

# **Educational Policies Council** 2019-2020 Membership

### **VOTING MEMBERS**

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

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Melody J. Tankersley, Co-Chair Senior Vice President for Academic Affairs and Provost (Interim) Pamela E. Grimm, Co-Chair Chair of the Faculty Senate (term 2019-2020)

Undergraduate EPC (yellow hame cards)	Gladuate EFC (Glange hame cards)
Sonia A. Alemagno, Dean, Public Health	Sonia A. Alemagno, Dean, Public Health
James L. Blank, Dean, Arts and Sciences	Cathy L. DuBois, Associate Dean, Business Administration
Christina L. Bloebaum, Dean, Aeronautics and Engineering	Joycelyn Harrison, Associate Dean, Aeronautics and Engineering
Barbara A. Broome, Dean, Nursing	Vincent J. Hetherington, Senior Associate Dean, Podiatric Medicine
Kenneth J. Burhanna, Dean, University Libraries	Miriam L. Matteson, Associate Dean (Interim), Communication and Information
John R. Crawford-Spinelli, Dean, The Arts	Babacar M'Baye, Associate Dean (Interim), Arts and Sciences
James C. Hannon, Dean, Education, Health and Human Services	Stephen A. Mitchell, Associate Dean, Education, Health and Human Services
Mark S. Mistur, Dean, Architecture and Environmental Design	Kara L. Robinson, Associate Dean, University Libraries
Eboni J. Pringle, Dean, University College	Cynthia R. Stillings, Dean, The Arts and Dean (Interim), Graduate Studies
Amy L. Reynolds, Dean, Communication and Information	Wendy A. Umberger, Associate Dean, Nursing
Alison J. Smith, Dean, Honors	William T. Willoughby, Associate Dean, Architecture and Environmental Design
Deborah F. Spake, Dean, Business Administration	
Susan J. Stocker, Interim Dean, Applied and Technical Studies	

### **Ex-Officio Members: Deans or Dean Designees**

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#### Undergraduate EPC (yellow name cards) Graduate EPC (orange name cards) Ann Abraham, Associate Professor, Chemistry, Arts Ann Abraham, Associate Professor, Chemistry, Arts and and Sciences (2018-2020) Sciences (2018-2020) Jennifer M. Cunningham, Associate Professor, English, Jeff Ciesla, Associate Professor, Psychology, Arts and Arts and Sciences (2018-2020) Sciences (2018-2020) Ed Dauterich, Professor, English, Arts and Sciences Jennifer M. Cunningham, Associate Professor, English, Arts and Sciences (2018-2020) (2019 - 2021)Darci L. Kracht, Professor, Mathematical Science, Arts Richard Mangrum, Professor, Aerospace, Aeronautics and Engineering (2019-2021) and Sciences (2019-2021) Don White, Professor, Mathematical Science, Arts and Robert J. Twieg, Professor, Chemistry and Biochemistry, Arts and Sciences (2015-2020) Sciences (2019-2021) Alternates: Todd Hawley, Oana Mocioalca

### **Faculty Senate-Appointed Representatives**

Alternate: Helen Piontkivska

## **VOTING MEMBERS** continued

Undergraduate EPC (yellow name cards)	Graduate EPC (orange name cards)
Brian R. Barber, Assistant Professor, Lifespan Development & Educational Sciences, Education, Health and Human Services	Sonia A. Alemagno, Dean, Public Health
Ivan Bernal, Associate Professor, Architecture and Environmental Design	Sara Bayramzadeh, Assistant Professor, Architecture and Environmental Design
Thomas W. Brewer, Associate Professor, Public Health	Michael W. Chunn, Professor, Music, The Arts
Matthew J. Crawford, Associate Professor, History, Arts and Sciences	Duane J. Ehredt, Associate Professor, Podiatric Medicine
Nadia Greenhalgh-Stanley, Associate Professor, Economics, Business Administration (Fall 2019*)	Ann Heiss, Associate Professor, History, Arts and Sciences
Mary F. Kutchin, Associate Lecturer, Nursing	Christine A. Hudak, Professor, Information, Communication and Information
David B. Robins, Associate Professor, Information, Communication and Information	James D. (Derek) Kingsley, Associate Professor, Health Sciences, Education, Health and Human Services
Jonathan F. Swoboda, Associate Professor, Theatre, The Arts	Dandan Liu, Associate Professor, Economics, Business Administration
TBD, Aeronautics and Engineering	Richard L. Mangrum, Professor, Aeronautics and Engineering
TBD, Applied and Technical Studies	Yvonne M. Smith, Assistant Professor, Nursing

**College Curriculum Committee Representatives** 

\*Spring 2020: Lawrence J. Marks, Associate Professor, Marketing & Entrepreneurship, Business Administration \*Spring 2020: Denise M. McEnroe-Pettite, Associate Professor, Nursing Technology, Nursing

## NON-VOTING OBSERVERS AND CONSULTANTS

### Observers

### Undergraduate EPC (green name cards)

Graduate EPC (green name cards)

Drake Wartman, Undergraduate Student Government

Morgan Stilgenbauer, Graduate Student Senate

### Consultants for the Educational Policies Council (green name cards)

Susan M. Augustine, Academic Program Coordinator, Education, Health and Human Services	Gail M. Rebeta, University Registrar
Aimee J. Bell, Academic Program Coordinator, Curriculum Services	Hollie B. Simpson, Associate Director (Interim), Accreditation, Assessment and Learning
Alicia R. Crowe, Associate Dean, Education, Health and Human Services	Elizabeth A. Sinclair, Assistant Dean, Business Administration
Larry G. Froehlich, Assistant to the Dean, Regional College	Linnea C. Stafford, Senior Institutional Research Information Officer, Institutional Research
Mary Ann Haley, Associate Dean, Arts and Sciences	Therese E. Tillett, Associate Vice President, Curriculum Services
Jennifer S. Kellogg, Assistant Director, Curriculum Services	Lana K. Whitehead, Assistant Dean, Graduate Studies
Maureen R. McFarland, Associate Dean, Aeronautics and Engineering	Catherine M. Zingrone, CCI Curriculum Services Director, Communication and Information



TO: Members of the Educational Policies Council (EPC)
FROM: Therese E. Tillett, associate vice president, curriculum planning and administration
SUBJECT: EPC meeting schedule and deadlines for Academic Year 2019-2020
DATE: 25 June 2019

Typically, meetings are held on the third **Monday** of each the month **in the Governance Chambers** on the 2<sup>nd</sup> floor of the Kent Student Center on the Kent Campus (date exceptions are January and May, and no meetings in December, June, July). 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**

- Monday, 19 August 2019
   Submission by: Monday, 29 July 2019
- Monday, 16 September 2019
   Submission by: Monday, 26 August 2019
- Monday, 21 October 2019

   Submission by: Monday, 30 September 2019
- Monday, 18 November 2019
  - Submission by: Monday, 28 October 2019
- Monday, 27 January 2020
  - Submission by: Thursday, 2 January 2020
  - January is the final meeting for approving course and program proposals for fall 2020 implementation. Program proposals include new and inactivated programs,\* 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.

- Monday, 17 February 2020
  - Submission by: Monday, 27 January 2020
- Monday, 16 March 2020
  - o Submission by: Monday, 24 February 2020
  - March is the final meeting for approving admission proposals to be published in the fall 2020 catalog (with spring or fall 2021 implementation) <u>See next page for</u> deadlines for admission revisions.
- Monday, 20 April 2020
  - $\circ\,$  Submission by: Monday, 30 March 2020
  - April is the final meeting for university and college policy proposals for fall 2020 implementation.
  - April is the final meeting for proposals for <u>new</u> courses for spring 2021 implementation.
- Tuesday, 12 May 2020
  - o Submission by: Monday, 27 April 2020
- \* 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 and external steps for approvals. Please work with the Office of Curriculum Services to determine a timeline for implementation for this type 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 (e.g., admission for fall 2020 opens in July 2019), 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 2021, admission criteria will be the following...*).

EPC Approval of Admission Revision	College May Request Effective Term	First Noted in Catalog
August 2019	Spring 2021 or Fall 2021	Fall 2020
September 2019	Spring 2021 or Fall 2021	Fall 2020
October 2019	Spring 2021 or Fall 2021	Fall 2020
November 2019	Spring 2021 or Fall 2021	Fall 2020
January 2020	Spring 2021 or Fall 2021	Fall 2020
February 2020	Spring 2021 or Fall 2021	Fall 2020
March 2020	Spring 2021 or Fall 2021	Fall 2020
April 2020	Fall 2021 or Spring 2022	Fall 2021
May 2020	Fall 2021 or Spring 2022	Fall 2021



то:	Educational Policies Council
FROM:	Interim Senior Vice President and Provost Melody J. Tankersley
SUBJECT:	Agenda for Monday, 19 August 2019 3:20 p.m., Governance Chambers, 2 <sup>nd</sup> floor of Kent Student Center
DATE:	Monday, 12 August 2019

If any of the action items require corrections or create consequences not addressed in the proposal, 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 Friday, 16 August 2019, to ensure that the materials are available at the meeting for review.

# JOINT EDUCATIONAL POLICIES COUNCIL

## ACTION ITEM

1. Minutes of meeting on 20 May 2019. Attachment 1

## **DISCUSSION ITEM**

Office of the Provost (presented by Interim Provost Melody J. Tankersley)

1. Charge and status of the EPC Ad Hoc Committee for Academic Policies. Attachment 2

## INFORMATION ITEMS

## Office of the Provost

- 1. EPC Members Guidelines. Attachment 3
- 2. Revision of the Curriculum Guidelines. Attachment 4: Guidelines | Marked-Up Version

# UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

## ACTION ITEM

# **College of Education, Health and Human Services, School of Heath Sciences** (presented by Dean James C. Hannon)

 Establishment of Sports Medicine [SPMD] major within the Bachelor of Science [BS] degree, to be offered at the Kent Campus. The degree program will replace the B.S. degree in Athletic Training. Six ATTR courses are established for the program. Minimum total credit hours to program completion are 120. Attachment 5: Full Proposal | Internal Support Letters

### UNDERGRADUATE EPC AGENDA continued

### **DISCUSSION ITEM**

### University Requirements Curriculum Committee (presented by Dean Alison J. Smith)

 Report: Analysis of the Kent Core Assessment Method. Attachment 6

### INFORMATION ITEMS

### Office of the Provost

 Inactivation of Trade and Industrial Education [TIED] major within the Bachelor of Science in Education [BSE] degree in the School of Teaching, Learning and Curriculum Studies; College of Education, Health and Human Services. Admission to the program was suspended fall 2015. Per policy, programs suspended for five years are inactivated by the provost. Last enrollment (one student) was in spring 2016. Last graduate (one student) was in fall 2014. Effective Fall 2020 | Attachment 7

## College of Arts and Science, *Department of Computer Science* College of Business Administration, *Department of Management and Information Systems* College of Communication and Information, *School of Digital Sciences*

 Establishment of articulation agreement with Anglo-American University in Prague, Czech Republic. Students admitted to one of three Kent State computer-related baccalaureate majors—Computer Science [CS], Computer Information Systems [CIS] or Digital Sciences [DS] may attend Anglo-American University for the first two years; and then Kent State for the last two years. Admission, course and graduation requirements for the programs are unchanged. Effective Fall 2020 | Attachment 8

## LESSER ACTION ITEMS

### **College of Applied and Technical Studies**

 Revision of course requirements for the CAD for Manufacturing [C148] undergraduate certificate. Revision includes replacing TECH 34002 with MERT 34002. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2020

## College of Architecture and Environmental Design

 Revision of course requirements for the Construction Management [CMGT] major within the Bachelor of Science [BS] degree. Revision includes replacing a Kent Core Fine Arts elective with required ARCH 10001. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

### College of Arts and Sciences, Department of Physics

 Revision of name for the Pre-Medicine/Pre-Osteopathy [PMDO] concentration in the Physics [PHY] major within the Bachelor of Science [BS] degree. New name is Pre-Medicine/Pre-Podiatry [PMPP]. Effective Fall 2020

## UNDERGRADUATE EPC AGENDA continued

### LESSER ACTION ITEMS continued

### College of Arts and Sciences, Department of Psychological Sciences

- Establishment of Sports Psychology [SPPY] concentration in the Psychology [PSYC] major within the Bachelor of Arts [BA] degree, to be offered on the Kent Campus. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- Establishment of Sports Psychology [SPPY] concentration and revision of name for the Pre-Medicine/Pre-Osteopathy [PMDO] concentration in the Psychology [PSYC] major within the Bachelor of Science [BS] degree. New name is Pre-Medicine/Pre-Podiatry [PMPP]. The major and its concentrations are offered on the Kent Campus. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

### College of Business Administration, Department of Management and Information Systems

 Revision of course requirements for the Human Resource Management [HRM] major within the Bachelor of Business Administration [BBA] degree. Revision includes moving required HRM 44499 to an either/or with HRM 44492; and increasing major electives, from 3 to 6 credit hours. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

# GRADUATE EDUCATIONAL POLICIES COUNCIL

## ACTION ITEM

### College of Aeronautics and Engineering (presented by Dean Christina L. Bloebaum)

 Revision of name, establishment of concentrations and revision of course requirements for the Technology [TECH] major within the Master of Technology [MTEC] degree. Revised name is the Engineering Technology [ENGT] major within the Master of Engineering Technology [MET] degree. New concentrations are Quality Engineering [QENG], Computer Engineering Technology [CET], Mechanical Engineering Technology [MERT] and Engineering Management Technology [ENMT]. Course revisions include adding a capstone requirement (ENGR 61099) and replacing 18 credit hours of electives with a 12 credit-hour concentration. Minimum total credit hours for program completion decrease, from 33 to 30. Effective Fall 2020 | Attachment 9

### INFORMATION ITEMS

### Office of the Provost

 Inactivation of the Biomedical Sciences–Biomedical Mathematics [BMTH] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees in the School of Biomedical Sciences, College of Arts and Sciences. Admission to the program was suspended fall 2010. Per policy, programs suspended for five years are inactivated by the provost. Last enrollment (one student) was in spring 2013. There have been only four students enrolled, total, and no graduates since the program was established in 1986. Effective Fall 2020 | Attachment 10

### **GRADUATE EPC AGENDA** continued

### **INFORMATION ITEMS** continued

### **College of Aeronautics and Engineering**

2. Program development plan to establish an Aerospace Engineering major within the Master of Science and Doctor of Philosophy degrees. Full proposal to come to EPC for a vote at a future date.

Attachment 11

### LESSER ACTION ITEMS

### College of Arts and Sciences, Department of History

 Inactivation of one optional concentration, revision of name of second optional concentration and revision of admission and course requirements for the History [HIST] major within the Master of Arts [MA] degree. Public History [PHST] concentration is inactivated. Name of History for Teachers [HFT] concentration revises to History for Secondary School Teachers [HSST]. Revision to admission includes requiring 12 credit hours of undergraduate upper-division history courses for applicants who do not have a bachelor's degree in history. Course revision includes adding two new culminating options, HIST 69399 and HIST 69499. Minimum total credit hours to program completion are unchanged at 30. Effective Fall 2020

### College of Arts and Sciences, Department of Modern and Classical Language Studies

2. Revision of concentration name and admission, course and graduation requirements for the Spanish [SPAN] major within the Master of Arts [MA] degree. Revision includes reopening admissions to the Literature [LIT] concentration and changing its name to Languages, Literature and Culture [LLC]. Revision to admission includes eliminating the writing sample requirement for international students; and allowing students to submit a recent American Council on the Teaching for Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) certificates in lieu of oral speech and writing samples. Revision to course requirements include creating a shared major core for the two concentrations. Revision to the graduation requirements include requiring students to earn the ACTFL OPI/WPT prior to graduation. Minimum total credit hours to program completion are unchanged at 33.

