Do not use your phone or a tablet to do your assignments, as you might encounter problems.

You should have one of the following computer operating systems and additional software applications installed on your computer:

1. Windows 7 system operating software for PC computers or higher OR Mac OS X 10.6 or 10.7 for Apple Mac computers.
2. Microsoft Office Suite (Word, Excel, PowerPoint) discounts available at The Microsoft Store, link available in the Start Here folder.
3. A free version of Microsoft Office is available for students. Instructions and information can be found at support.kent.edu.
4. Antivirus for Windows OS, Microsoft Security Essentials OR Antivirus for Mac OS, Sophos
5. A Blackboard Learn compatible browser, such as the latest version of Mozilla Firefox. Blackboard also supports Chrome and Safari. **Internet Explorer is NOT a supported browser and should not be used.**

Blackboard (Bb) Learn

This course will use Blackboard (Bb) Learn, the official learning management system (LMS) used by Kent State University to deliver course materials to university students. ALL course materials and activities will take place in Bb Learn.

In order to login to the online Bb Learn LMS, students will need a Kent State FlashLine User Name ID and password.

- Students can login to Bb Learn either through a student FlashLine account or via a direct link to the login page: <https://learn.kent.edu>

For help using the Blackboard (Bb) Learn system use the “Bb Learn Tutorials for Students” link in the main navigation of your course.

In general, Bb Learn works best if you use the latest version of most major web browsers, including Chrome (recommended), Firefox, and Safari.

Technology Help Guidelines

- A. **30-Minute Rule:** When you encounter a problem with technology, give yourself 30 minutes to ‘figure it out.’ If you cannot, then contact the KSU Helpdesk 24/7 at 330-672-HELP or 330-672-4357. You can also contact me if all else fails. However, I may not be able to answer immediately and to help with any and all technology issues.
- B. When posting or sending email requesting help with technology issues, whether to the Helpdesk or your instructor, use the following guidelines:
 1. Include a descriptive title for the subject field that includes 1) the name of course 2) the issue. Do NOT just simply type “Help” into the subject field or leave it blank.
 2. List the steps or describe the circumstance that preceded the technical issue or error. Include the exact wording of the error message. Please specify your operating system as well as the browser used.
 3. When possible, always include a screenshot(s) demonstrating the technical issue or error message. Do not take a picture with your phone, but provide a real screen shot

using the Print Screen key on your keyboard and then paste into a Word Document or Paint.

4. Also include what you have already tried to do to remedy the issue (rebooting, trying a different browser, etc.).

Policies and Expectations

Online Attendance Policy

Online courses are conducted on the premise that regular attendance requires students to log into the Bb Learn learning management system (LMS). Attendance is measured both by virtual presence in the online course and student interaction with course learning materials and assignments. Students are expected to check their Kent State e-mail and to log into the system multiple times (at least every other day) during the week.

All actions by students in the Bb Learn LMS can be tracked. At any time during the course, an instructor may generate a report that indicates when and how long individual students have been logged into the LMS, or engaged with course materials or course tools.

Students who anticipate an absence from the online course due to technical or medical reasons should consult with the instructor individually. An absence due to illness or injury requires verification from a medical professional and should be presented to the instructor.

Communication Policy

1. Email course questions and personal concerns, including grading questions, to me privately using your @kent.edu email. Do NOT submit posts of a personal nature to the discussion board.
2. Email will be checked at least twice per day Monday through Friday; Saturday and Sunday, email is checked once per day. During the week, I will respond to all emails within 24 hours; on weekends and holidays, allow up to 48 hours. If there are special circumstances that will delay my response, I will make an announcement to the class.
3. Virtual office hours will be held using Skype. Instructions for downloading the Bb IM tool and usage are located in the START HERE folder in Bb Learn LMS [Getting Started in Your Online Course](#) (Technology Requirements tab). For information on how to download Skype, please check the Course User Guide. I will hold Virtual Office Hours every Monday and Wednesday from 10am to 11am. I am also happy to schedule one-on-one office hours in person.
4. For questions related to technology, please contact: 330-672-HELP or 330-672-4357 for 24/7 support.