Effective Fall 2020

# UNDERGRADUATE UNIVERSITY REQUIREMENT COURSE REVISIONS

# Experiential Learning Requirement—Course Revisions Effective Fall 2020

ATTR 45492 Inter-Professional Internship in Sports Medicine (3).....Establish

# **COURSE REVISIONS**

### Course Subject Establishment Effective Fall 2020

ENGR	Engine	eering	Establish		
Course Revisions Effective Fall 2020					
ATTR	15002	Introduction to Sports Medicine Careers (2)	Establish		
ATTR	15012	Documentation in Health Care (2)	Establish		
ATTR	20001	Sociocultural Aspects of Health Care (3)	Establish		
ATTR	25036	Principles in Athletic Training (3) to: Responding to Emergencies	Revise		
ATTR	25037	Physical Assessment Techniques for the Lower Extremity and Spine (3) to: Physical Assessment Techniques and Kinesiology for the Lower Extremity and Spine	Revise		
ATTR	25038	Physical Assessment Techniques for the Upper Extremity, Head and Neck Physical Assessment Techniques and Kinesiology for the Upper Extremity, Head and Neck	(3) to: Revise		
ATTR	35062	Evidence-Based Research in Health Care (3)	Establish		
ATTR	45019	Professional Responsibility and Management in Health Care (3)	Establish		
ATTR	63018 53018	Ethics for Health Care Professionals (3) to: Ethical Leadership for Health Care	Revise		
BSCI	30100	Neuroscience I (3)	Establish		
BSCI	30200	Neuroscience II (3)	Establish		
BSCI	30300	Experimental Methods in Neuroscience (1)	Establish		
BSCI	30370	Climate Change Biology (3)	Establish		
BSCI	40431	Neuroendocrinology (2)	Revise		
BSCI	60431 50431	Neuroendocrinology (2) to:	Revise		
BSCI	70431	Neuroendocrinology (2)	Revise		
BUS	30062	Advanced Professional Development (3)	Revise		
BUS	30234	International Business (3)	Revise		

# Course Revisions Effective Fall 2020 continued

CHEM	30105	Analytical Chemistry I (3)	Revise
CHEM	30301	Inorganic Chemistry I (2)	Revise
CHEM	40248	Advanced Biological Chemistry (3)	Revise
CHEM	40261	Principles of Biochemistry I (3)	Revise
CHEM	40264	Medical Biochemistry (3)	Establish
CHEM	50248	Advanced Biological Chemistry (3)	Revise
CHEM	50264	Medical Biochemistry (3)	Establish
CHEM	70248	Advanced Biological Chemistry (3)	Revise
CHEM	70264	Medical Biochemistry (3)	Establish
CHIN	35201	Advanced Intermediate Chinese I (5)	Inactive
CHIN	35202	Advanced Intermediate Chinese II (5)	Inactive
CHIN	45201	Advanced Chinese I (5)	Inactive
CHIN	45202	Advanced Chinese II (5)	Inactive
CS	44004	Drone Programming (3)	Establish
ENGR	61099	Engineering Technology Capstone (3)	Establish
GEOG	41077	Water and Society (3)	Establish
GEOG	51077	Water and Society (3)	Establish
GEOG	71077	Water and Society (3)	Establish
GERO	63092	Practicum in Nursing Home Administration I (6) to:	Dovice
	41024	The Delities of Dross in Modern Furence (2)	Kevise
	41034 E1024	The Politics of Dress in Modern Europe (3).	EStablish
	51054	The Long of War American Lister / Through the Study of the Military (2)	EStablish
	62400	Constants in Lister: (2)	EStablish
HIZI	69399	Capstone In History (3)	Establish
ны	71024	The Delities of Drees in Medican Surgers (2)	Establish
HIZI	71034	The Politics of Dress In Modern Europe (3)	Establish
HIST	82400	The Lens of War: American History Through the Study of the Military (3)	Establish
JAPN	35102	Advanced Intermediate Japanese II (5)	Inactive
JAPN	45201	Advanced Japanese I (5)	Inactive
JAPN	45202	Advanced Japanese II (5)	Inactive
JAPN	45212	Oral Communication in Japanese (3)	Revise

# Course Revisions Effective Fall 2020 continued

JMC	36010	Interviewing and Data for Journalists (3)	Revise
LIS	60644	Information Science (3)	Inactive
LIS	60647	Network and Software Resources for Information Systems (3)	Inactive
LIS	60648	Web Site Development, Design and Management (3)	Inactive
LIS	60665	Rare Books Librarianship (3) to: Rare Books and Special Collections	Revise
LIS	80647	Network and Software Resources for Information Systems (3)	Inactive
LIS	80648	Web Site Development, Design and Management (3)	Inactive
LIS	80665	Rare Books Librarianship (3) to: Rare Books and Special Collections	Revise
MAGC	11003	Solid Modeling (3)	Revise
MAGC	12001	Modeling and Texturing I (3)	Revise
MAGC	21000	Fundamentals of Mixed Reality (3)	Revise
MAGC	22001	Modeling for Architecture (3)	Revise
MAGC	22004	Modeling and Texturing II (3)	Revise
MCLS	60330	Approaches to Literature and Culture (3)	Establish
MERT	12001	Computer-Aided Design (3)	Revise
NEUR	30100	Neuroscience I (3)	Revise
NEUR	30200	Neuroscience II (3)	Revise
NEUR	30300	Experimental Methods in Neuroscience (1)	Revise
NRST	10006	LPN to Associate Degree in Nursing Transition (3)	Revise
NRST	10008	Paramedic to Associate Degree in Nursing Transition (5)	Revise
NURS	62592	Medication Management and Individual Therapy Practicum (2)	Revise
NURS	70602	Synthesis and Application of Evidence for Advanced Nursing Practice (3).	Inactive
NURS	70749	Advanced Methods for Nursing Research: Grant Development and Fundir	ng (3) Inactive
NURS	80120	Adult/Gerontology Primary Care I (3)	Inactive
NURS	80125	Family an Adult/Gerontology Nurse Practitioner Role (3)	Inactive
NURS	80160	Primary Care Pediatrics (3)	Inactive
NURS	80220	Primary Care II: Chronically III Adults (3)	Inactive
NURS	80320	Adult/Gerontology Primary Care III (3)	Inactive
NURS	80325	Primary Care: Family Health and Chronic Illness (3)	Inactive

# Course Revisions Effective Fall 2020 continued

NURS	80372	Advanced nursing Care of the Chronically III Child (3)	Inactive
NURS	80506	Clinical Diagnostics for Advanced Nursing Practice (3)	Inactive
NURS	81292	Adult/Gerontology Primary Care I Practicum (3)	Inactive
NURS	81692	Primary Care Pediatrics Practicum (3)	Inactive
NURS	81892	Family and Adult/Gerontology Nurse Practitioner Role Practicum (3)	Inactive
NURS	82292	Primary Care II Practicum: Chronically III Adults Across the Lifespan (3)	Inactive
NURS	83292	Primary Care: Family Health and Chronic Illness Practicum (3)	Inactive
NURS	83592	Family and Group Therapy (3)	Inactive
NURS	83692	Adult Gerontology Comprehensive Primary Care III Practicum (3)	Inactive
PH	40013	Clinical Epidemiology Basics (3)	Revise
PSYC	41495	Special Topics in Psychology (3) to (1-3)	Revise
PSYC	44383 30822	The Mind of a Champion: Introduction to Sport Psychology (3) to: Sport Psychology	Revise
RSPC	30000	Professional Practice in Respiratory Care (3)	Revise
SPAN	48491	Seminar in Modern Spain (3)	Establish
SPAN	58491	Seminar in Modern Spain (3)	Establish
THEA	41541	Draping for the Theatre II (3)	Establish
THEA	41801	Voice and Speech I: The Actor's Instrument (3)	Inactive
THEA	51541	Draping for the Theatre II (3)	Establish



# Educational Policies Council Minutes of the Meeting Monday, 19 August 2019

**Ex-Officio Members present (or represented):** Interim Provost Melody J. Tankersley; Co-Chair Pamela E. Grimm; Deans Sonia A. Alemagno, James L. Blank (represented by Mary Ann Haley), Barbara A. Broome, John R. Crawford-Spinelli (represented by Cynthia R. Stillings), James C. Hannon (represented by Stephen A Mitchell), Mark S. Mistur, Cynthia R. Stillings; Associate Deans, Miriam L. Matteson (interim), Babacar M'Baye (interm), Stephen A. Mitchell, Wendy A. Umberger, William T. Willoughby

**Ex-officio Members not present (or not represented):** Deans Kenneth J. Burhanna, Eboni J. Pringle; Senior Associate Dean Vincent J. Hetherington; Associate Deans Cathy L. Dubois, Jocelyn Harrison, Kara L. Robinson

**Faculty Senate-Appointed Representatives present (or represented):** Professors Edward Dauterich, Darci L. Kracht, Robert J. Twieg; Associate Professors Jennifer M. Cunningham, Jeffrey Ciesla

**Faculty Senate-Appointed Representatives not present (or not represented):** Professor Christopher J. Fenk; Associate Professor Ann Abraham

**Council Representatives present (or represented):** Professor Richard L. Mangrum; Associate Professors Natalie Caine-Bish, Duane J. Ehredt, Ann Heiss, Jonathan F. Swoboda; Assistant Professor Sara Bayramzadeh, Yafen Wang; Associate Lecturer Mary F. Kutchin

**Council Representatives not present (or not represented):** Professors Christopher Rowan, Michael W. Chunn; Associate Professors Ivan Bernal, Derek Kingsley, Jooyoun Park; Assistant Professor Lindsay C. Baran

### Observers present: Morgan Stilgenbauer

**Consultants and Guests present:** Susan M. Augustine, Aimee J. Bell, Alicia R. Crowe (represented by Stephen A. Mitchell), Larry G. Froehlich, Mary Ann Haley, Jennifer S. Kellogg, Sarah Malcolm, Tracey Motter, Christa N. Ord, Kimberly S. Peer, Linnea C. Stafford, Hollie B. Simpson, Therese E. Tillett, Manfred H. van Dulmen, Catherine M. Zingrone

Interim Provost Melody J. Tankersley called the meeting to order at 3:23p.m., on Monday, 19 August 2019, in the Governance Chambers of the Kent State Student Center.

### Joint EPC Action Item 1: Approval of 20 May 2019 meeting minutes.

Professor Edward Dauterich moved for approval of the minutes, seconded by Associate Professor Jeffrey Ciesla. Professor Darci L. Kracht requested that her representation be corrected from Donald Williams to Donald White. No other changes, corrections or clarifications were requested. The motion to approve passed unanimously.

# Joint EPC Discussion Item 1: Charge and status of the EPC Ad Hoc Committee for Academic Policies.

Interim Provost Tankersley explained that the committee wanted notify EPC members of policies currently being reviewed. There are 15 policies that have or are in the process of being reviewed and revised. There is an additional list with the attachments that are policies waiting to be reviewed. She encouraged members to contact Therese if there are any other policies they believe should be included. She stated that the policies are reviewed holistically and the impact on student progression. Additionally, policies at other universities are reviewed and compared in relation to the goals of that policy to see if there are any ways to improve—language or implementation.

Professor Darci L. Kracht expressed concern about the policy— "Limit the number of overall course attempts in a course before a student can no longer register for that course without intervention." She said that her experience has been that there is no intervention prior to a student taking a course for the second and third time. The fourth attempt is then approved by someone not involved in teaching the course.

Therese asked CCI EPC members if they had a procedure for students requesting to take a course for a fourth time.

Assistant Dean Matthew M. Rollyson explained that it is a case by case situation and not an automatic waiver. It is specific to the student's plan and the reality of a student to persist in their program. Typically, a waiver is for a required class. The conversation is on an individual level with each student. He said overrides or approvals are not done on courses outside of the college.

Interim Provost Tankersley added that the intervention is to be holistic. Not only about the course itself, but also whether it is a good major or what approach to the course the student is using. There is not a direct set of procedures that the faculty member must use to allow a student to repeat a course. The limit of self-registering would force a conversation between the student and someone who could help provide some guidance.

Professor Kracht explained that her concern comes from experiences in the Department of Mathematical Sciences. She said she has seen students have multiple attempts at a course and still not improve. Her concern is about who is approving the multiple attempts.

Interim Provost Tankersley suggested re-evaluating how many times students are re-taking courses since the policy changes are active. She said the data will show if there are been any changes in relation.

Co-chair Grimm suggested a mechanism to place a hold on re-registering in a course until the student has met with an advisor.

Therese clarified that if a student is trying to register for a course the fourth time, they cannot. The student will have to meet with an advisor.

Co-chair Grimm suggested a notification to the student saying that this is the third attempt and they should schedule an appointment with their advisor prior to registering.

Interim Provost Tankersley suggested bringing this issue to EPC Ad Hoc about adding a thirdattempt registration notification and re-evaluating data of course repeats.

Professor Kracht explained that she believed there would be some type of intervention in helping the student with either the academic success center or study skills intervention.

Provost Tankersley said that EPC Ad Hoc could add information about tutoring or supplemental instruction. She said that requiring academic intervention was discussed, but it would be hard to manage and keep track. There is an intervention course for students who had a low GPA their first semester. If the student wants to continue, the student must take the course about studying and being successful in the academic program while taking a lower number of courses. There is also a requirement to see an advisor monthly. That is more easily manageable, because they know who is in that course. There is a very direct intervention in that situation. However, for the courses, she does not know tutoring could be mandated. She said that EPC Ad Hoc will review information on extra support, notification to students on third-attempt registration and current data on course repeats.

# Undergraduate EPC Action Item 1: Establishment of Sports Medicine [SPMD] major within the Bachelor of Science [BS] degree in Athletic Training.

Professor Kimberly S. Peer stated that in 2022, athletic training will be transitioned by accreditation standards to a master's degree program. The undergraduate athletic training program will be phased out and admission will stop beginning in fall 2020. On average, there are about 136 majors in that undergraduate program. The sports medicine degree would replace the undergraduate athletic training degree. It is a broad program that prepares students for a wide range of professions. The sports medicine degree provides students with a strong science background. This prepares them for a career immediately following graduation or for graduate degree programs in many degrees. The program is 120-hour degree and a standard four-year program.

Professor Natalie Caine-Bish made a motion to approve and Professor Edward Dauterich seconded.

With no questions or comments, the item was approved unanimously.

# Undergraduate EPC Discussion Item 1: Report: Analysis of the Kent Core Assessment Method.

Interim Provost Tankersley asked that this item be saved for the next meeting so there is a larger group of members present.

# Undergraduate EPC Information Item 2: Establishment of articulation agreement with Anglo-American University in Prague, Czech Republic.

Cathy Zingrone asked where the agreement currently is in the process.

Sarah Malcolm replied that the contract is under development and the curriculum is determined. She said they are working with Anglo-American University for joint marketing materials and plans. If approved by HLC, the agreement is on track for the first class to start in fall 2020.

Cathy asked if Kent is sending faculty members to teach in the Czech Republic or if articulation or comparative courses were established.

Sarah replied that articulation has been established. Students will be taught by Anglo-American faculty. They will be fully enrolled in Anglo-American University and Kent State at the same time.

Interim Associate Dean Miriam L. Matteson asked if it is a direct enroll and not an exchange.

Sarah replied that was correct.

# Graduate EPC Action Item 1: Revision of name, establishment of concentrations and revision of course requirements for the Technology [TECH] major within the Master of Technology [MTEC] degree.

Associate Dean Stephen A. Mitchell motioned to approve, and Associate Dean Mary Ann Haley seconded the motion.

Professor Richard L. Mangrum stated that the degree change represents the new direction of the college and encapsulates some of the actions taken with the Master of Technology degree that was somewhat undefined. He said that they developed concentrations to support the current and coming undergraduate degrees. It does little in ground-breaking courses except for the new concentration and represents a capstone instead of a thesis. The thesis was dropped, because it is a professional degree. The changes are a representation of what is going on in the college now and what is coming in the future that will support employers. Additionally, the changes will serve international undergraduate students better, because the Master of Technology without proper concentrations was becoming problematic for their home governments to fund.

Dean Mark S. Mistur said that it may have an impact on a program that is in the midst of becoming a proposal for the Master of Science in construction management.

Professor Mangrum said that by fall 2020, the current form of the MTech degree will no longer be and these concentrations do not represent construction management. He said it puts a time clock on the degree in construction management and would need to be ready by next fall. Additionally, he said they would teach out students.

Dean Mistur clarified that they are doing the majority of the teaching. He asked Therese where the proposal is timing-wise.

Therese replied that a full proposal has not yet been received. She said if one is received in Fall, then it is likely to be approved for fall 2020.

With no further questions or comments, the item passed unanimously.

With no requests for additional discussion, Interim Provost Tankersley adjourned the meeting at 3:54 p.m.

Respectfully submitted,

Christe n. C.

Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost



Educational Policies Council Minutes of the Meeting Monday, 20 May 2019

**Ex-Officio Members present (or represented):** Co-Chair Pamela E. Grimm; Deans Sonia A. Alemagno, James L. Blank, Barbara A. Broome, Kenneth J. Burhanna, James C. Hannon (represented by Alicia Crowe), Eboni J. Pringle, Amy L. Reynolds, Allison J. Smith (represented by Frank Congin), Deborah F. Spake; Associate Deans Cathy L. DuBois, Miriam L. Matteson, Stephen A. Mitchell, Wendy A. Umberger, Manfred H. Van Dulmen; Assistant Dean Kara L. Robinson

**Ex-officio Members not present (or not represented):** Provost Todd A. Diacon; Senior Associate Provost Melody J. Tankersley; Deans Christina L. Bloebaum, Nathan P. Ritchey; Associate Deans Cynthia R. Stillings, William T. Willoughby

**Faculty Senate-Appointed Representatives present (or represented):** Professors Edward Dauterich, Darci L. Kracht (represented by Donald Williams); Associate Professors Ann C. Abraham, Jeffrey Ciesla, Jennifer M. Cunningham

**Faculty Senate-Appointed Representatives not present (or not represented):** Professors Christopher J. Fenk, Robert J. Twieg; Associate Professor Vanessa J. Earp

**Council Representatives present (or represented):** Professors Michael W. Chunn, Said Shiyab; Associate Professors Jooyourn Park, Melissa D. Zullo; Assistant Professors Kathy Chen (represented), Duane J. Ehredt

**Council Representatives not present (or not represented):** Professors Paul M. Haridakis, Richard L. Mangrum, Christopher Rowan, Simon Song, Jonathan B. VanGeest; Associate Professors Ivan A. Bernal, Natalie L. Caine-Bish, Geoffrey Steinberg, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Sara Bayramzadeh, Derek Kingsley; Associate Lecturer Timothy Roberts; Lecturer Mary Kutchin

**Observers not present:** Stephen Farhat, Lauren Oswald, Antonina Pakholkova Mohamed, Timothy Rose

**Consultants and Guests present:** Susan A. Augustine, Aimee J. Bell, Alicia R. Crowe, Lynette Johnson, Jennifer S. Kellogg, Christa N. Ord, Gail M. Rebeta, Matthew M. Rollyson, Hollie B. Simpson, Linnea A. Stafford, Therese E. Tillett, Catherine M. Zingrone, Mary Dellmann-Jenkins, Donna Alexander

Co-Chair Pamela E. Grimm called the meeting to order at 3:22p.m., on Monday, 20 May 2019, in the Governance Chambers of the Kent State Student Center.