Online Student Conduct and (N)etiquette

Communicating appropriately in the online classroom can be challenging. In order to minimize this challenge, it is important to remember several points of "internet etiquette" that will smooth communication for both students and instructors:

1. **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written electronic communication. Review email and discussion board posts BEFORE submitting. Humor and sarcasm may be easily misinterpreted by your reader(s). Try to be as matter-of-fact and professional as possible.
2. **Follow the language rules of the Internet.** Do not write using all capital letters, because it will appear as shouting.
3. **Consider the privacy of others.** Ask permission prior to giving out a classmate's email address or other information.
4. **Keep attachments small.** If it is necessary to send pictures, change the size to an acceptable 250kb or less (there are several programs you can use to do this such as: Photoshop, Paint, GIMP, and picresize.com).
5. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

NOTE: *The instructor reserves the right to remove posts that are not collegial in nature and/or do not meet the Online Student Conduct and Etiquette guidelines listed above.*

University Use of Electronic Email

A university-assigned student e-mail account is the official university means of communication with all students at Kent State University. Students are responsible for all information sent to them via their university-assigned e-mail account. If a student chooses to forward information in their university e-mail account, he or she is responsible for all information, including attachments, sent to any other e-mail account. **To stay current with university information, students are expected to check their official university e-mail account and other electronic communications on a frequent and consistent basis.** Recognizing that some communications may be time-critical, the university recommends that electronic communications be checked minimally twice a week.

Assignments and Grades

A detailed breakdown of course assignments and due dates by lesson module is available as a separate .pdf document that can be accessed in Bb Learn by clicking on the **Course Documents** link in the course menu.

This course consists of 14 modules. You will spend a week working on each. For each module, you will be asked to complete the following learning activities, unless indicated otherwise:

1. **Pre-Learning Survey** (collectively worth 10% of final course grade)
This activity is designed to find out what you may already know about the central concepts that will be addressed in the respective module. You will be asked to respond to a series of short-answer questions. These survey questions have no "right" or "wrong" answers, but need to make sense. Each survey question is worth one point. The "pre-learning survey" hyperlink found in the main frame for each module will take you to the survey.

Please see the Schedule in the “Course Documents” folder on our course webpage for an overview of when pre-learning surveys need to be submitted.

Please note that there is no pre-learning survey for Module 1.

Pre-learning surveys submitted after the posted assignment due date will not receive any credit.

2. Discussion Questions (collectively worth 30% of final course grade)

This activity will ask you to contextualize and/or expand on key concepts presented in the respective module. The “Discussion” link for each module will take you to a page containing the discussion thread for the group you have been assigned to. You will have to post your answer to the discussion first to be able to see your classmates’ answers. Please refer to the Course User Guide for more details.

Each discussion activity response is worth five points and your grade will be calculated according to the following rubric:

GRADING RUBRIC FOR DISCUSSION THREAD RESPONSE (5 points)

Response addresses the question completely:	2 points
Response is clear:	1 point
<u>Response adheres to the question:</u>	<u>2 points</u>
	5 points

Discussion responses posted after the due date will not receive any credit.

3. Quizzes (collectively worth 40% of final course grade)

For each module, you will take a quiz to make sure you understand central concepts before you move on. The quiz questions will be a combination of multiple choice and true/false. Quiz content will come primarily from the video lecture segments, but also from the respective module readings. The “Quiz” link from the main frame of each module will take you to the questions.

Each quiz will be worth 20 points (1 point per question). The quizzes are timed. You will have 2 hours to complete the quiz once you begin. If you are not satisfied with your quiz grade, you will have the option of re-taking the quiz one additional time, and the higher of the two grades will be the final grade entered for the quiz.

Please see the Course Schedule in the “Course Documents” folder on our webpage for an overview of when quizzes are due.

Please note that assignments will disappear from Blackboard once their deadline has passed.

4. Final Examination (20% of final course grade)

During the last week of the semester, you will show what you have learned by taking a final exam. The format will be multiple choice and true/false questions. The exam will be worth 50 points (one point for each question). You will be able to take the final exam only once. The exam will be timed: you will have one hour to complete the exam once you begin. Please see the "Assignment Due Dates" list in the "Course Documents" folder on our webpage to determine when the final exam will be due.