## Joint EPC Action Item I: Approval of the 15 April 2019 meeting minutes.

Associate Dean Stephen A. Mitchell made a motion to approve the item, and Professor Michael W. Chunn seconded. No changes, corrections or clarifications were requested. The motion to approve passed unanimously.

### Joint EPC Action Item II: Restructure of the Educational Policies Council.

Professor Edward Dauterich explained that the EPC Review Task Force was created to revise the structure due. A split committee of graduate and undergraduate members was created in 2008 to involve graduate faculty more. The Provost had concerns about the size, lack of engagement and the issues being approved without making it to senate. The proposal is to revert the committee back to a single body. Most administrators will be eliminated, but the committee will have two administrative members from college offices and one administrative member from the Provost's office. Otherwise, membership will include two faculty members from each degree-granting colleges. The recommendation is that at least one of the faculty have experience teaching undergraduate courses and one have current graduate faculty status. If it is not possible for at least one member from a college to have taught undergraduate courses, such as podiatric medicine, then they may send two members they choose. The committee membership is down to 32 from 60. The meetings will be held in a different room other than the Governance Chambers. Additionally, there will be an Executive EPC that will access excess information not debated on the floor. If the policy passes EPC, it will move for a vote at the next Faculty Senate meeting.

Associate Dean Alicia R. Crowe made a motion to approve and Associate Dean Wendy A. Umberger seconded.

With no questions or concerns, the item passed unanimously.

### Graduate EPC Action Item I: Establishment of a policy for graduate minors.

Associate Dean Manfred Van Dulmen explained that the proposal is to establish minors at the graduate level. The proposal includes nine credits of coursework; six unique and three overlapping with requirements in the major. Concentrations are specific to the major. Cognates do not appear on the transcript, but minors would. A benefit of minors at the graduate level is that they are linked to gainful employment. Other benefits are for students to be able to take collegiate coursework outside of their major and would allow programs to have interdisciplinary minors.

Associate Dean Stephen A. Mitchell motioned to approve and Associate Professor Jeffrey Ciesla seconded the motion.

Co-chair Pamela E. Grimm asked about the control with an interdisciplinary coursework that comes from three different areas.

Associate Dean Van Dulmen replied that it would depend on the compilation of the colleges involved. If between colleges, Graduate Studies could oversee that.

Co-chair Grimm expressed the need for language about interdisciplinary minors to be included.

Therese E. Tillett explained that the academic areas working together on the minor will submit the proposal together. She suggested eliminating the sentence "Minors are administered sponsored by the academic unit that offers the courses in that discipline."

Associate Dean Van Dulmen agreed that the sentence could be removed.

Kara L. Robinson made a motion to approve the amendment and Michael W. Chunn seconded.

With no further questions or concerns, the amendment and item passed unanimously.

# Undergraduate EPC Action Item I: Establishment of a GPA policy for undergraduate majors, minors and certificates.

Dean Eboni J. Pringle explained that the EPC Ad Hoc committee reviewed the Kent State process for calculating major and minor GPA for graduation. The major GPA is used as a graduation requirement. Students must meet a certain major GPA to graduate. In addition to the major GPA, students must meet an overall GPA, the program requirements, grade requirements in specific courses, university requirements and total credit hours for graduation. The major GPA is only displayed in the GPS audit. It is not stored in banner and is not used for honors or admission to graduate studies. There is no policy on the calculation of major, minor and certificate GPA. The current practice for major GPA calculation in GPS is viewed as punitive to students. The major GPA counts all courses that complete or potentially complete a major requirement. For example, if a student is required to take one major course from a list and they take three from the list receiving an A, C and D, all of those grades are included in the major GPA. However, with the proposed change, only the A would count in the major GPA to satisfy the requirement. All of the grades will count in the overall GPA. The minor and certificates work similarly. If the student takes three courses out of the list of five, but only one is required, then the highest grade counts in the minor or certificate GPA. The EPC Ad Hoc committee reviewed current policies, examined other GPS audit options and sought feedback from colleagues from a number of colleges and different advising offices. The committee is recommending that major, minor and certificate GPA calculation would follow the same guidelines. The EPC Ad Hoc committee believes that major and minor GPA are more accurately represented with the minimum coursework requirements. Students will not be penalized in their major GPA for taking courses above what is required to graduate. This option only has an effect when there are multiple completed courses for a requirement. This does not change program curriculum as set forth by faculty; any minimum grades for courses, minimum GPA for graduation or overall GPA to graduate. Ultimately, the revision is to better support student's success.

Professor Edward Dauterich made a motion to approve and Associate Dean Alicia R. Crowe seconded.

Associate Professor Jeffrey Ciesla asked if the change could be detrimental to students when they cannot take more courses to raise their major, minor or certificate GPA.

Therese E. Tillett replied that if a student needs to raise their major GPA, the advisor would most likely recommend that the student repeat some major courses and have the lower grade forgiven rather than taking other courses.

Associate Professor Melissa D. Zullo added that if the student took additional courses for a requirement, then the higher attempt would bump out a lower attempted course grade.

Co-chair Pamela E. Grimm asked if the department has the right to include all eligible courses to be included in the major or minor GPA.

Dean Pringle responded that the department could say which courses would fulfill their requirements, but not that all possible courses to fulfill requirements would be included in the major or minor GPA. Departments may choose certain grade achievements for courses.

Professor Dauterich added that it is eliminating additional courses taken from hurting the major GPA. Only the highest attempts would complete the requirement.

Co-chair Pamela E. Grimm asked the EPC Ad Hoc committee members if there was discussion with department chairs on this change.

Associate Dean Matthew M. Rollyson stated that he talked with the college curriculum chairs and school directors. He said the responses were supportive. People agreed that the highest grade that fulfills a major requirement should be applied to the major GPA and nothing beyond the requirement.

Associate Dean Stephen A. Mitchell said that the policy was reviewed by EHHS program coordinators and they were comfortable with the change.

Therese E. Tillett added that any college that was not represented on the committee was reached out to about the policy. She said this policy received the most positive feedback.

Co-chair Grimm asked if this change would require departments to change their policy wording.

Therese replied no and that it is a university policy. Any college that has information about including all applicable courses in the major or minor GPA will change revise policy.

Professor Donald L. White stated that any college that is concerned about GPA's going up from this change can raise their major GPA requirement.

With no further questions or concerns, the item passed unanimously.

# Undergraduate EPC Action Item II: Establishment of a Long-Term Care Administration [LTCA] major within the Bachelor of Science [BS] degree.

School Director Mary M. Dellmann-Jenkins said that the state of Ohio mandated that any academic program that leads to licensure of nursing home administration needed to also be accredited by a national organization—National Association of Long-Term Care Administrators. There are approximately only four other schools in Ohio that offer this program. There were many recommendations in revising the curriculum to better prepare students working with vulnerable population. It is a very interdisciplinary program and the school has consulted with Public Health and Business Administration. This program has grown from a concentration into a four-year program.

Donna C. Alexander added that the curriculum needs to be interdisciplinary with all of the colleges. The students need to be prepared to work with many different disciplines so it is important that it is multi-disciplinary or interdisciplinary. Licensure pass rates need to be improved as well. They have to be maintained at a certain level for accreditation. Additionally, some of the licensure and accreditation have changed and they need to be effective for the upcoming accreditation visit in 2021.

Professor Edward Dauterich motioned to approve and Dean Sonia A. Alemagno seconded the motion.

Members had no further questions or comments and the item passed unanimously.

With no requests for additional discussion, Co-Chair Grimm adjourned the meeting at 3:54pm.

Respectfully submitted,

Christon N. C.J

Christa N. Ord Administrative Secretary, Curriculum Services, Office of the Provost

# EPC Ad Hoc Committee for Academic Policies

### **REPORTS TO:** Educational Policies Council and Provost

**CHARGE:** The committee will review academic policies and practices; determine the policies and practices that create obstacles for student progress toward graduation and/or do not support the quality of a Kent State University education; and make recommendations of new and revised policies that promote student success.

## Philosophy

The EPC Ad Hoc Committee has agreed that any policy it recommends would be:

- 1. Upholding the integrity, quality and standards of a Kent State education; The policy should connect with Kent State's mission and core values.
- 2. Aligned with the university's strategic priority of "Students First"; Kent State should demonstrate its commitment to educate and graduate students by providing the best opportunities for students to be successful.
- 3. Consistent across all programs, colleges and campuses to the greatest extent possible; and

Students regularly change programs and declare multiple programs spanning departments, schools and colleges on all campuses and locations.

4. Easy to explain, demonstrate and put into words.

The policy should be clear enough that students, faculty, advisors and administrators can understand and articulate it to each other.

## Fall 2019 Membership

**Co-Chair:** Manfred Van Dulmen, Associate Provost for Academic Affairs (Interim) **Co-Chair:** Therese Tillett, Associate Vice President, Curriculum Planning and Administration

- Stavros Atsas, Analyst, Office of Graduation Planning Systems
- Stephanie Belovich, Associate Professor, College of Podiatric Medicine
- Marie Bukowski, Director, School of Art
- Jessie Carduner, Associate Professor, Department of Modern and Classical Language Studies
- Liz Dewitt, Director, Enrollment Management and Student Services, Ashtabula Campus
- Sue Emens, Assistant Dean, Geauga Campus
- Jill Folk, Associate Professor, Department of Psychological Sciences
- Bill Hauck, Assistant Professor, School of Fashion Design and Merchandising
- Lynette Johnson, Associate University Registrar
- Steve Mitchell, Associate Dean, College of Education, Health and Human Services
- Tracey Motter, Associate Dean, College of Nursing
- Kim Peer, Associate Professor, School of Health Sciences
- Eboni Pringle, Dean, University College
- Amy Quillin, Student Ombuds, Division of Student Affairs
- Lock Reynolds, Associate Professor, Department of Economics
- Matt Rollyson, Assistant Dean, College of Communication and Information
- Valerie Rose, Financial Aid Coordinator, Office of Student Financial Aid
- Linnea Stafford, Senior Information Officer, Office of Institutional Research
- Andrew Tonge, Chair, Department of Mathematical Sciences
- Don White, Professor, Department of Mathematical Sciences
- Gina Zavota, Associate Professor, Department of Philosophy
- Melissa Zullo, Associate Professor, College of Public Health

# EPC Ad Hoc Committee for Academic Policies

# Policies Recommended — Approved or Pending Approval

- Calculating major GPA for graduation to include only grades of courses that meet major requirements (*pending Faculty Senate approval*)
- Open eligibility to graduation honors for students with many transfer credit hours (*December 2019 graduation*)
- Allow grade forgiveness for repeated upper-division courses (*fall 2019*)
- Create an appeal process for graduate students facing dismissal (*fall 2019*)
- Report mid-term grades earlier and for all undergraduate lower-division courses (fall 2016)
- Limit the number of overall course attempts in a course before a student can no longer register for that course without intervention *(fall 2015)*
- Develop a university-wide process for students who are not permitted to continue in their declared major due to academic deficiencies (*fall 2015*)
- Decrease the amount of time a student can self-add a course (i.e., without instructor approval) after the semester begins (*fall 2015*)
- Tighten criteria for academic dismissal (fall 2015)
- Remove a restriction that students must update to the catalog-in-force if they do not complete degree requirements within six years (*fall 2015*)
- Allow undergraduate students to satisfy program requirements to meet university minimum credit hours for graduation, and not program total hours (*fall 2014*)
- Lower the university minimum credit hours for graduation (fall 2014)
- Allow students to earn retroactive credit for advanced placement (fall 2014)
- Require continuous registration for remediation for undergraduates (fall 2014)
- Remove an overall restriction of alternative credit combined (fall 2014)

# Policies and Practices Under Consideration

- Academic forgiveness for undergraduate students
- Students declaring concurrent and subsequent undergraduate programs
- Automatically applying undergraduate students for graduation
- Undergraduate leave of absence
- Undergraduate non-degree pre-majors and college generalist programs
- Not permitted to continue for undergraduate programs
- Student transition from regional to Kent Campus
- Inclusion in GPA of developmental (non-college level) course grades
- Continuous registration of thesis/dissertation
- Course numbering system for graduate levels and slash courses
- Registration of courses with high D-F-W rates for at-risk students
- Undergraduate dismissal and reinstatement
- Eligibility of President's and Dean's List
- Incomplete (IN) mark and default grade
- One-year registration schedule
- Non-degree admission for students denied admission to graduate degree
- Eligibility for credit-by-exam programs (e.g., CLEP)



# Educational Policies Council Member Guidelines

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# BASIC FACTS OF THE EDUCATIONAL POLICIES COUNCIL

### WHAT IS THE EDUCATIONAL POLICIES COUNCIL?

The Educational Policies Council (EPC) is a committee of the Faculty Senate charged with the long-range academic planning and overall curriculum and academic policy guidelines for Kent State University.

The EPC was established on 1 July 1967, a successor to 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 reorganization to create 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 the grand scheme of institutional academic matters, the EPC is the final approving or notifying body for the majority of curriculum proposals presented.



For more substantial items (e.g., new degree program), the EPC is gateway between the academic colleges and the university-wide and/or external approving bodies.



1. Ohio Department of Higher Education

2. Higher Learning Commission (regional accreditor)

### WHEN AND WHERE DOES THE EPC MEET?

Typically, the EPC meets on the third Monday of each month, with the exceptions of June, July and December. Please note that there are exceptions to the third-Monday rule. Location is the Governance Chambers on the second floor of the Kent Student Center on the Kent Campus. The schedule of meetings is posted online at <a href="http://www.kent.edu/provost/curriculum/epc-meeting-schedule-agendas">www.kent.edu/provost/curriculum/epc-meeting-schedule-agendas</a>.

The meeting starts at 3:20 p.m., and ends when the agenda is covered, and the chair adjourns.

The meeting is open seating. Before selecting a seat, you should pick up a placecard with your name on it (yellow for members of Undergraduate EPC and orange for members of Graduate EPC).

### HOW DID I BECOME A MEMBER, AND HOW LONG DO I HAVE TO SERVE?

You are a member because you are one of the following:

- a. Provost or chair of the Faculty Senate
- b. College dean or associate college dean with graduate oversight
- c. Member of your college's curriculum committee and elected to serve on the council
- d. Member of the Faculty Senate and appointed to serve on the council
- e. Member of the Undergraduate Student Senate or the Graduate Student Senate and appointed to serve on the council

If you were appointed by the Faculty Senate, your term on EPC is two academic years, beginning in July. If you were elected by your college curriculum committee, your term is one academic year. For other appointments, your term is as forever long you remain in your position.

A list of members is posted online at <u>www.kent.edu/provost/curriculum/epc-members</u>.

### HOW DO I KNOW WHAT'S ON THE AGENDA?

The agenda and all supporting materials are posted online one week before the scheduled meeting and sent via e-mail to EPC members, as well as to department chairs, school directors and associate and assistant deans of Kent State's colleges and campuses.

Agendas are posted online at <u>www.kent.edu/provost/curriculum/epc-meeting-schedule-agendas</u>.

## EPC COMPOSITION AND VOTING

The EPC comprises two membership bodies, one responsible for undergraduate education and one responsible for graduate education. The two bodies come together for every meeting, unless there is no agenda for one, to remain aware of curricular actions and issues at both levels.

Only voting members of the Undergraduate EPC may vote on items listed on the Undergraduate EPC agenda; and only voting members of the Graduate EPC may vote on items listed on the Graduate EPC agenda. However, all members have the opportunity to engage in discussion pertaining to both graduate and undergraduate agenda items.

### There is no voting by proxy.

### UNDERGRADUATE EPC MEMBERSHIP

### **Co-Chairs:**

- Provost
- Chair of the Faculty Senate

### Members with voting privileges:

- Dean (or designee) from each college with undergraduate programs:
- Dean of the honors college
- Dean of the university college
- Dean of university libraries (or designee)
- Appointed faculty senators (five members)
- Faculty members elected from each curriculum committee of the colleges listed above

### Member without voting privileges:

• One undergraduate student appointed by the Undergraduate Student Government

### **GRADUATE EPC MEMBERSHIP**

#### **Co-Chairs:**

- Executive vice president for academic affairs and provost
- Chair of the faculty senate

### Members with voting privileges:

- Dean of graduate studies
- Associate dean for graduate affairs (or designee) from each college with graduate programs
- Dean of university libraries (or designee)
- Appointed faculty senators with graduate faculty status (five members)
- Faculty members with graduate faculty status elected from each graduate coordinating body of the colleges listed above

### Member without voting privileges:

• One graduate student appointed by the Graduate Student Senate

The Faculty Senate chair-elect shall appoint additional regular faculty to EPC membership with due regard for representation by curricular units of the university as needed so that the faculty membership equals the administrative membership.

# **RESPONSIBILITIES OF THE EDUCATIONAL POLICIES COUNCIL**

The Educational Policies Council is responsible for the following:

- Long-range academic planning, both conceptually and structurally, which should reflect the academic mission and goals of the university
- Overall curricular planning and policy guidelines for the university
- Approval of new, substantially revised or eliminated degree programs
- Approval of new, eliminated or revised academic policies and operational procedures and regulations
- Approval of the standards for admission and graduation of students
- Approval of new, revised or eliminated administrative academic units (e.g., department)
- Review of articulation, consortia and contractual agreements that have curricular implications.
- Monitoring of curricular changes generated by a specific academic unit of the university as they affect other courses, programs and academic units
- Sensitivity to proliferation and duplication of courses and programs
- Arbitration of interdepartmental and intercollegial curricular disputes or misunderstandings;
- Review of all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies

# HOW TO PREPARE FOR AN EPC MEETING

- 1. Review materials prior to the meeting. Contact the Office of Curriculum Services (see page 8) before the meeting if you cannot access the agenda or supporting documents or have any questions about a proposal.
- 2. Be mindful that any proposal coming before EPC should align with the mission and goals of Kent State, support student success and enhance and contribute to the reputation and integrity of a Kent State education.
- 3. Talk to your Kent State colleagues and supporting staff about proposed initiatives coming before EPC to understand different perspectives, experiences and opinions that may better inform your decision. For example, if there is a proposed policy that affects students' overall requirements for graduation, you may want to consult with professional and faculty advisors prior to the meeting.
- 4. Have a basic understanding of Kent State's curriculum and academic policies. Resources: Curriculum Guidelines (<u>www.kent.edu/provost/curriculum/curriculum-guidelines</u>); University Catalog (<u>catalog.kent.edu</u>); Policy Registrar (<u>www.kent.edu/policyreg</u>).
- 5. Understand that you will be serving a dual role as an EPC member:
  - a. as a representative of your academic home and its interests, and
  - b. as a participating member of the Kent State community with the responsibility of contributing to the overall benefit of the students and the university.
- 6. Come willing to participate in thoughtful discussion that is based on informed knowledge.

# **GUIDELINES FOR DETERMINING EPC AGENDA STATUS**

### **ACTION ITEMS**

Proposals listed under "Action Items" on the agenda will be discussed and voted upon by EPC members. For some of these proposals, the EPC is the final approver; others required further approvals before implementation. Supporting documents for each action item are sent to EPC members to review before the meeting. Typical proposals listed under "Action Item" include the following:

- Minor establishment
  - Certificate establishment *EPC is final approver*
- Unique program (i.e., affects students from more than one academic unit; e.g., Military Studies, Washington Program)

   establishment, revision, inactivation
- University academic requirement (e.g., Kent Core) establishment, revision, inactivation
- University academic administrative policy (e.g., dismissal) establishment, revision, inactivation
- University academic operational procedures or regulations (e.g., withdrawal from the university) – establishment, revision, inactivation
- Academic unit (e.g., college, school) establishment, revision, inactivation
- Center or institute with curricular implications establishment, revision, inactivation
- Major or degree establishment, name revision, inactivation
- Campus establishment, revision, inactivation

**INFORMATION ITEMS** 

Proposals listed under "Information Items" on the agenda are considered notification to the EPC and may be discussed if so requested by an EPC member. These items are not voted upon unless a motion to do so is made by an EPC member. Supporting documents for each information item are sent to EPC members to review before the meeting. Typical proposals listed under "Information Item" include the following:

Ohio Department of Higher Education

and the Higher Learning Commission

are final approvers

- Preliminary proposal for a new major or degree (e.g., "Initial Inquiry" for undergraduate; "Program Development Plan" for graduate). This is a brief document outlining development of a new major or degree that needs initial approval from the Ohio Department of Higher Education before submission of the full proposal.
- Temporary suspension of admissions into an academic program. Faculty may suspend admission into their program for maximum three years, after which it must be determined to either revise/reopen or inactivate.
- Offering (more than 50 percent) of an existing program at a Regional Campus, Kent State location (e.g., Twinsburg) or non-Kent State location (e.g., high school).
- Fully online delivery or hybrid online delivery (i.e, more than 50 percent) of an existing degree program; this may online only or online in addition to on-ground.
- Five-year review of certificate programs.
- Notifications from the Ohio Department of Higher Education, the Higher Learning Commission and/or the U.S. Department of Education regarding new and revised regulations, policies or procedures affecting the university.

Faculty Senate is final approver

> Board of Trustees is final approver

### LESSER ACTION ITEMS

Proposals listed under "Lesser Action Items" on the agenda are not discussed or voted upon unless a motion is made by an EPC member to do so; they considered approved once the meeting is adjourned. These proposals are curricular changes delegated to each college to approve. Supporting documents for each lesser action item are <u>not</u> sent to EPC members to review before the meeting; however, an EPC member can ask Curriculum Services to send the materials before the meeting. Typical proposals listed under "Information Item" include the following:

- Major revision (including new, revised, inactivated concentrations)
- Minor revision, inactivation
- Certificate revision, inactivation
- Articulation or consortia agreement with curricular implications establishment, revision, inactivation
- Course establishment, revision, inactivation
- Course designated a university requirement (e.g., Kent Core\*, diversity, writingintensive, experiential learning, orientation) – establishment, revision, inactivation
- Academic policy or requirement within a unit establishment, revision, inactivation
  - \* Due to a moratorium on increasing the number of Kent Core courses, designation of Kent Core status to a new or existing course will come to the EPC as an action item to be voted upon.

### NUMBER OF ITEMS THAT HAVE APPEARED ON AN EPC AGENDA IN THE PAST

Academic Year:	2010	2011	2012	2013	2014	2015	2016	2017	2018
Agenda Items:	244	295	248	263	223	309	265	176	247
Course Changes:	1,276	1,779	1,270	1,307	1,312	1,548	808	1,717	1,838

## SUBCOMMITTEES OF THE EDUCATIONAL POLICIES COUNCIL

### EPC AD HOC COMMITTEE FOR ACADEMIC POLICIES

The EPC Ad Hoc Committee for Academic Policies is an as-needed committee charged with reviewing Kent State's academic policies against published research and Kent State data to better understand what needs to be accomplished to support student progress toward graduation.

The committee comprises faculty nominated by Faculty Senate, administrators and staff recommended to the Provost's Office and students from different campuses. The committee is chaired by the senior associate provost for academic affairs.

### UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

The University Requirements Curriculum Committee (URCC) oversees university-wide curricular requirements that apply to every undergraduate student. These include the Kent Core (general education requirement), freshmen orientation (UC 10097 Destination Kent State: First Year Experience) and the diversity, writing-intensive, experiential learning and Ohio Transfer Module requirements. The URCC was established in 1999 with the merger of the Liberal Education Requirements Curriculum Committee, the ad hoc Subcommittee on Diversity in the Curriculum and the EPC Subcommittee on Writing.

The URCC is composed of 20 voting members representing faculty and administrators from Kent State's colleges and independent school(s). Faculty members are nominated by the Committee on Committees of the Faculty Senate and broadly represent the colleges and independent school. A student representative serves as *ex officio*.

The co-chairs of the committee will be a faculty committee member and either the dean of the University College or the dean of the Honors College.

The URCC is responsible for periodic review and recommendation of changes in these requirements as well as review and recommendation of action on new course and program proposals. Kent Core, diversity. writing-intensive and experiential learning course proposals are first approved by department/school and college curriculum committees then forwarded to the URCC. Following review and approval by the URCC, proposals are forwarded to the EPC.

### THE UNIVERSITY COUNCIL ON TEACHER EDUCATION

The University Council on Teacher Education (UCTE), which reports to the provost and senior vice president of academic affairs, considers curricular proposals relating to teacher education and licensure, providing advice on these matters to the EPC. It concerns itself especially with those areas of teacher education that involve more than one college or school, and those that are of broad interest to the university community. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of UCTE. The council was established in 1969.

### PARLIAMENTARY PROCEDURES FOR THE EPC MEETINGS

EPC meetings follow Robert's Rules of Order, which provide common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of all business is controlled by the general will of the whole membership—the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate—to act according to its considered judgment after a full and fair "working through" of the issues involved.

Robert's Rules allow for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.

The fundamental right of deliberative assemblies requires all questions to be discussed thoroughly before taking action. The assembly rules; it has the final say on everything.

### Silence means consent.

### Procedures

- Before the motion is stated by the chair, members may suggest modification of the motion; the mover can modify as s/he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the seconder can withdraw the second.
- The member moving the item is entitled to preference to the floor.
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once.
- Remarks must be courteous in language and deportment—avoid all personalities, never allude to others by name or to motives.
- The agenda and all committee reports are merely recommendations. When presented to the assembly and the question is stated, debate begins and changes occur.

# SECRETARY FOR THE EPC – CURRICULUM SERVICES

The Office of Curriculum Services serves as secretary to the Educational Policies Council, reviewing all proposals for inclusion on the agenda, scheduling meetings and maintaining membership and the EPC membership listserv.

<b>Therese Tillett</b> Associate Vice President 2-8558 <u>ttillet1@kent.edu</u>	<ul> <li>New degrees or majors</li> <li>Academic policies</li> <li>Academic calendar</li> <li>Academic structure changes (e.g., departments, centers)</li> <li>Educational Policies Council</li> <li>Curriculum-related reporting (internal and external)</li> <li>Assignment of Classification of Instructional Programs (CIP)</li> </ul>
Jennifer Kellogg Assistant Director 2-1885 jkellog7@kent.edu	<ul> <li>University Catalog (including roadmaps)</li> <li>Explore Programs and Degrees website</li> <li>CourseLeaf CIM training</li> <li>Course catalog</li> <li>Registration/prerequisite issues in Banner</li> <li>General curriculum questions</li> <li>Review of academic programs and courses for the following: <ul> <li>College of Aeronautics and Engineering</li> <li>College of Business Administration</li> <li>College of Communication and Information</li> <li>College of Nursing</li> <li>College of the Arts</li> <li>Honors College</li> <li>University College</li> </ul> </li> </ul>
Aimee Bell Academic Program Coordinator 2-8559 <u>dvan@kent.edu</u>	<ul> <li>University Catalog (including roadmaps)</li> <li>Explore Programs and Degrees website</li> <li>CourseLeaf CIM training</li> <li>Course catalog</li> <li>Registration/prerequisite issues in Banner</li> <li>General curriculum questions</li> <li>Review of academic programs and courses for the following: <ul> <li>College of Architecture and Environmental Design</li> <li>College of Applied and Technical Studies</li> <li>College of Arts and Sciences</li> <li>College of Podiatric Medicine</li> <li>College of Public Health</li> </ul> </li> </ul>
<b>Christa Ord</b> Administrative Secretary 2-1628 cord@kent.edu	<ul> <li>General questions and support</li> <li>EPC membership</li> <li>EPC listserv</li> <li>EPC meeting minutes</li> </ul>

# POLICY REGISTER

# 3342-2-07 ADMINISTRATIVE POLICY AND PROCEDURES REGARDING THE EDUCATIONAL POLICIES COUNCIL

- A. **Educational policies council.** For complete information on this council, see rules 3342-2-05 and 3342-2-06 of the Administrative Code and this register.
- B. **Responsibility and authority.** The responsibilities and authority of the educational policies council shall be as follows:
  - 1. Long-range academic planning, both conceptually and structurally, for the university. It is understood, of course, that this long-range planning shall reflect the mission and goals of the university as these are defined by the board and the president jointly. A close, coordinated interrelationship is to be presumed between the educational policies council and agencies established by the board and/or the president;
  - 2. Overall curricular planning and policy guidelines for the university;
  - 3. Sensitivity to proliferation and duplication of courses and programs;
  - 4. Arbitration of interdepartmental and intercollegial curricular disputes or misunderstandings;
  - 5. Monitoring of curricular changes generated by a specific academic unit of the university as they affect other academic departments, majors and colleges;
  - 6. At its discretion, review of all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies;
  - 7. Action on matters referred to it by college curriculum committees specified in preceding paragraphs; and
  - 8. Approval of new or altered academic programs, policies, operational procedures and regulations and administrative structures (e.g., academic department, college).
- 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.
- D. **Procedures of the educational policies council.** All curricular changes whether initiated and determined by department, college or other curricular body shall be reported to and published in agenda of the educational policies council. This publication will give notice to all academic units of proposed curricular changes thereby affording them the opportunity to comment upon the proposals. All curricular bodies and academic units must be mindful of certain time limitations such as deadlines for catalog copy when proposing or commenting upon curricular changes. After a prescribed period of time succeeding the publication of curricular proposals, they will become effective as outlined in the balance of this statement; if any curricular proposal is questioned by any other curricular body or academic unit within the time allowed after publication, the issue will be resolved as outlined in the balance of this statement and upon resolution becomes effective.
  - 1. Curricular matters determined and proposed solely by academic departments shall be as follows:
    - a. Changes in course descriptions not involving substantial changes in course content;
    - b. Changes in course titles not involving substantial changes in course content;
    - c. Changes in course prerequisites not affecting any other academic unit;
    - d. Inactivation of courses not affecting any other academic unit; and
    - e. Changes in course numbers not affecting level.

- 2. Curricular changes initiated by academic departments but forwarded to parent college curriculum committees for approval shall be as follows:
  - a. Changes in course credit hours;
  - b. Changes in course numbers affecting the level of courses;
  - c. Inactivation of courses affecting other academic programs or general curricular requirements within the parent college;
  - d. New or additional courses;
  - e. Substantial changes in course content affecting description and title, constituting essentially new courses; and
  - f. Changes in or establishment of major, minor and certificate admission, course and graduation requirements consistent with university-wide policies.
- 3. Curricular changes initiated by academic departments but forwarded to parent college for approval and to other affected academic units for acknowledgement shall be as follows:
  - a. Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college;
  - b. Substantial changes in content affecting title and description of courses required in academic programs or other curricular requirements of colleges other than the parent college;
  - c. Changes in prerequisite of courses required in academic programs or other curricular requirements of colleges other than the parent college;
  - d. Changes in course numbers affecting level of courses required in academic programs or other curricular requirements of colleges other than the parent college; and
  - e. Establishment of new or additional courses designed for academic programs or other curricular requirements of colleges other than the parent college.
- 4. Curricular matters initiated and determined by college curriculum bodies shall be as follows:
  - a. Policies for major, minor and certificate programs; proposed departures from university-wide policies shall be approved by the educational policies council; and
  - b. General curricular policies and requirements for the college; proposed departures from university-wide policies shall be approved by the educational policies council.
- 5. Independent schools, honors college, graduate studies, undergraduate studies and university libraries shall function in a fashion parallel to the college curriculum committees.

Effective: March 1, 2015 Prior Effective Dates: 11/4/1977, 10/5/1979, 4/30/1982, 5/28/1997, 9/8/1997, 12/1/2013

### 3342-2-05 FACULTY SENATE CHARTER (EXCERPT)

### G. Councils, committees and commissions.

- 2. Councils of the faculty senate. The educational policies council shall be a body of the faculty senate.
  - a. The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other for graduate education called the graduate council.
  - b. Issues jointly affecting undergraduate and graduate education will be discussed by the full educational policies council.

- c. The educational policies council and its bodies shall consider curricular matters of concern to the university as a whole, and shall be the faculty senate bodies responsible for long-range academic planning for the university.
- d. The educational policies council and its bodies shall be co-chaired by the provost and the chair of faculty senate.

### Effective: November 1, 2016

Prior Effective Dates: 11/4/1977, 8/31/1979, 1/25/1980, 7/11/1980, 5/18/1984, 2/19/1990, 9/23/1991, 5/5/1995, 3/7/2000, 12/29/2001, 5/20/2009, 10/2/2014, 3/1/2015

### 3342-2-06 FACULTY SENATE BYLAWS (EXCERPT)

### G. Councils, committees and commissions.

- 1. Rights of the faculty senate and definitions. The rights of the faculty senate and definitions with respect to councils, committees and commissions are specified in paragraph G(1) of rule 3342-2-05 of the Administrative Code.
- 2. Educational policies council.
  - a. Composition.
    - (1) The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at a meeting of the full educational policies council.
  - b. Function.
    - (1) The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate.
    - (2) The undergraduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuation of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact undergraduate education.
    - (3) The graduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact graduate education.

- c. Division of labor.
  - (1) All recommendations of the educational policies council related to long-range academic planning or to the establishment, discontinuance, or major alteration of programs or bodies shall be submitted to the faculty senate for approval. Proposals for the discontinuance or major alteration of an academic program shall be preceded by a program review conducted according to established procedures.
  - (2) Business of the educational policies council, which normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the floor.
  - (3) All commissions appointed to consider academic planning for the university shall report to the educational policies council.
  - (4) The co-chairs of the educational policies council shall appoint a university requirements curriculum committee, which shall be concerned with the liberal education requirements, the diversity requirements and the writing intensive requirements. This subcommittee shall report to the undergraduate council.
- d. Voting.
  - (1) "Ex officio" members shall have vote and shall consist of those who are "exofficio" members of the undergraduate council and/or the graduate council.
  - (2) "Ex officio" members on the undergraduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of university college; the dean or his/her designee from each of the academic colleges; the dean of the honors college; the dean or director or his/her designee in each independent school; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee.
  - (3) "Ex officio" members on the graduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her designee in each of the academic colleges or independent schools with graduate programs; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee. In any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit or his/her designee.
  - (4) There is no voting by proxy.
- e. From the elected representatives on the faculty senate, the chair-elect shall appoint ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council.
- f. One elected member of each college curriculum body shall be elected by these bodies to membership on the undergraduate council.
- g. To ensure representation from among the university's graduate coordinators, one member of each college graduate coordinating body shall be elected by these bodies to membership on the graduate council. The faculty member must be a full member of the graduate faculty within their respective academic unit.
- h. The chair-elect shall appoint additional tenure-track faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the "ex officio" membership.

- i. One undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote. The undergraduate student shall also be a member of the undergraduate council and the graduate student shall also be a member of the graduate council.
- j. The educational policies council shall meet at least once during each term of the academic year.
- k. The undergraduate and graduate councils shall each meet at least three times during each term of the academic year.
- 1. Agendas, minutes and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.