Late and Make-up Work Policy

- *Pre-learning surveys submitted after the posted assignment due date will not receive any credit.*
- *Discussion responses posted after the due date will not receive any credit.*
- *Quizzes submitted after the posted assignment due date will not receive any credit.*

Grading and Feedback

Students can expect to receive grades and feedback within a week after the assignment deadline.

Assignment Distribution and Grading Scale

Method of Assessment	Number of Assessments	Total Percentage
Pre-learning surveys	12	10% of course grade
Discussion Questions	14	30% of course grade
Module Quizzes	13	40% of course grade
Final Examination	1	20% of course grade
	Total Percentage	100%

You can calculate your weighted average grade at any time during the course by using one of the following online tools listed below:

- [Blacks Domain Weighted Average Grade Calculator](#)
- [Mercer University Weighted Average Grade Calculator](#)

Percentage of Earned Points	Grade
94% -100%	A
90%-93%	A-
86%-89%	B+
83%-85%	B
80%-82%	B-
76%-79%	C+

73%-75%	C
70%-72%	C-
66%-69%	D+
60%-65%	D
Under 60%	F

University Policies

Students are required to be aware of and follow all general and academic policies established by Kent State University.

A list of the general academic policies is listed on the Kent State University Policy Register via the link [Getting Started in Your Online Course](#) which can also be found in the Start Here folder. Specific policies related to the successful completion of this online course can be located and reviewed in your Blackboard Learn course.

University policies are located in the **University Policies** tab on the Online Learning Webpage. You can find them via the link [Getting Started in Your Online Course](#) provided in the START HERE folder in your Blackboard Learn course.

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).

The Blackboard accessibility statement can be found in the Start Here folder. "Student Services" tab at this link: [Getting Started in Your Online Course](#).

Course Enrollment and Withdrawal

University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published 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 class schedule (using Student Tools in FlashLine) prior to the deadline indicated.

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 a grade at the conclusion of the semester for any class in which you are not properly registered. **Also, it is your responsibility to check the withdrawal dates for each semester.**

Plagiarism and Academic Integrity

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.

University policy 3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at: <http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism> and/or ask.

Respectful Student Conduct

The Department of Modern and Classical Language Studies follows University regulations regarding student behavior in the classroom. It is expected that each student will be respectful to the instructor as well as to fellow classmates. Use of profanity, rudeness toward fellow students or the instructor, angry outbursts, refusal to participate in classroom activities, repeated tardiness, and leaving the classroom prior to class dismissal are just some examples of disruptive behavior. The instructor will ask the disruptive student to cease and desist and will inform the student of possible suspension and/or dismissal from the class. Guidelines pertaining to class disruptions are outlined in detail in the university policy register at 4-02.2 (<http://www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-class-disruptions>).

Notice of My Copyright and Intellectual Property Rights

Any intellectual property displayed or distributed to students during this course (including but not limited to PowerPoints, notes, quizzes, examinations) by the instructor remains the intellectual property of the instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the instructor.

Registration Requirement

The official registration deadline for this course is **January 21, 2018**. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published 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 class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline. The last day to drop before a grade of "W" is assigned is **January 28, 2018**. The last day to withdraw is **March 25, 2018**.

Subject to Change Statement

The syllabus and course schedule may be subject to change. Changes will be communicated via email or the Blackboard Learn announcement tool. You are responsible for checking your email messages every day and course announcements to stay current in your online courses. Please note that this course will no longer be available to you two weeks after the end of the semester.

March 22, 2018

To: Keiran Dunne and Françoise Massardier-Kenney
Re: Adding Global Literacy and Cultural Awareness to the Kent State University Core Curriculum

Dear Drs. Dunne and Massardier-Kenney,

Adding Global Literacy and Cultural Awareness (MCLS 20000) to the Kent Core will greatly contribute to the integration of international students at Kent State University and to the preparation of our students for an experience abroad. Furthermore, it will enable Kent State University to demonstrate leadership in the internationalization of its curriculum while helping to educate a globally competent citizenry and workforce.