Effective: November 1, 2016

Prior Effective Dates: 11/4/1977, 10/5/1979, 7/11/1980, 3/11/1982, 4/30/1982, 3/5/1984, 5/18/1984, 2/19, 1990, 9/23/1991, 2/24/1992, 01/02/2002, 5/20/2009, 6/20/2012, 1/7/2013, 10/3/2013, 10/2/2014, 3/1/2015





Curriculum Services Office of the Provost Last Revised: August 2019
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# INTRODUCTION

The purpose of *Curriculum Guidelines* is to provide faculty members, academic administrators and curriculum committee members with a blueprint to understand, develop and revise academic policies, programs, courses, units and agreements with curricular implications. The guidelines also provides a description of the procedures to obtain approval for proposals. Careful attention to the concepts in this guide will help those initiating curricular proposals to respond effectively to the various levels of review involved in moving curricular initiatives from conception through approval.

For any questions related to Kent State's curriculum and the preparation or approval of a curricular proposal, contact the Curriculum Services staff:

#### **Office of Curriculum Services**

Location: Suite 208, Schwartz Center, Kent Campus Tel: 330-672-1628 Fax: 330-672-2645 Web: www.kent.edu/provost/curriculum E-mail: curriculum\_services@kent.edu

Name	How We Can Help You	Extension / E-mail
Therese Tillett Associate Vice President	<ul> <li>New degrees or majors</li> <li>Academic policies</li> <li>Academic structure changes (e.g., departments, centers)</li> <li>Educational Policies Council</li> <li>Curriculum Guidelines</li> </ul>	2-8558 / ttillet1@kent.edu
Jennifer Kellogg Assistant Director	<ul> <li>University Catalog</li> <li>Explore Majors and Programs website</li> <li>HEI reporting (internal and external)</li> <li>Curriculum Information Management (CIM) software training and support</li> <li>Course catalog in Banner, including prerequisite issues</li> <li>General curriculum questions</li> <li>Review of academic programs and courses for the following:         <ul> <li>College of Aeronautics and Engineering</li> <li>College of Business Administration</li> <li>College of Education, Health and Human Services</li> <li>College of the Arts</li> <li>University College</li> </ul> </li> </ul>	2-1885 / jkellog7@kent.edu
<b>Aimee Bell</b> Academic Program Coordinator	<ul> <li>University Catalog</li> <li>Explore Majors and Programs website</li> <li>Course catalog in Banner, including prerequisite issues</li> <li>General curriculum questions</li> <li>Review of academic programs and courses for the following:         <ul> <li>College of Applied and Technical Studies</li> <li>College of Architecture and Environmental Design</li> <li>College of Arts and Sciences</li> <li>College of Podiatric Medicine</li> <li>College of Public Health</li> </ul> </li> </ul>	2-8559 / dvan@kent.edu
Christa Ord Administrative Secretary	<ul> <li>EPC and EPC Ad Hoc membership rosters, listservs and meeting minutes</li> <li>General questions and support</li> </ul>	2-1628 / cord@kent.edu

# I. CURRICULUM APPROVAL PROCESS

# **ROLES AND RESPONSIBILITIES IN THE CURRICULUM PROCESS**

Role	Curriculum Responsibilities
Faculty Initiator	<ul> <li>Knows the discipline/program</li> <li>Keeps current in field</li> <li>Conducts research for the proposed changes</li> <li>Articulates rationale for curriculum decisions</li> <li>Works with others to document and submit proposals</li> <li>Seeks review and feedback on proposed changes</li> </ul>
Program / Subject Area Faculty	<ul> <li>Content experts</li> <li>Current in their profession</li> <li>Know competition</li> <li>Assess learning outcomes for compliance, validity and alignment with program's mission and objectives</li> <li>Works to meet accreditation needs</li> <li>Advises, informs and/or approves changes</li> </ul>
Faculty Advisory Committee / Department Curriculum Committee	<ul> <li>Assess and evaluates curriculum impact on area's sustainability, students, faculty and other resources</li> <li>Advisor to the chair/director</li> <li>Develops and maintains current instructional programs and course syllabi</li> <li>Approves internal modifications and solicit input from other departments where program changes and offerings may have an impact</li> <li>Approves all workshop and special topics courses each time a title changes</li> <li>Approves course content when offered off campus or online in accord with existing policies and procedures</li> <li>Establishes and utilizes procedures for reviewing and evaluating existing and new courses, programs and policies.</li> <li>Maintains strong departmental academic, instructional and grading standards</li> <li>Select library and other materials related to its curriculum and establish internal procedures for effective and appropriate use of instructional media and other learning activities</li> </ul>
School Director / Department Chair	<ul> <li>Fosters the development of undergraduate and graduate programs within university guidelines</li> <li>Encourages appropriate curriculum modifications, changes and innovations in programs</li> <li>Approves resource allocations</li> <li>Seeks opportunities to leverage existing/emerging resources</li> <li>Ensures course offerings required for degree completion are offered frequently and at varied days and times to meet the needs of students</li> </ul>
College Curriculum Committee	<ul> <li>Reviews curricular proposals from schools/departments within college</li> <li>Initiates course, program requirement and policy proposals</li> <li>Made aware of special topics and other academic changes</li> <li>Examines curriculum impact and duplication within and outside college</li> <li>Ensure appropriate consultation of impact</li> <li>Seeks curriculum changes that may be complementary and/or basis for collaboration</li> <li>Source of information to units about curricular-related changes and requirements</li> <li>Garner support when inactivation is identified</li> <li>Looks for letters of support</li> <li>Reviews resources (e.g., staffing, facilities, library)</li> <li>Review program outcomes for alignment with college mission</li> <li>Informed on off-site and online offerings, articulation agreements and other collaborations and partnerships outside the college</li> </ul>

Role	Curriculum Responsibilities
College Dean / Campus Dean	<ul> <li>Reviews impact on finances, faculty, facilities, equipment, support staff</li> <li>Seeks opportunities to leverage existing/emerging resources</li> <li>Participates in accreditation reviews and decisions</li> <li>Assesses sustainability, demand, need, placement</li> <li>Examines curriculum impact and duplication in and outside college/campus</li> <li>Ensures curricular initiatives align with the college/campus strategic goals and priorities</li> </ul>
Institutional Academic Advisory Committees	<ul> <li>EPC Ad Hoc Committee for Academic Policies</li> <li>Reviews, initiates and recommends policies to promote student success Graduate Dean's Advisory Committee (GDAC)</li> <li>Reviews and advises on graduate academic and operational issues</li> <li>Initiates and recommends changes to the graduate studies dean Undergraduate Deans Committee (UDC)</li> <li>Reviews and advises on undergraduate academic and operational issues</li> <li>Initiates and recommends changes to the EPC University Requirements Curriculum Committee (URCC)</li> <li>Oversees university-wide undergraduate curricular requirements (Kent Core, diversity, writing intensive, experiential learning, freshmen orientation)</li> <li>Reviews and approves courses and policies for conformity to these requirements</li> <li>Periodic reviews and recommends changes in these requirements</li> <li>Directs assessment and evaluation of student success within these requirements</li> </ul>
Graduate Studies Dean	<ul> <li>Reviews programs proposals to ensure university and Ohio Department of Higher Education compliance and approval</li> <li>Communicates to other departments</li> <li>Notify state when program inactivated or changed delivery mode</li> <li>Facilitate program review process</li> <li>Oversees advisory committee to review graduate curriculum and policies</li> <li>Implements admission process</li> <li>Decides exceptions to admission criteria</li> </ul>
Curriculum Services	<ul> <li>Provides holistic view of university curriculum</li> <li>Assists and guides faculty and units in proposing change</li> <li>Maintains curriculum process, procedures and management system</li> <li>Serves the provost in reviewing and granting preliminary approval of all change (program, policy, course, structure)</li> <li>Implements approved changes (catalog, course inventory, program inventory)</li> <li>Communicates major changes to advisors and other student services (e.g., registrar, admissions, bursar, GPA degree audit, student financial aid)</li> <li>Maintains curriculum archive</li> <li>Responds to questions about changes/curriculum process</li> <li>Secretary and coordinator for the EPC</li> <li>Reports curriculum to state, federal and other agencies</li> <li>Ensures curriculum functionality (Banner, GPS degree audit, prerequisites)</li> <li>Knowledgeable about university academic programs and policies</li> <li>Liaison with Ohio Department of Higher Education for undergraduate curriculum</li> <li>Ensure consistency of process</li> <li>Source of information and archives about university curriculum</li> </ul>
Provost	<ul> <li>Involved in the strategic goals of the university</li> <li>Sets the university agenda for academic programming and determines priorities</li> <li>Reviews significant academic changes with initiators/deans prior to approval</li> <li>Approves all items that will go before the Board of Trustees for approval</li> <li>Signs articulation agreements and new program proposals</li> <li>Introduces and champions academic items to Board of Trustees</li> <li>Approves EPC agenda before publication and chairs the EPC meeting</li> <li>Mediates/facilitates differences and determines course of action</li> </ul>

Role	Curriculum Responsibilities
Educational Policies Council (EPC)	<ul> <li>Committee of the Faculty Senate</li> <li>Emphasizes long-range academic planning, both conceptually and structurally, that reflect the mission and goals of the university</li> <li>Approves overall curricular planning and policy guidelines for the university</li> <li>Arbitrates interdepartmental and intercollegiate curricular disputes or misunderstandings</li> <li>Monitors changes generated by a specific academic unit as they affect other areas</li> <li>At its discretion, reviews all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies</li> <li>Acts on matters referred to the council</li> <li>Approves new or revised academic programs, policies, operational procedures and regulations and academic structures</li> </ul>
Faculty Senate	<ul> <li>Ensures curriculum integrity and quality, alignment with university mission and commitment to resources</li> <li>Examines curriculum impact, demand and duplication of resources across university</li> <li>Delegates curriculum initiatives to subcommittees</li> <li>Oversees academic standards and educational policies and academic programs</li> <li>Consulted with respect to proposed changes in the administrative organization of the university directly and primarily related to academic divisions</li> </ul>
President	<ul> <li>Kept apprised by new curriculum by the provost</li> <li>Determines university resource allocations and priorities</li> <li>Defines mission and goals of the university jointly with the Board of Trustees</li> <li>Champions the university's strategic plan</li> </ul>
Board of Trustees	<ul> <li>Defines mission and goals of the university jointly with the president</li> <li>Approves new and significant revisions to degree programs before they go to Ohio Department of Higher Education</li> <li>Approves academic structure changes</li> <li>Approves university-wide academic policies</li> <li>Reviews curriculum viability and student need and success</li> <li>Reviews and discusses information items presented by the provost</li> </ul>
Ohio Department of Higher Education	<ul> <li>Approves new degree programs and significant revisions (e.g., name change, inactivation) to degree programs</li> <li>Approves alternative offerings of degree programs (e.g., online, off-site, accelerated)</li> <li>Assigns subsidy level to courses</li> <li>Set curriculum guidelines for public intuitions</li> <li>Initiates transfer pathways between public institutions</li> </ul>
Higher Learning Commission	<ul> <li>Approves new degree programs</li> <li>Approves new locations for program offerings</li> <li>Approves new contractual or consortium agreement to offer a program</li> <li>Notified of new certificate programs</li> <li>Approves new certificate programs that comprise courses (50%+) developed specifically for the certificate</li> </ul>

# PROGRAM APPROVAL CHART

Most curricular proposals start at the department, school or regional campus level and then progress through the various offices until they reach the normal level of final approval for that type of curricular proposal. However, any hierarchically higher level may request to review, initiate and/or approve or disapprove any proposal. The normal level of final approval for curricular proposals is shown in the following table outline of the approval sequence.

Curriculum Proposal				<b>Grad Studies</b>	Provost	EPC - Deadline	Senate	Trustees	ODHE	HLC
Changes to Academic Units										
Establish or revise substantially a college that affects the region or other institutions (e.g., College of Medicine)	А	А		А	А	A - Mar	А	A	А	
Establish, revise or inactivate/consolidate a college, department or school	А	А		А	А	A - Mar	А	A		
Establish, revise or inactivate/consolidate a center or institute with curricular implications	А	А		А	А	A - Mar	А	А		
Revise name of a college, department or school				А	А	A - Mar	А	А		
Revise name of a center or institute with curricular implications	А	А		А	А	A - Mar	А	А		
Changes to Degrees	•	-		-	-	<u>-</u>	-	•		
Establish a graduate degree	А	А		А	А	A - ( <sup>1</sup> )	А	А	А	А
Establish an undergraduate degree	А	А			А	A - ( <sup>1</sup> )	А	А	А	Α
Establish, revise or inactivate a combined (e.g., BA/MA) or dual degree (e.g., MBA/MEd) of existing degrees	А	А		А	А	N - Jan				
Revise name of a graduate degree		А		А	А	A - Jan	А	А	А	
Revise name of an undergraduate degree	А	А			А	A - Jan	А	А	А	
Inactivate a graduate degree	А	А		А	А	A - Jan	А	А	А	
Inactivate an undergraduate degree	А	А			А	A - Jan	А	А	А	
Changes to Majors (and Major Concentrations)	-	_	_	_	_	-	_	_		
Establish a graduate major	А	А		А	А	A - ( <sup>1</sup> )	А	А	Α	А
Establish an undergraduate major	А	А			А	A - (1)	А	А	Α	А
Establish a graduate concentration	А	А		А	А	N - Jan				
Establish an undergraduate concentration	А	А			А	N - Jan				
Establish, revise or inactivate contractual or consortia agreement to deliver courses (content or platform) or outsource aspects of a major	А	А		А	А	N - Jan				Ν
Revise name of a graduate major		А		А	А	A - Jan	А	А	А	
Revise name of an undergraduate major		А			А	A - Jan	А	А	Α	
Revise name of a graduate concentration		А		А	А	N - Jan				
Revise name of an undergraduate concentration		А			А	N - Jan				
Revise requirements of a graduate major or concentration	А	А		А	А	N - Jan				
Revise requirements of an undergraduate major/concentration	А	Α			А	N - Jan				
Revise admission criteria of a graduate major		А		А	А	N - May <sup>3</sup>				

**EPC deadline** is the last meeting month to become effective for next academic year. See <u>EPC website</u> for meeting schedule and deadlines.

A= Approval N=Notification

#### 8 | CURRICULUM APPROVAL PROCESS

Curriculum Proposal	Dept / School	College	URCC	<b>Grad Studies</b>	Provost	EPC - Deadline	Senate	Trustees	ODHE	HLC
Changes to Majors (and Major Concentrations) continued										
Revise admission criteria of an undergraduate major	А	А			А	N - May³				
Revise online/location (50%+) of a graduate major	А	А		А	А	N - (1)			А	A²
Revise online/location (50%+) of an undergraduate major	А	А		А	А	N - (1)			А	A²
Revise unit "ownership" of a graduate major	А	А		А	А	A - Jan	А			
Revise unit "ownership" of an undergraduate major	А	А			А	A - Jan	А			
Suspend admission (temporary) of a major or concentration	А	А			А	N - Jan				
Inactivate a graduate major	А	А		А	А	A - Jan	А	А	А	
Inactivate an undergraduate major	А	А			А	A - Jan	А	А	А	
Inactivate a graduate concentration	А	А		А	А	N - Jan				
Inactivate an undergraduate concentration	А	А			А	N - Jan				
Changes to Minors										
Establish a minor	А	А			А	A - Jan				
Revise name of a minor	А	А			А	N - Jan				
Revise requirements of a minor	А	А			А	N - Jan				
Revise admission criteria of a minor	А	А			А	N - Jan				
Revise online/location (50%+) of a minor	А	А			А	N - Jan				
Suspend admission or inactivate a minor	А	А			А	N - Jan				
Changes to Certificates										
Establish a graduate certificate	А	А		А	А	N - Jan			A <sup>4</sup>	A <sup>5</sup>
Establish an undergraduate certificate	А	А			А	N - Jan			A <sup>4</sup>	A5
Revise name of a graduate certificate	А	А		А	А	N - Jan				
Revise name of an undergraduate certificate	А	А			А	N - Jan				
Revise requirements of a graduate certificate	А	А		А	А	N - Jan				
Revise requirements of an undergraduate certificate	А	А			А	N - Jan				
Revise admission criteria of a graduate certificate	А	А		А	А	N - May <sup>3</sup>				
Revise admission criteria of an undergraduate certificate	А	А			А	N - May³				
Revise online/location (50%+) of a graduate certificate				А		N - Jan				
Revise online/location (50%+) of an undergraduate certificate						N - Jan				
Suspend admission or inactivate a graduate certificate	А	А		А	А	N - Jan				
Suspend admission or inactivate an undergraduate certificate	А	А			А	N - Jan				
Changes to Courses										
Establish, revise or inactivate a course	А	А			А	N - Jan				
Establish, revise or inactivate a course subject (e.g., CHEM)		А			А	N - Jan				
Designate a course as a Kent Core	А	А	А		А	A - Jan	А			
Designate a course as diversity (global/domestic), writing intensive, experiential learning, first-year orientation	А	А	А		А	N - Jan				

**EPC deadline** is the last meeting month to become effective for next academic year. See <u>EPC website</u> for meeting schedule and deadlines.

Curriculum Proposal	Dept / School	College	URCC	<b>Grad Studies</b>	Provost	EPC - Deadline	Senate	Trustees	ODHE	HLC
Changes to Courses continued										
Revise or inactivate a course as a Kent Core, diversity, writing intensive, experiential learning, first-year orientation	А	А	A		А	N - Jan				
Changes to Policies										
Establish, revise or inactivate a university-wide academic policy, operational procedure or regulation				А	А	A - Apr	А	А		
Establish a graduate academic requirement				А	А	A - Apr	А	А		
Establish an undergraduate academic requirement			А		А	A - Apr	А	А		
Establish, revise or inactivate a graduate academic policy in an academic unit	А	А		А	А	N - Apr				
Establish, revise or inactivate an undergraduate academic policy in an academic unit	А	А			А	N - Apr				
Revise or inactivate a graduate academic requirement				А	А	A - Apr	А			
Revise or inactivate an undergraduate academic requirement			А		А	A - Apr	А			
Changes to Other Academic Initiatives										
Establishment, revision or inactivation of a unique program that affects students in more than one academic unit (e.g., Honors Program, Military Studies, Washington Program)	А	А		А	А	A - Jan	А	Ν		

**EPC deadline** is the last meeting month to become effective for next academic year. See <u>EPC website</u> for meeting schedule and deadlines.

A= Approval N=Notification

- 1. Because this action requires external steps for approvals. Please work with Curriculum Services to determine a timeline for implementation for these types of proposals.
- 2. The Higher Learning Commission requires approval for a <u>new</u> location.
- 3. As the admission window for a semester opens 13 months before the start of that semester, the May deadline is <u>one year</u> before implementation (e.g., May 2020 EPC approval for fall 2021 admission).
- 4. Undergraduate certificates that are designated as "technical" (see page 25) require approval from the Ohio Department of Higher Education (ODHE). Graduate certificates that are 21+ credit hours require approval from the ODHE Chancellor's Council on Graduate Study (CCGS).
- 5. Kent State must notify the Higher Learning Commission (HLC) of all new certificates. However, HLC approval is required for certificates of which 50+ percent of the courses were developed specifically for the program.

# TIMELINE EXAMPLES FOR NEW DEGREES AND MAJORS

The tables below may be helpful to understand the approval steps and estimated timeline to implement a new degree or major. Please note that while most approving bodies have set meetings to review and approve a new degree program, it is not guaranteed that your proposal will be placed on the desired agenda; therefore, the timeframe for approval from those bodies is an estimate.

Before submitting a proposal to the EPC, it is important to first gain approval from the provost (and the graduate studies dean if a graduate program). Please work with Curriculum Services when seeking that approval. The provost or graduate studies dean may request a meeting with the college dean to discuss the proposal before it moves forward.

For a new undergraduate degree or major, the process averages to six months between approval of full proposal by EPC and approval by the ODHE, with the fastest (in the past three years) at three months and the longest at 10 months.

Graduate proposals have typically taken six to nine months between EPC and ODHE approval.

However, those approximates do not take into account the whole process, including faculty development of the program and courses, submission of the initial inquiry/program development plan (first step) and faculty and unit approvals. Nor does the approximates include approval by the Higher Learning Commission, which can take anywhere between five weeks and six months, or not even need to be equated into the approval timeline.

Therefore, it is encouraged that faculty meet with Curriculum Services to discuss the proposed and development so that staff can create an estimated timeline specific to the proposal.

Abbreviations: CCC – College Curriculum Committee CCGS – Chancellor's Council on Graduate Study EPC – Educational Policies Council HLC – Higher Learning Commission ODHE – Ohio Department of Higher Education

#### NEW UNDERGRADUATE DEGREES AND MAJORS

Year example: X=2019, Y=2020, Z=2021

Approving Steps	Timeline 1	Timeline 2	Timeline 3	Timeline 4	
Program approved by faculty, chair/director, CCC,	lon (voor V)	Feb –	May –	Oct –	
college dean	Jan (year A)	April (year X)	Sep (year X)	Dec (year X)	
Program approved by provost (meeting with	Eab (year V)	Mar –	Jun –	Nov (year X) -	
college dean) <sup>1</sup>	reb (year X)	May (year X)	Oct (year X)	Jan (year Y)	
Initial inquiry on EBC agondo (information itom)	Ech (voor V)	Mar –	Aug –	Nov (year X) -	
	reb (year X)	May (year X)	Oct (year X)	Jan (year Y)	
Initial inquiry sent to ODHE for preliminary	Ech (voor V)	Mar –	Aug –	Nov (year X) -	
approval <sup>2</sup>	reb (year X)	May (year X)	Oct (year X)	Jan (year Y)	
Full proposal approved by faculty and	Mar (voor V)	Apr –	Sep –	Dec (year X) –	
chair/director		Aug (year X)	Nov (year X)	Jan (year Y)	
Full proposal approved by CCC and college doop	Apr (voor V)	May –	Oct –	Jan –	
Full proposal approved by CCC and college dean	Apr (year X)	Sep (year X)	Dec (year X)	Feb (year Y)	
Full proposal approved by EDC 3	May (year X)	Aug –	Nov (year X) -	Feb –	
	way (year x)	Oct (year X)	Jan (year Y)	Apr (year Y)	
Full proposal approved by Faculty Sepate	lul (voor X) 4	Sep –	Dec (year X) -	Mar –	
Full proposal approved by Faculty Senate	Jui (year X)	Nov (year X)	Feb (year Y)	May (year Y)	
Program approved by Board of Trustees	Sep (year X)	Dec (year X)	Mar (year Y)	Jun (year Y)	
Dragram approved by ODUE chancellar 5	Dec (year X) –	Mar –	Jun –	Sep –	
	Feb (year Y)	May (year Y)	Aug (year Y)	Nov (year Y)	
Implementation if HLC full review is <u>not</u> required <sup>6</sup>	Fall Y	Fall Y	Fall Y	Fall Z	
Program approved by HLC if full review is	Apr –	Aug –	Nov (year Y) -	Feb –	
required <sup>7</sup>	Aug (year Y)	Nov (year Y)	Feb (year Z)	May (year Z)	
Implementation if HLC full review is required 6	Fall Y	Fall Y/Fall Z	Fall Z	Fall Z	

#### NEW GRADUATE DEGREES AND MAJORS

Year example: X=2019, Y=2020, Z=2021

Program Approving Steps	Timeline 1	Timeline 2	Timeline 3	Timeline 4
Program approved by faculty, chair/director, CCC,	lon (voor V)	Feb –	May –	Oct –
college dean		April (year X)	Sep (year X)	Dec (year X)
Program approved by graduate studies dean	Ech (year X)	Mar –	Jun –	Nov (year X) -
(meeting with college dean) <sup>1</sup>	reb (year X)	May (year X)	Oct (year X)	Jan (year Y)
Program development plan on EPC agenda	Eeb (year X)	Mar –	Aug –	Nov (year X) -
(information item)	reb (year X)	May (year X)	Oct (year X)	Jan (year Y)
Full proposal approved by faculty and chair/director	Mar (year X)	Apr –	Sep –	Dec (year X) –
		Aug (year X)	Nov (year X)	Feb (year Y)
	Apr (vear X)	May –	Oct –	Jan –
		Sep (year X)	Dec (year X)	Mar (year Y)
Full proposal approved by graduate studies dean	Apr –	May –	Oct (year X) –	Jan –
	May (year X)	Oct (year X)	Jan (year Y)	Apr (year Y)
Full proposal approved by EPC <sup>3</sup>	May (year X)	Aug –	Nov (year X) –	Feb –
	May (year X)	Oct (year X)	Jan (year Y)	Apr (year Y)
Full proposal approved by Faculty Senate	lul (vear X) <sup>4</sup>	Sep –	Dec (year X) –	Mar –
		Nov (year X)	Feb (year Y)	May (year Y)
Program approved by Board of Trustees	Sep (year X)	Dec (year X)	Mar (year Y)	Jun (year Y)
Program approved by CCGS and ODHE	Dec (year X) –	Feb –	Jun –	Aug –
chancellor <sup>5</sup>	Feb (year Y)	Apr (year Y)	Aug (year Y)	Oct (year Y)
Implementation if HLC full review is <u>not</u> required <sup>6</sup>	Fall Y	Fall Y	Fall Y	Fall Y/Fall Z
Program approved by HLC if full review is	Apr –	Jun –	Nov (year Y) –	Dec (year Y) -
required <sup>7</sup>	Aug (year Y)	Oct (year Y)	Feb (year Z)	Apr (year Z)
Implementation if HLC full review is required <sup>6</sup>	Fall Y	Fall Y/Fall Z	Fall Z	Fall Z

- 1. Meeting date depends on provost/dean availability.
- 2. The initial inquiry for an undergraduate program must be acknowledged with no concerns by ODHE before the full proposal can be placed on the EPC agenda.
- 3. If HLC has determined that the proposed graduate program requires a full review, the Office of Accreditation, Assessment and Learning will work with the lead faculty after EPC approval to complete the substantial change request for submission to the HLC. Undergraduate proposals use the HLC template no matter what, so no additional paperwork is required for new undergraduate programs.
- 4. Faculty Senate may cancel its July meeting; therefore, the item will be held until its September meeting.
- 5. Once a program has received a recommendation for approval (either by ODHE staff for undergraduate or CCGS for graduate), the proposal is posted for a 10-day public comment period, followed by a review from state legal counsel and then a signed approval letter from the chancellor. Before that happens, for a graduate program, the full proposal is sent to CCGS for a four-week review and feedback by members. That feedback must be incorporated into the proposal and resubmitted to CCGS. Following submission of the revised proposal, either the proposal is voted upon by members online or at a meeting presentation in Columbus.
- 6. New degrees and majors must have received approval from both the ODHE and the HLC before the college can publicize the new program and before students can apply and be admitted. Once approved, Curriculum Services adds the program to the University Catalog and Explore Programs and Degrees website for the appropriate academic year. The office also works with the admissions offices to ensure the program is added to applications, and with the Graduation Planning System Office to update the degree audit.
- 7. The Higher Learning Commission stipulates proposals should be submitted six months before term in which they are proposed to be offered. There is no way to predict approval time as we have seen HLC take anywhere from five weeks to more than six months to approve a new Kent State degree program. There are also instances where the HLC will determine that a new degree or major does not constitute a substantial change and, therefore, no formal review and approval is required.

# DEADLINES AND EFFECTIVE DATES FOR CURRICULAR PROPOSALS

	Deadline	Effective Term	Notes
Programs	January EPC meeting	Subsequent fall semester e.g., January 2020 for fall 2020	January is the final meeting for approving new and inactivated programs,* revisions to a program's course or grade requirements and any other revision that changes the criteria for students to progress in or to graduate with the program.
Courses	January EPC meeting	Subsequent fall semester e.g., January 2020 for fall 2020	January is the final meeting for approving courses for fall implementation.
	April EPC meeting	Subsequent spring semester e.g., April 2020 for spring 2021	April is the final meeting for approving <u>new</u> courses for spring implementation.
Policies	April EPC meeting	Subsequent fall semester e.g., April 2020 for fall 2020	April is the final meeting for approving university and college policies for fall implementation.
Program Admission	May EPC meeting	Fall semester after next e.g., May 2020 for fall 2021	May is the final meeting for approving admission criteria for a program.

\* 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 external steps for approvals. Please work with Curriculum Services to determine a timeline for implementation for these types of proposals.

# **II. ACADEMIC ORGANIZATION**

## POLICY AND PROCEDURES REGARDING ACADEMIC ADMINISTRATIVE STRUCTURES

#### ADMINISTRATIVE POLICY 3342-2-03.1

A. The university recognizes and designates several types of academic administrative structures that serve to facilitate its academic mission. Primary academic structures aligned with the institutional goals and strategic directions of the university are designated as departments, schools, colleges and regional campuses. These secondary structures are designated as institutes, centers or other general-purpose organizational structures. Other general-purpose organizational structures may include advisory councils, associations, boards, bureaus, councils, forums or programs.

Approval for these academic administrative structures shall be given at various levels of the university's governance structure depending upon the unit's mission, scope and fiscal impact. Academic administrative structures exist to coalesce disciplinary expertise, to provide administrative support, to enhance the possibility of obtaining financial resources or extramural funding and to increase the possibilities for educational or community outreach.

#### B. Policy Implementation.

#### 1. Regional Campus

- a. A regional campus may be created to provide instruction, outreach and research for a geographical service area distinct from the Kent Campus.
- b. Each regional campus provides on-site academic and administrative services and generally maintains its own physical plant.
- c. Regional campus faculty set degree requirements for associate degree programs through cognate committees with the approval of the provost, the regional campuses curriculum committee, the college curriculum committee, and the Educational Policies Council and Faculty Senate.
- d. The regional campus is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.
- e. A regional campus shall be established or eliminated by the Ohio Board of Regents and the KSU Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a regional campus, or the substantial modification of the academic structures of an existing campus, the president and provost shall consider the recommendation of the vice president for regional development and the dean for regional campuses. The president and provost also shall consider a recommendation from the appropriate curricular and governance bodies, including the regional campuses FAC and curricular committee, the Educational Policies Council and the Faculty Senate.
- f. A regional campus shall be headed by a dean who shall have a dual reporting line to the provost and to the vice president for regional development.

#### 2. College

- a. A college may be created to align more effectively academic departments, schools and programs that share a common mission, similar instructional goals and related scholarly programs. Typically, the component units of a college shall represent disciplinary or professional specialties that have a close affinity with one another.
- b. The primary rationale for a college is to facilitate cooperation and collaboration among its various academic components while at the same time providing enhanced visibility and stature for these units within the university and with external publics.
- c. A college is also expected to yield substantial benefits for faculty, students and staff, as well as external constituent groups.

- d. A college shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a college, or the substantial modification of the structures of an existing college, the provost shall consider the recommendation of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.
- e. A college shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the college. The dean shall be appointed by the provost upon the recommendation of the appropriate advisory body and approval of the Board of Trustees.

#### 3. Departments and dependent schools

- a. A department or dependent school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for a department or dependent school is to provide instruction in a professional discipline, an academic area or field. Each department has a resident faculty that offers instruction in one or more academic disciplines or fields. Each dependent school has a resident faculty that offers instruction in instruction in one or more professional disciplines, academic areas or fields.
- c. Department and dependent school faculty set degree requirements for unit major programs, with the approval of the College Curriculum Committee and the Educational Policies Council.
- d. The department or dependent school is a unit of analysis for student headcount, credit-hour generation, faculty appointments, academic staff and budgetary support.
- e. Other purposes of departments and dependent schools are to focus scholarly and disciplinary activities of the faculty and to provide professional services in the areas(s) of departmental expertise.
- f. A department or dependent school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of a department or dependent school, or the substantial modification of the structure of an existing department(s) or dependent school(s), the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the College Curriculum Committee, Educational Policies Council, and the Faculty Senate.
- g. A department or dependent school shall be headed by a chair or director who shall have primary responsibility for all curricular, budgetary and personnel actions of the unit. The chair/director shall be appointed by the dean in consultation with the provost upon the recommendation of the appropriate faculty advisory body and approval of the Board of Trustees.

#### 4. Independent school or graduate school

- a. An independent school or graduate school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for an independent school or graduate school is to provide instruction in a professional field. Each independent school has a resident faculty that offers instruction in one or more professional disciplines or fields.
- c. Independent school or graduate school faculty set degree requirements for the school's major programs, with the approval of the Educational Policies Council.
- d. The independent school or graduate school is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.
- e. Other purposes of independent schools and graduate schools are to focus scholarly and professional activities of the faculty and to provide professional services in the area(s) of the school's expertise.
- f. An independent school or graduate school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of an independent school or graduate school, or the substantial modification of the structure of an existing independent school(s) or graduate school, the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.

g. An independent school or graduate school shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the school. The dean shall be appointed by the provost in consultation with the appropriate advisory body and approval of the Board of Trustees.

#### 5. Divisions

- a. Divisions within academic affairs exist to provide services beyond those offered by colleges, department and dependent schools, or independent schools and graduate schools. These services include, for instance, advising, fundraising, instruction in library use and in research methods, management of the library's collections and databases, and planning and installation of classroom technology and/or technology support. Current divisions include:
  - (1) Libraries and Media Services
  - (2) Research and Graduate Studies
  - (3) Undergraduate Studies

#### 6. Institute

- a. An institute may be created to facilitate comprehensive research on a major problem or on a cluster of significant related topics or issues. The topics or issues that provide the focus for the institute shall involve two or more departments or schools and incorporate a university-wide perspective. Ordinarily, institutes are created because the organization, advantages, and support they provide are not feasible under existing department<del>al</del> or school structures. Institutes shall be supported insofar as possible through extramural resources.
- b. An institute shall facilitate and administer the performance of research and provide an organizational identity to selected research programs and participating faculty, staff and students. An institute shall supplement and complement the mission of the academic departments, schools and colleges.
- c. An institute shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of an institute, the provost will consider the recommendations of the appropriate curricular and governance bodies (i.e., college curriculum committee(s), Educational Policies Council and the Faculty Senate).
- d. An institute shall be headed by a director appointed by the provost upon the recommendation of the appropriate dean(s) and approval by the Board of Trustees.
- e. The director shall file an annual report with the appropriate dean(s), with copies to the provost and the vice president for research and dean of graduate studies.