Global Literacy and Cultural Awareness (MCLS 20000) will provide Kent State students exposure in foreign languages and cultures and will help them understand the world and the United States' role in it. It will also enhance critical intellectual skills of students to cooperate with others and to meet global challenges at home and abroad.

International students at Kent State requires that we start looking into "qualitative" changes in our curriculum such as the one that will be brought by the Global Literacy and Cultural Awareness course. The course will have a positive impact on retention and overall academic success of students.

Current Kent State offerings do not offer domestic and international students opportunities to interact regularly and to experience authentic cross-cultural situations. This face-to-face course will help international and domestic students work together to develop intercultural communication skills and an appreciation for cultural diversity. In addition, one of the outcomes of this bridge course will also be providing domestic students with an opportunity to internationalize their course of study without incurring the expense of traveling abroad.

For all of the above, I am strongly in favor of the College of Arts and Sciences' proposal to have Global Literacy and Cultural Awareness (MCLS 20000) added to the Kent Core.

Sincerely,



Dr. Marcello Fantoni
Associate Provost



Name: Therese E Tillett
 Organization: Curriculum Services

Submission Date: 4/9/2018



Course Catalog Update

[<< Return to Search Results](#)

Course Catalog Update Information:

STU0004

Reference Number: CCU007347

Date: 07-MAY-14

Level: 4.00 of 3.00

Currently On The Worklist Of: Alison Smith, alisonjs

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: Keiran Dunne		
Requested Effective Term: 201980		
Campus: Kent		
College: AS-Arts and Sciences		
Department: MCLS-Modern and Classical Language Studies		
Course Subject: MCLS-Modern and Classical Language Studies		
New Course Subject:		
Course Number: 20000		
New Course Number: 20001		
Course Title: GLOBAL LITERACY AND CULTURAL AWARENESS		
Title Abbreviation: GLOBAL LITERACY		
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. LADL-LER-Additional Course 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: Introduction to dimensions of cultural identity and parameters of cultural expression, with a focus on fostering cultural awareness skills. By exploring the ways in which culture shapes us, students gain a better understanding of the dynamics shaping their world, the world of others, and their respective places in it. Discussion of real-world critical incidents, authentic cultural ethnographies, and case studies provide students with concrete examples and contexts to solve problems linked to encounters with persons of different linguistic and cultural backgrounds. Prerequisite: none.		
Catalog Description (edited):		
Prerequisites (edited):		
Corequisites (edited):		
Registration is by special approval only: No		
Content Information		
Content Outline:		
Content Hours		

per Course Topic	Topic Description
3	Introduction: Culture as an iceberg. Assessment of current cultural literacy skills
3	Culture in the eyes of the beholder: Perspectives on multiculturalism
3	Ethnographic approaches of cultural analysis
3	Words that matter: Language as culture
3	The language of cultural symbols: When love isn't red and owls aren't wise
3	Unspoken rules of language use
3	The mysteries of body language across cultures
3	Culture and space: How close is too close in words and deeds?
3	Talk of Time: Cultural perceptions of time
3	Words and their surroundings: High context and low context cultures
3	The "I" versus the "we" in culture
3	Conversation strategies
3	Knowing you is knowing me: Culture as a mirror
3	Culture shock: When knowing words is not enough
3	Post-assessment of cultural literacy skills

[Display/Hide Delimited Course Outline](#)

Total Contact Hours: 45

Textbook(s) used in this course: Textbook(s) used in this course: Readings will come from the following book as well as selected journal articles: Storti, Craig, Cross-Cultural Dialogues. 74 Brief Encounters with Cultural Differences.

Writing Expectations: Online learning self-checks for each module, discussion thread responses, final learning assessment

Instructor(s) expected to teach: Angelone, Massardier-Kenney

Instructor(s) contributing to content: Angelone, Massardier-Kenney

Proposal Summary

Explain the purpose for this proposal:

We are requesting that Global Literacy be considered for inclusion in the Kent Core in the Additional category. This proposal was approved by the MCLS Curriculum Committee in Fall 2011.

Explain how this proposal affects program requirements and students in your unit:

No impact.

Explain how this proposal affects courses, program requirements and student in other units:

Will provide the only cross-cultural competency course at KSU.

Explain how this proposal affects enrollment and staffing:

MCLS can staff multiple sections per semester and has done so since spring 2013.

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

Office of Global Education

Revisions made to form (if applicable):

<input type="checkbox"/> Course Content	<input checked="" type="checkbox"/> Number
<input type="checkbox"/> Credit by Exam	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Schedule Type
<input type="checkbox"/> Cross-Listed / Slash	<input type="checkbox"/> Subject
<input type="checkbox"/> Description	<input type="checkbox"/> Title
<input type="checkbox"/> Diversity	<input type="checkbox"/> Title Abbreviation

<input type="checkbox"/> Grade Rule	<input type="checkbox"/> Writing-Intensive (WIC)
<input checked="" type="checkbox"/> Liberal Education Requirement (LER)	<input type="checkbox"/> Other
Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 3
OBR Program Code: 13	OBR Subsidy Code: 02
CIP Code: 160101	Term Start:
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
3/26/2018	Alison J Smith	This proposal was approved by the URCC at their meeting on Dec 12 2014, and submitted through workflow to EPC on 12-15-2014. This is old business already approved by URCC and is to be reconsidered by EPC.
3/26/2018	Mary Ann Haley	This is a request for reconsideration at EPC. The original proposal was approved at the College of Arts and Sciences Curriculum Committee on December 4, 2014. It was approved at URCC on December 12, 2014. It was tabled at EPC on January 26, 2015.
3/22/2018	Keiran J Dunne	This is a resubmission for reconsideration by EPC. This proposal was approved by the Arts and Sciences College Curriculum Committee on Dec. 8, 2014 and by URCC on Dec. 15, 2014. The course number change is to distinguish between periods of time when the course applied to the Arts and Sciences foreign language requirement (MCLS 20000) and to the Kent Core Additional requirement (MCLS 20001).
3/18/2015	Mary Ann Haley	Curriculum Services is returning this workflow.
3/18/2015	Katherine J Smith	Please return to Keiran Dunne.
11/26/2014	Keiran J. Dunne	
8/27/2014	Mary Ann Haley	Returning for edits per our conversation today.
5/7/2014	Keiran J. Dunne	Submitted at the request of Dean Blank per meeting of May 7, 2014.

History:

Date	User	Status
3/26/2018	Alison J Smith	Approved
3/26/2018	Mary Ann Haley	Approved
3/22/2018	Keiran J Dunne	Approved
3/18/2015	Mary Ann Haley	Returned To Prior Approver
3/18/2015	Katherine J Smith	Returned To Final Approver
12/15/2014	Donald F. Palmer	Approved

12/8/2014	Mary Ann Haley	Approved
11/26/2014	Keiran J. Dunne	Approved
11/26/2014	Keiran J. Dunne	Submitted
8/27/2014	Mary Ann Haley	Returned For Edit
8/22/2014	Keiran J. Dunne	Approved
5/7/2014	Keiran J. Dunne	Submitted

Dean Palmer moved for approval of the item, which was seconded by Assistant Professor Tina D. Bhargava. Provost Diacon added that this proposal is an attempt to reduce the bureaucracy students face when attempting to seek ELR status for their study abroad and study away experiences. With no additional questions or discussion, the item passed unanimously.

Undergraduate EPC Action Item 4: Designation of Kent Core status to the following course in the additional category: MCLS 20000 Global Literacy and Cultural Awareness (3); course number will be revised to MCLS 20001.

Associate Dean Mary Ann Haley stated that the proposal to designate Kent Core status in the additional category to the course is supported by the Office of Global Education and is contingent on the course being approved for inclusion in the state-wide Ohio Transfer Module as an interdisciplinary course (humanities and social sciences).

Dean James L. Blank moved for approval of the item, which was seconded by Associate Dean Arhar.

An EPC member requested that the item be tabled until a determination is made as to whether the course is approved for the Ohio Transfer Module. Another EPC member voiced his option that faculty should be more critical of courses that are proposed to be designated with Kent Core status.