#### 7. Center

- a. A center may be created to make faculty expertise available to university and outside constituencies; research, while endemic to its operation, is not necessarily the primary focus of a center. Centers typically provide a service or serve purely an administrative purpose.
- b. The rationale for a center is to provide an administrative structure to focus and bring together the efforts of a faculty on a single area or cluster of related areas. Centers shall supplement and complement the mission of the academic department and college.
- c. A center shall be established by the provost upon the recommendation of the deans of participating colleges and independent schools and the chairperson(s) and director(s) of participating department and dependent schools. in the case of regional campuses, a center shall be established by the provost upon the recommendation of the vice president for regional development and the regional campus dean(s). Prior to recommending the establishment of a center, including those at a regional campus, the provost will consider the recommendations of the appropriate governance bodies (i.e., department or dependent school curriculum committee, college curriculum committee, and the Educational Policies Council, the Faculty Senate and the RCFAC, when appropriate).
- d. A center shall be headed by a director or coordinator appointed by the provost upon the recommendation of the appropriate dean(s) and approved of the Board of Trustees.

e. The director or coordinator shall file an annual report with the dean, chairperson or director. The annual report for each center shall be included in the regional campus, college department or dependent school, or independent school annual mission report, whichever is appropriate.

#### 8. Other Designations for General-Purpose Organizational Structures

- a. In addition to institutes and centers, the university recognizes other designations more limited in scope such as bureaus, forums, advisory councils, associations, boards, and councils.
- b. These general-purpose organizational structures may be established by the appropriate dean with the approval of the provost. Prior to recommending the establishment of a general-purpose structure, the dean will consider the recommendations of the departmental faculty advisory committee and/or the regional campus faculty advisory committee.

#### C. Review Procedures for Secondary Administrative Units

- 1. Unless an exception is approved by the provost, all institutes and centers will be reviewed every five years.
- 2. The review will include a comparison of the activities and achievements of the institute, center or generalpurpose structure with the elements called for in University Policy 3342-1-03 in order to determine if the unit is meeting its intended mission. Each review will conclude with a recommendation to continue, modify or abolish the structure.
- 3. An institute, center or general-purpose structure may be abolished as a result of a review or abandoned as a result of inactivity. The action to abolish or abandon will be taken by the Board of Trustees in the case of institutes; by the provost in the case of centers; and by the appropriate vice president, dean or other administrative officer in the case of general-purpose structures. in each case, the abolishment or abandonment will not be finalized without a notification to governance bodies, such as the Faculty Senate and a notification and consideration of the recommendation of the affected department, dependent school, independent school, college and/or regional campus.

Effective: March 1, 2015 Prior Effective Dates: 11/4/1977, 8/31/1979, 4/30/982, 10/5/1988, 10/24/1988, 5/1/1995, 3/7/2000, 8/13/2007

# **ORGANIZATION OF KENT STATE UNIVERSITY ACADEMIC ADMINISTRATIVE STRUCTURE**

Kent State University's academic administrative organization under the auspices of Academic Affairs comprises 13 colleges, 21 departments, 15 schools, two centers, two divisions and eight campuses.

#### **College of Aeronautics and Engineering**

#### **College of Applied and Technical Studies**

#### **College of Architecture and Environmental Design**

#### **College of the Arts**

- School of Art
- Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising
- Hugh A. Glauser School of Music
- School of Theatre and Dance

#### **College of Arts and Sciences**

- Center for Comparative and Integrative Programs
- Center for the Study of Gender and Sexuality
- Department of Anthropology
- Department of Biological Sciences
- Department of Chemistry and Biochemistry
- Department of Computer Science
- Department of English
- Department of Geography
- Department of Geology
- Department of History
- Department of Mathematical Sciences
- Department of Modern and Classical Language Studies
- Department of Pan-African Studies
- Department of Philosophy
- Department of Physics
- Department of Political Science
- Department of Psychological Sciences
- Department of Sociology
- School of Biomedical Sciences
- School of Peace and Conflict Studies

#### College of Business Administration

- Department of Accounting
- Department of Economics
- Department of Finance
- Department of Management and Information Systems
- Department of Marketing and Entrepreneurship

#### **College of Communication and Information**

- School of Communication Studies
- School of Digital Sciences
- School of Information
- School of Journalism and Mass Communication
- School of Visual Communication Design

#### **College of Education, Health and Human Services**

- School of Foundations, Leadership and Administration
- School of Health Sciences
- School of Lifespan Development and Educational Sciences
- School of Teaching, Learning and Curriculum Studies

#### **College of Nursing**

**College of Podiatric Medicine** 

**College of Public Health** 

**Honors College** 

**University College** 

**Division of Graduate Studies** 

**Division of University Libraries** 

#### Kent State University Campuses

- Ashtabula Campus
- East Liverpool Campus
- Geauga Campus (includes Regional Academic Center in Twinsburg)
- Kent Campus (includes Independence site)
- Salem Campus
- Stark Campus
- Trumbull Campus
- Tuscarawas Campus

# III. ACADEMIC PROGRAMS

# ACADEMIC DEGREE AND PROGRAM NOMENCLATURE

Kent State uses the following naming conventions for programs of study recognized and awarded by the university. All are displayed on the student's transcript.



within a major. See page 23 for more information.

Example: Bachelor of Science degree – Biology major – Molecular Biology concentration

#### Academic Year Associate Degrees Majors \* Bachelor's Degrees Majors \* Master's Degrees Majors \* Post-Master's Degrees Majors \* Doctoral Degrees Majors \* **Total Degrees Total Majors** Certificates Undergraduate Graduate **Undergraduate Minors** Courses \*\* 7,619 7.848 8.029 8.247 8.517 8.680 8.510 8.591

# KENT STATE'S PROGRAM AND COURSE COUNT

\* Majors in multiple degrees are counted separately (e.g., the Physics major within the B.A. and B.S. degrees is counted twice). Majors that have admissions suspended temporary are included in the count.

\*\* Not included in this count are courses on hold pending inactivation.

#### **DEGREE DEFINITIONS**

#### **ASSOCIATE DEGREE**

Associate degrees are awarded only on Kent State's regional campuses and are designed to permit a student to complete the freshman and sophomore years of a baccalaureate program and/or to prepare students for immediate employment in a technology-related field. The degree requires a minimum of 60 semester credit hours and should not exceed 65 hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

Associate degree programs requiring hours beyond 65 hours in order to meet accreditation or licensing requirements are expected to align similarly to like programs at other Ohio public institutions and shall not exceed 73 semester credit hours. The degree should not exceed four semesters of full-time study.

The **Associate of Arts (A.A.)** and **Associate of Science (A.S.)** degrees provide a planned program of study that is generally equivalent to the first two years of a baccalaureate. The program may also be used for students desiring two years of a general education with emphasis in the arts, social sciences or humanities (for the A.A. degree) or in the natural sciences and mathematics (for the A.S. degree).

The curriculum structure of the A.A. and A.S. degrees at Kent State University:

Curriculum Requirements	Credits Hours
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement)	36
General Electives <sup>1</sup>	23
Minimum Total	60

1. Electives are chosen in the students' area of interest and/or to meet the requirements of the bachelor's degree they are wishing to pursue.

Ohio Administrative Code 3333.1.04 *Standards for Approval of Associate Degree Programs* states the **Associate of Applied Business (A.A.B.)** and the **Associate of Applied Science (A.A.S.)** degrees are "awarded for the successful completion of a planned program of instruction in a technology, the primary objective of which is the preparation of individuals for paid and unpaid employment in that technology, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

The curriculum structure of A.A.B. and A.A.S. degrees at Kent State:

Curriculum Requirements	Credits Hours
Major Requirements (technical) <sup>1</sup>	30
Additional Requirements (non-technical) <sup>2</sup>	14
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement) <sup>3</sup>	15
Minimum Total	60

- 1. A technical major constitutes an area of specialization and may include concentration requirements.
- 2. Non-technical requirements (including Kent Core, orientation and courses related to the technical field) should comprise approximately 50+ percent (i.e., minimum 30 credit hours) of total program.
- 3. One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.

The **Associate of Technical Study (A.T.S.)** degree is an individually planned program of study designed to respond to the need for specialized technical education and clearly identifiable career objectives. The Ohio Department of Higher Education divides the ATS degree into two types:

• **Type A** allows students to develop, in consultation with a faculty advisor, a coherent combination of technical courses selectively drawn from two or more technical programs offered at Kent State to serve a career objective that is not adequately addressed by one of the existing programs alone. Students in the A.T.S. degree type A declare the Individualized Program major at Kent State.

Type B provides associate degree completion based on a technical certificate or other formal technical training programs. Students are awarded a maximum of 30 credit hours toward the degree for college-level courses completed or training received from other institutions of higher education, career centers or other educational enterprises judged by Kent State to be of college level and for which Kent State awards degree credit. Students in the A.T.S. degree type B declare the appropriate university-approved major in their field.

The curriculum structure of the A.T.S. degree at Kent State University is the following:

Curriculum Requirements	Credit Hours
Major Requirements (technical or articulated credit) <sup>1</sup>	30
Additional Requirements (non-technical) <sup>2</sup>	14
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement) <sup>3</sup>	15
Minimum Total	60

- 1. The major should comprise a minimum 30 credit hours of technical coursework, which may include maximum 30 credit hours of articulated credit.
- 2. Non-technical requirements include courses closely related to the technical field.
- 3. One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.

#### **BACHELOR'S DEGREE**

The bachelor's degree (baccalaureate) is usually the first academic title or rank conferred on a student by the university for satisfactory completion of a prescribed four-year course of study, and it is authenticated by a diploma signifying the achievement. Its purpose is to enable a student to acquire a certain amount of liberal learning and to become proficient in a particular branch of learning.

The degree requires a minimum of 120 semester credit hours of coursework; bachelor's degree programs should not exceed 126 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

The curriculum structure of the bachelor's degree at Kent State University is the following:

Curriculum Requirements	Credits Hours
Major Requirements (may include concentrations) <sup>1</sup>	minimum 30
Additional Requirements	varies
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement)	36
Writing-Intensive Course Requirement <sup>2</sup>	varies
Diversity Requirement (two approved courses) <sup>3</sup>	varies
Experiential Learning Requirement <sup>4</sup>	varies
General Electives	varies
Minimum Total	120

- 1. Concentrations must include a minimum of 50 percent of the curriculum within the major, see 23 for more information.
- 2. The major must include an upper-division, writing-intensive course (WIC). Although students must complete a WIC with a minimum C grade to earn a bachelor's degree (as a university requirement), the major course designated as WIC does not need to be specified with a minimum C grade as a graduation requirement for that particular major.
- 3. Diversity-designated courses are not required to be specified in a program's curriculum. Students complete the diversity requirement by selecting one course from the Kent Core and one course from the Kent Core, a declared program, an elective or a semester of study abroad (the latter with dean's approval).
- 4. The experiential learning requirement (ELR) may be a major or elective course, a component of a course or a non-credit paid or unpaid experience (e.g., internship). An ELR-designated course is not required to be specified in a program's curriculum.

Within this structure, the content of programs determines the type of bachelor's degree:

Majors within the **Bachelor of Arts (B.A.)** degree usually are aimed at liberal learning; they tend to teach qualitative methods of scholarship, and they ordinarily have a small major and a relatively large number of electives, which makes the degree flexible.

Majors within the **Bachelor of Science (B.S.)** degree generally are oriented toward more specialized preparation; they tend to teach quantitative methods of scholarship, and they usually have a large number of major requirements, which somewhat limit the flexibility of the degree.

The **Bachelor of Integrative Studies (B.I.S.)** degree permits students to construct their own areas of focus within structured limits.

The **Bachelor of Technical and Applied Studies (B.T.A.S.)** is an adult-completion degree designed to accommodate varied educational backgrounds.

**Professional bachelor's degrees** tend to have a greater percentage of required courses in the content of the discipline as they prepare graduates for a specific profession. These programs usually require a core of professional studies that conforms to the standards of an accrediting agency or other professional/licensing body. The size of the professional core ordinarily restricts the number of hours that are available outside the associated major. Kent State University offers nine professional or technical undergraduate degrees:

Bachelor of Applied Horticulture (B.A.H.)Bachelor of Science in Education (B.S.E.)Bachelor of Business Administration (B.B.A.)Bachelor of Science in Information Technology (B.S.I.T.)Bachelor of Fine Arts (B.F.A.)Bachelor of Science in Nursing (B.S.N.)Bachelor of Music (B.M.)Bachelor of Science in Public Health (B.S.P.H.)Bachelor of Radiologic and Imaging Sciences Technology (B.R.I.T.)

<u>"2+2" Bachelor's Degree Programs</u>: Several baccalaureate programs at Kent State University can be completed with approximately two years of additional full-time study after completion of an associate degree. An example is the Bachelor of Science degree in Respiratory Care, which is a two-year program for students who hold an accredited associate degree in respiratory therapy/care and are registered respiratory therapists.

#### MASTER'S DEGREE

In broad terms, entry into a master's degree indicates that the student has sufficient preparation in a field of study to pursue greater specialization in that field. The degree program is designed to assure mastery of specified knowledge and skills, rather than an accumulation of credits beyond the baccalaureate.

The master's degree normally requires two years of full-time study and the completion of a minimum of 30 semester hours of graduate credit beyond the baccalaureate. Some specialized master's degrees may require more than this minimum. The basic components of the degree may vary in emphasis, but generally include a common core in the discipline; an integrative experience such as a seminar or practicum to synthesize the program's content and/or to translate theory into practice; and a summative experience to measure achievement and intellectual growth such as a thesis (6 credit hours), project, research paper and/or comprehensive examination.

Academic credit applicable to the master's degree is only awarded for those courses designed to expand and strengthen skills beyond the level of the baccalaureate. Degree credit is not awarded for courses that are remedial or designed to fulfill prerequisites for admission. No more than 50 percent of the program's coursework may be at the 50000 level (i.e., graduate courses slashed/co-scheduled with undergraduate courses).

Majors within the **Master of Arts (M.A.)** degree tend to emphasize liberal learning and qualitative methods of scholarship within a specific discipline. M.A. degree requirements often favor electives outside the discipline of the major.

Majors within the **Master of Science (M.S.)** degree tend to emphasize professional preparation and quantitative methods of scholarship within a specific discipline where scientific methodology predominates. M.S. degree requirements often favor requirements within the major.

**Professional master's degrees** implies preparation for professional and/or clinical practice. Generally, professional graduate degrees represent terminal degrees in their field. The resulting professional activity usually involves the giving of service to the public in the chosen field. Kent State offers 20 professional master's degrees:

Master of Architecture (M.Arch.) Master of Arts in Economics (M.A.E.) Master of Arts in Teaching (M.A.T.) Master of Business Administration (M.B.A.) Master of Digital Sciences (M.D.S.) Master of Education (M.ed.) Master of Fine Arts (M.F.A.) Master of Geographic Information Science (MGISc) Master of Healthcare Design (M.H.D.) Master of Landscape Architecture I (M.L.A.1)

Master of Landscape Architecture II (M.L.A.2) Master of Liberal Studies (L.S.M.) Master of Library and Information Science (M.L.I.S.) Master of Music (M.M.) Master of Public Administration (M.P.A.) Master of Public Health (M.P.H.) Master of Science in Accounting (M.S.A.) Master of Science in Nursing (M.S.N.) Master of Technology (M.Tech.) Master of Urban Design (M.U.D.)

# **POST-MASTER'S DEGREE**

The **Educational Specialist (Ed.S.)** degree is considered an "Intermediate" professional graduate degree that signifies work beyond the professional masters yet remaining short of a professional doctoral degree. The basic components of the degree may vary in emphasis but will generally include the following: a set of core courses, a demonstration of relevant competency in research, a clinical field study experience and electives designed to assist the student in achievement of career goals. The program normally includes one or more experiences that provide opportunity to integrate theory and practice and a summative experience as a context for measuring achievement and intellectual growth.

#### DOCTORAL DEGREE

The **Doctor of Philosophy (Ph.D.)** degree is designed for students interested in becoming professional scholars, college and university teachers or independent research workers and leaders in industry and private or government research institutions. It builds on the breadth and study-in-depth provided by a baccalaureate and the specialization acquired in the master's degree. Its specific purpose is to give students the analytic and research skills to function as a scholar in a discipline. The Ph.D. represents the highest level of academic certification at Kent State University and assures that its graduates have the scholarly skills to discover, interpret, integrate, apply and communicate the accumulated knowledge of a discipline.

The curriculum of the Ph.D. degree combines core coursework, a cognate (related) field, a comprehensive written and oral examination and a written cumulative product (dissertation) that shows the results of a scholarly work of original resource and is presented orally to a professional audience of scholars. The degree requires a minimum of 90 semester hours beyond the bachelor's degree, or 60 hours beyond the master's degree, of which 30 credit hours are for the dissertation.

**Professional doctoral degrees** educate students for professional practice, rather than the research-focused Ph.D. The degree is awarded after a period of study such that the total time to degree, including both preprofessional and professional preparation, equals at least six full-time equivalent academic years. Kent State offers three professional doctorates:

Doctor of Audiology (Au.D.) member of Northeast Ohio Audiology Consortium Doctor of Nursing Practice (D.N.P.) Doctor of Podiatric Medicine (D.P.M.)

# ACADEMIC PROGRAM DEFINITIONS

#### MAJOR

An academic major is a curriculum component that enables students to make an in-depth inquiry into a discipline or a professional field of study. It is organized around a specific set of goals, objectives and student learning outcomes that are accomplished through an ordered series of courses whose connections define an internal structure. A major that focuses on a discipline typically draws its courses predominantly from one department. One that encompasses a professional field of study or is interdisciplinary usually obtains its courses from more than one department or school. Departments or dependent schools have the responsibility for administering majors within their unit and for approving particular programs of study and appropriate course substitutions for students. Those departments involved with interdisciplinary majors perform the same functions as individual departments. Courses taken to fulfill other academic requirements (e.g., minors) sometimes are specified within the requirements for a degree; however, students may not declare a major and a minor in the same discipline.