After a general discussion about the Kent Core, Provost Diacon asked the College of Arts and Sciences to clarify which courses proposed to be given Kent Core designation are new courses, and which courses are existing courses that are being revised due to state, programmatic or other influences. Associate Dean Mary Ann Haley provided a brief review of Undergraduate EPC Action Items 4, 5, 6, 7, and differentiated between the new courses and existing courses. Provost Diacon summarized that MCLS 20000 would effectively be an addition to the Kent Core, as opposed to courses listed Undergraduate EPC Action Items 5, 6 and 7 that are based on existing Kent Core courses.

Associate Professor Linda L. Williams moved to table the item until the course has been reviewed for inclusion in the Ohio Transfer Module, so that the group is able to make a more informed decision. Her motion was seconded by Faculty Senate Chair Donna (Lee) L. Fox-Cardamone. Provost Diacon said that the item would return to EPC for a vote after review for inclusion in the Ohio Transfer Module.

An EPC member asked if all Kent Core courses must be approved for inclusion in the Ohio Transfer Module. Therese Tillet, director of curriculum services, responded in the negative, but added that the Ohio Board of Regents has expressed concerns to her about the number of courses in the Kent Core that are not part of the Ohio Transfer Module. [Note: of the 124 courses with Kent Cores status, 25 (20 percent) presently are not in the Ohio Transfer Module.]

An EPC member asked if tabling the item will remove any chance for the course to be included in the Kent Core for fall 2015, even if approved for inclusion in the Ohio Transfer Module at a later date. Director Tillet responded that the next submission for Ohio Transfer Module courses is in March, and she may not hear about the status of submissions until April or May. However, if the course was successfully approved at every level, the Office of Curriculum Services can add the Kent Core attribute to the course at any time prior to final grades being entered and the course rolled to academic history.

With no additional questions or discussion, EPC members unanimously voted to table the item.

Undergraduate EPC Action Item 5: Designation of Kent Core status to the following three new courses in the basic sciences category: BSCI 21010 Anatomy and Physiology I (4); BSCI 21020 Anatomy and Physiology II (4); and CHEM 10055 Molecules of Life (3).

TILLET, THERESE

From: Htsuchida@regents.state.oh.us
Sent: Monday, September 14, 2015 8:52 AM
To: TILLET, THERESE
Subject: RE: OTM - interdisciplinary

Dear Therese,

Good morning. I had a chance to chat with the two OTM review panels on Friday. It does not appear that this course currently meets the OTM guidelines for either category. Below are their comments:

OTM Arts and Humanities:

The panel members saw little to no humanities content/methodology in this course. Students don't appear to be studying humanities disciplines. Instead, they're learning about the functioning of culture and how to navigate cross-cultural situations. This doesn't seem to be an issue of clarifying the submission; the course activities just aren't appropriate for inclusion in the arts/humanities part of the OTM.

OTM Social and Behavioral Sciences:

The panel looked over the course, but could not tell what discipline this is for. It really appears to be a Cross Cultural Communications course by the look of some of the outcomes, which would not fit Social Sciences OTM. There are also skill-based outcomes like 2. Better determine why cultural misunderstandings occur and develop strategies to avoid them and 5. Develop strategies for functioning both professionally and personally in culturally diverse setting.

If your faculty has further questions or clarifications needed, please feel free to contact the two OTM panel leads at the information below:

OTM Arts and Humanities: Sherry Howard, sherry.howard@northweststate.edu, 419-267-5511, ext. 261

OTM Social and Behavioral Sciences: Dona Fletcher, dona.fletcher@sinclair.edu, 937-512-5149

Thanks.

Hideo

Hideo Tsuchida

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Director of Articulation and Transfer Policy

Ohio Articulation and Transfer Network

Ohio Department of Higher Education

25. S. Front St. 2nd Fl.

Columbus, OH 43215

(614) 644-0642

htsuchida@regents.state.oh.us

www.ohiohighered.org/transfer

PLEASE NOTE: This message and any response to it may constitute a public record, and therefore may be available upon request in accordance with Ohio public records law. (ORC 149.43)

From: TILLET, THERESE [mailto:ttillet1@kent.edu]

Sent: Wednesday, September 09, 2015 2:49 PM

To: Tsuchida, Hideo
Subject: RE: OTM - interdisciplinary

Hello, Hideo,

Last winter, you provided really good feedback on a prospective submission to the OTM— MCLS 20000 Global Literacy and Cultural Awareness (3 credits).

To address your concerns, the faculty have developed a comprehensive list of course learning outcomes and objectives, as distributed according to assignments (see attached).

The department chair has asked if you would be willing, again, to review before we submit. Would you?

I've also talked to the faculty, and it seems they are leaning against "interdisciplinary" (where they would have to split the credits among the two categories) and toward having the course approved for both Humanities (3 credits) and Social Sciences (3 credits).

Any guidance you can provide would be greatly appreciated!

Best, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
KENT STATE UNIVERSITY
208 Schwartz Center | 800 East Summit Street | Kent, Ohio 44242
T: 330-672-8558 | F: 330-672-2645 | tillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

From: Hideo Tsuchida [<mailto:htsuchida@regents.state.oh.us>]
Sent: Friday, February 06, 2015 12:06 PM
To: TILLET, THERESE
Subject: RE: OTM - interdisciplinary

Therese,

So this course, even though on a transcript it is posted as 3 hours, is supposed to be applied in two areas even within your Gen Ed, correct? How is the credit hour split? Or the entire 3 hours could be supposed to apply to either area? This will come up in the review, so I'll tell you this right now. The syllabus doesn't really link between the module descriptions and specific reading and activities/assessments. For instance, Arts and Humanities Panel specifically looks for primary sources and how they are being incorporated in covering each topic (e.g., if one of the modules indicates that students will do something about culture or philosophical values or literature, the panel will want to know how that humanities approach is made (through reading literary pieces, watching a documentary, discussing philosophical values/authors, etc.). In the course objectives refer "culture" numerous times, but they don't appear to be clear on any arts/humanities or social science objectives. It's kind of vague. Maybe that could be done on purpose. I don't know.

The way each review panel will evaluate the depth of arts/humanities and social sciences based on the credit-hour value that you are giving to each area. When you are doing the matching part, that's where you designate the credit value. If your intention is to have the course count as a full 3 hours for either area, the course will have to meet 100% of the criteria for both OTM areas. If the credit value is divided, the weight could shift (half and half for 1.5 credit each, 2 hours for one area and 1 hour for the other would weigh 2/3 for one and 1/3 for the other).

U of Akron is the only institution in the system that has one interdisciplinary course (2040 254 – Black Experience from 1619-1877 1.5 hours for Social Science, and 0.5 for Arts and Humanities). As I mentioned before, this split application is okay within the institution, but from other institutions' perspective, it is very difficult to implement since the course appears on a student's transcript as a 2 hour course.

Anyhow, this is the only advice I can give for now.

Hideo

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From: TILLET, THERESE [<mailto:ttillet1@kent.edu>]
Sent: Friday, February 06, 2015 11:48 AM
To: Hideo Tsuchida
Subject: OTM - interdisciplinary

Hi, Hideo,

I was given a submission for the OTM, interdisciplinary category, half for the Humanities category and half for the Social Sciences category. I've talked to you in the past about interdisciplinary, and I remember you saying that there are none approved as yet. Is that still accurate?

Based on your experience, could you give a review of the attached syllabus and let me know what's missing and what chance it will have to be approved for the OTM – for Humanities or Social Sciences or both? I'm planning to submit in March, but I want to give faculty heads up of its chances since so many other curriculum changes are dependent on this being approved in the OTM.

Below is the catalog description for the course:

MCLS 20000 - GLOBAL LITERACY AND CULTURAL AWARENESS

Introduction to dimensions of cultural identity and parameters of cultural expression, with a focus on fostering cultural awareness skills. By exploring the ways in which culture shapes us, students gain a better understanding of the dynamics shaping their world, the world of others, and their respective places in it. Discussion of real-world critical incidents, authentic cultural ethnographies, and case studies provide students with concrete examples and contexts to solve problems linked to encounters with persons of different linguistic and cultural backgrounds. Prerequisite: none.

3.000 Credit hours

3.000 Lecture hours

Levels: Undergraduate

Schedule Types: Lecture

Department: Modern-Classical Lang Studies

Thanks! Therese

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