One important aspect of a major is the opportunity it affords students to study a field in depth. A major introduces students to a discipline or field of study through a foundation of theory and method, which serves as a basis for further study. It exposes them to the gamut of topics examined and the analytical devices used in the study of the subject. It contains a core series of courses of advancing levels of knowledge and understanding. Study in depth provides students with an understanding of the fundamental problems and arguments of a discipline or field of study, as well as its limits. It affords students practice with the tools of the subject, introduces them to its historical and philosophical foundations and gives them a clear sense of its boundaries and its effectiveness as a means for understanding or serving human society.

Per the Ohio Department of Higher Education guidelines, a major must comprise a minimum of 30 semester credit hours of specialized study leading to both breadth and depth in a particular discipline.

#### Concentration

Majors may have concentrations (required or optional), which are approved set of courses to indicate in-depth knowledge or specialty area within the major and are recognized on the student's transcript.

Per the Ohio Department of Higher Education, concentrations must include a minimum of 50 percent of the overall curriculum within the major. For undergraduate majors, this percentage does not include general education (Kent Core), additional program requirements (electives or required courses that are not considered major coursework and/or not counted in major GPA) and general electives. The rationale behind the Ohio Department of Higher Education mandate is to ensure that concentrations are not so unique to their major curriculum that they operate as unauthorized separate degree programs.

Example in practice - Program 1:

- 33 Major credits (shared by all concentrations - counts in major GPA)
- + 18 Concentration credits (unique to concentration – counts in major GPA)
- 51 Major curriculum credits
- x .5
  - **25.5** 50 percent mark

Program 1 fits the rule because major credits (33) are more than 50 percent mark (25.5). Concentration includes 65% of the major curriculum.

Example in practice – Program 2:

- 27 Major credits (shared by all concentrations - counts in major GPA)
- Concentration credits (unique to concentration counts in major GPA) 45 +
- 72 Major curriculum credits .5
  - 36 50 percent mark

Program 2 does not fit the rule because major credits (27) are not more than 50 percent mark (36). Concentration includes 38% of the major curriculum.

Example in practice - Program 3:

- 30 Major credits (shared by all concentrations – counts in major GPA)
- 30 Concentration credits (unique to concentration – counts in major GPA) +
- 60 Major curriculum credits
- .5 Х

х

50 percent mark 30

Program 3 fits the rule because major credits (30) are equal to 50 percent mark (30). Concentration includes 50% of the major curriculum.

#### MINOR

An academic minor is a curriculum component, smaller than the major, which enables a student to make an inquiry into a discipline or field of study or to investigate a particular theme. The purpose of a minor is to provide formalized guidance to students in selecting courses in a field or content area that is outside the major and to provide formal recognition of that work on the transcript. Minors may be centered in a specific department or be drawn from several departments, as in the case of an interdisciplinary topical or thematic focus.

A minor is minimum 12 credit hours and normally contain between 18 and 25 credit hours, with a minimum of 6 of those hours being upper-division credit and a minimum 50 percent of the total hours in residence. Minors are sponsored by the unit that offers the courses in that discipline.

Students in a bachelor's or an applied associate degree (e.g., A.A.B., A.A.S.) or the Associate of Technical Study (A.T.S.), of which there is a major, may declare a minor. Students in a generalist associate degree (e.g., A.A., A.S., A.T.S.–Individualized Program) may not declare a minor.

Students may not pursue a minor and a major in the same discipline. A minimum of 6 credit hours in the minor must be outside of the course requirements for any major or other minor the student is pursuing. Students must formally declare a minor, similar to the process by which they declare the major.

#### CERTIFICATE

Certificate programs exist at Kent State University to deliver focused instruction and formalized guidance to students in areas that address contemporary, topical and/or workplace needs. Formal recognition of certificate completion is given on the student's transcript. Certificates may be pursued by and granted to students whether or not they are enrolled in a degree-granting major; however, all students who are granted a certificate must meet institutional admission and graduation standards.

Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing course inventory, with a maximum of 9 credits of variable topic (special topics, seminar, etc.) courses. Graduate certificates that are 21 credit hours or more must be approved by the Ohio Department of Higher Education. Please be aware that certificates that comprise more than 50 percent of new courses (i.e., not from the existing course inventory) require formal approval from the Higher Learning Commission; that approval may take more than six months to receive.

The Ohio Department of Higher Education defines the level of certificate programs as the following:

**Undergraduate General Certificates:** an award that requires completion of an organized program of study at the postsecondary level (i.e., below the baccalaureate). They are further classified into the following categories (from the IPEDS Glossary):

- Postsecondary Less Than One Academic Year: Total program must be minimum 16 credit hours (for federal financial aid eligibility) and maximum 29 credit hours. (Banner code: CER1-1xx)
- Postsecondary At Least One, but Less than Two Academic Years: Total program must be minimum 30 and maximum 59 credit hours. (Banner code: CER2-2xx)
- Postsecondary At Least Two, but Less than Four Academic Years: Total program must be minimum 60 credit hours and maximum 119 credit hours. (Banner code: CER4-4xx)

**Undergraduate Technical Certificates:** an award designed for an occupation or specific employment opportunity. These certificates should prepare students for a valid occupational license or third-party industry certification related to the field of study. Technical certificates and their associated occupational license or certification require approval from the Ohio Department of Higher Education. Technical certificates are further classified into two categories:

- Technical Less Than One Year: Total program must be minimum 16 credit hours (for federal financial aid eligibility) and maximum 29 credit hours.
- **Technical One Year:** Total program must be minimum 30 credit hours, with the majority of the coursework completed in a prescribed technical area.

#### Graduate Certificates:

- Post-Baccalaureate: Requires completion of a program of study beyond the bachelor's degree but does not meet the requirements of a master's degree. Minimum admission requirement is the bachelor's degree. Total program must be minimum 8 credit hours for federal financial aid eligibility. (Banner code: CER6-6xx)
- Post-Master's: Requires completion of a program of study beyond the master's degree but does not meet the requirements of a doctorate. Minimum admission requirement is the master's degree. Total program must be minimum 8 credit hours for federal financial aid eligibility. (Banner code: CER8-8xx)

Approved certificate programs must be reviewed by its sponsoring unit every five years, and a recommendation made on the continued status of the program. This review should assess achievements relative to the stated goals of the program and be submitted to the Educational Policies Council.

**NOTE:** the U.S. Department of Education approves federal financial aid eligibility for non-degree programs that prepare post-baccalaureate graduates to receive state licensure to teach in an elementary or secondary school. These are called "sub-baccalaureate certificates"; however, they are not designated as certificates at Kent State.

# ONLINE DELIVERY OF PROGRAMS

At Kent State, there are three types of online programs that academic units can offer:

- 1. Online Only: An online-only program has all (100 percent) of its required and elective courses offered fully online, with no expectation that students will take an on-ground course. The program may require students to be on campus for a specific purpose (e.g., orientation, support services); however, that requirement cannot be tied, whatsoever, to a course or any instructional component that affects student progression through the program for graduation. For a fully online program's culminating requirement (e.g., project, thesis), program faculty must allow for students to complete the requirement from a distance (e.g., students defending a thesis via web conferencing).
- 2. **Hybrid (Online/On-Ground):** A hybrid program blends online and on-ground course delivery. More than 50 percent of the program's course requirements are offered via distance education, and there are a reduced number of face-to face meetings. That 50 percent of course requirements does not include internship, student teaching or any other out-of-class instructional experience.
- 3. **Online and On-Ground:** A program that is offered both online and on-ground has two separate deliveries: (1) a fully online program with no on-ground course requirements and (2) an on-ground program with the expectation that the majority of courses will be offered on-ground. Both online and on-ground programs are identical in all ways except course delivery (i.e., no difference in admission criteria, course requirements, student learning outcomes, etc.).

Any program that meets one of the three definitions above must be approved by the Ohio Department of Higher Education to be marketed and communicated to students as online. Please contact Curriculum Services to discuss the approval process.

Students in a fully online program are given a different financial aid package ("cost of attendance") as required by the U.S. Department of Education. Out-of-state students in a fully online program are given a discounted tuition rate. Therefore, fully online programs are coded differently in Banner—coded with "V" for virtual—to distinguish them from on-ground programs. This differentiation allows for correct federal and state reporting, bursar billing of tuition and fees, accreditation reporting, international student tracking and veteran's services benefits processing. Failure to properly code online-only program results in non-compliance with federal Title IV financial aid regulations, which can result in substantial penalties to Kent State University.

**NOTE:** If online delivery is not the intent of a program's coordinators, but the program's curriculum has enough flexibility so that individual students could fulfill requirements with a majority of online courses through deliberate course selection, the program does not need to be classified and/or approved as online, as long as the program is not marketed to students as an online program.

## SUSPENSION OF PROGRAMS

A college may suspend admission into an academic program (e.g., major, concentration, minor, certificate) for a specific period of time. During a program's suspension, students cannot be admitted; however, the program will continue to appear in the University Catalog (with a note that it is suspended), in the Search Programs and Degrees website and in internal and external reports.

Faculty may suspend admission to a program for several reasons. Those reasons include, but are not limited to, (1) total enrollment in the program needs to be capped due to limited resources; (2) significant revisions are planned for the program, and faculty don't want in-progress students under the previous curriculum; (3) faculty need to develop a teach-out plan for in-progress students before a request can be submitted for inactivation; or (4) faculty need time to deliberate and decide whether to revise a program or inactivate.

A program suspension is not the same as program inactivation.

A proposal for temporary suspension of admission into an academic program must be submitted through the college's standard curriculum review and approval process with a proposed effective term. A program cannot be suspended for a term in which students have been admitted already.

During the suspension, no new or returning students will be able to declare the program. The college administering the program will ensure that active students declared in the program before the suspension will have the resources to complete their requirements within a timely manner.

At any time within five years of the initial suspension, the college may reopen admission or inactivate the program by submitting a proposal through the college's standard curriculum review and approval process.

If admission into the program is not reopened within the five years of suspension, the program will be declared inactive by the Office of the Provost, which will notify all appropriate bodies.

Policy approved 12-Dec-16 (Faculty Senate)

# INTER-INSTITUTIONAL AGREEMENTS WITH CURRICULAR IMPLICATIONS

An articulation agreement or memorandum of understanding that specifies the rights and privileges of students moving from one institution to another are referred to as inter-institutional agreements. The usual common denominator of such agreements is academic course credit, although other issues such as admission priority, catalog rights, access to residence halls and other student services may be involved.

Below are general definitions of some common agreements:

**Two-plus-two (2+2) articulation** is a formal agreement between institutions whereby eligible associate degree holders are guaranteed matriculation into the third year of a specific four-year bachelor's degree at Kent State. Example: Students who earn the A.A.B. degree in Hospitality Management at Cuyahoga Community College, upon admission to Kent State, may matriculate into the third year of Kent State's B.S. degree in Hospitality Management.

**Dual admission** programs articulate a four-year degree across two institutions, with the usual intent for students to complete the first two years at a community college and final two years at Kent State. These are similar to 2+2 programs except that students are admitted concurrently to both institutions and may be guaranteed catalog rights from the year they enter the agreement. There are separate faculty bodies and, for the most part, separate curricular and requirements to achieve the two degrees.

**Partnerships** provide mutual support for the offering of an academic program. Example: Kent State offering the BBA degree onsite at Lorain County Community College.

**Joint, consortia or dual enrollment** agreements are collaborations between institutions to offer one degree program. Students admitted to a program will choose one "enrollment" university for the purposes of transcript, registration and degree granting. However, there is, typically, one faculty body, and students are able to take courses at the partnering institutions. Example: the MFA degree in Creative Writing at Kent State, University of Akron and Youngstown State University.

**Cross registration** agreements between post-secondary institutions allow students enrolled at one institution (home institution) to take courses at another institution (host institution). The host institution determines registration dates, course availability and any special course fees, and will send a grade report to the home institution at the end of the term. Students may cross register at only one institution per term and may take a specified number of courses each term.

**College Credit Plus** (formerly dual credit) agreements allow high school students to register for a Kent State course taught in the high school, on a Kent State campus or via online by a Kent State faculty member or a Kent State-approved high school instructor (i.e., adjunct status) for high school and college credit. College Credit Plus courses offered in high schools through Kent State must duplicate the course delivered at a Kent State campus to matriculated students. College Credit Plus courses taken at the high school become part of the high school student's official college transcript; therefore, the earned course and credits will be accepted at Kent State.

**College tech prep** prepares high school students for post-secondary education and high-skill, high-demand technical careers. The nationwide program provides students with a planned program of study starting in grade nine and continuing through a college degree, and incorporates college prep academics with hand-on career technical skills. Upon completion of the high school portion of the curriculum, students who have met the established criteria are eligible for articulated college credit at Kent State University. Example: Students completing the Veterinary Science program at the Columbiana County Career and Technical Center, upon admission to Kent State, will receive credit for Kent State course VTEC 10001 toward the A.A.S. degree in Veterinary Technology.

**Trade competency (or block credit)** agreements involve other post-secondary institutions, vocational centers and educational institutions judged to be at a college level; student receive a specified block of college credit for courses completed or training/certification received. This block of credit is awarded either after the student successfully completes a Kent State transition course or has completed all the courses required in the program. Example: Licensed practical nurses and certified paramedics, upon admission to Kent State University and after successfully completing a summer transition course, will receive credit for a specified list of courses applicable toward the A.A.S. degree in Nursing.

# CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP)

#### MEANING OF THE CIP

The Classification of Instructional Programs (CIP) is a taxonomy of academic disciplines at institutions of higher education in the United States. This taxonomy allows agencies to understand what academic programs institutions offer no matter the varied ways each institution titles their programs.

The CIP was developed in 1980 by the National Center for Education Statistics (NCES) of the U. S. Department of Education. Since then, it has been reviewed and updated every 10 years. The 2020 edition is the current revision of the taxonomy. The full CIP database can be found at <u>nces.ed.gov/ipeds/cipcode</u>.

The CIP is used in a variety of education information surveys and databases at the federal and state levels. The CIP is used by NCES in the Integrated Postsecondary Education Data System (IPEDS) to report on degree completions from all U.S. colleges and universities. Other federal agencies that use the CIP include the National Science Foundation, the Department of Commerce (Bureau of the Census), the Department of Labor (Bureau of Labor Statistics) and the Department of Homeland Security (Immigration and Customs Enforcement).

The CIP also is used by state agencies, national associations, academic institutions and employment counseling services for collecting, reporting and analyzing instructional program data. The Ohio Department of Higher Education has adopted the CIP for determining course subsidy for public institutions.

Given this wide range of uses, it is important that an assigned CIP code reflect the best overall description of a program or course, and not be tailored to any specific use or application.

#### **ORGANIZATION OF THE CIP**

The programs within the CIP are organized on three levels:

- 1. Two-digit series that indicate a board subject area. Example: <u>09</u> "Communication, Journalism and Related Programs."
- 2. Four-digit series, of which the last two numbers represent an intermediate aggregation with that broad subject. Example: 09.09 "Public Relations, Advertising, and Applied Communication."
- 3. Six-digit codes, of which the final two numbers indicate the specific subject matter of the individual program or course. Example: 09.0906 Sports Communication."

Another example of a CIP:

(2 digits) **16. Foreign Languages, Literatures, and Linguistics.** Instructional programs that focus on foreign languages and literatures, the humanistic and scientific study of linguistics, and the provision of professional interpretation and translation services.

(4 digits) **16.09 Romance Languages, Literatures, and Linguistics.** Instructional content for this group of programs is defined in codes 16.0900 - 16.0999.

(6 digits) **16.0905 Spanish Language and Literature.** A program that focuses on the Spanish language and related dialects. Includes instruction in philology; Modern Castillan; Latin American and regional Spanish dialects; and applications in business, science/technology, and other settings.

#### **ASSIGNMENT OF THE CIP**

CIP codes at Kent State University are assigned by Curriculum Services, consistent with guidance from NCES.

- CIP codes are assigned to majors, certificate programs and courses. Degrees, minors and concentrations are not assigned CIP codes (concentrations are considered a subset of their major and are reported under the major CIP code). A major offered under multiple degrees will have the same CIP code.
- Each major, certificate and course is assigned the single CIP code that best describes the content of the program or course. When a program or course has characteristics of more than one CIP classification, Curriculum Services will work with the academic unit to determine the appropriate CIP code.
- CIP codes are assigned to programs and courses, not individuals. All students enrolled in or graduated with a
  major or certificate are identified by the same CIP code, regardless of their individual course selections,
  concentration, specialization or thesis/dissertation topic.

# ADVICE FOR SUCCESSFUL COMPLETION OF PROGRAM PROPOSALS

- Encroachment/duplication issues, if applicable, must be documented in the proposal. Communicate with
  appropriate academic units and campuses when establishing or revising a program that may be similar to an
  established program or overlap disciplines.
- Program names should be the officially approved ones and consistent throughout the proposal.
- **Concentrations** sometimes are misidentified as majors, and minors sometimes are misidentified as concentrations. Definitions of academic programs can be found on pages 22-25.
- Document consistency is critical. Confirm that the program and its requirements are identical in proposal summary and in the catalog copy and roadmap.
- Any mention or listing of course changes (new, revision or inactivation) in a program proposal does not constitute a course proposal. Separate course proposals also must be submitted to ensure implementation.
- Only one proposal is needed for multiple changes to a major and its concentrations, even if different actions are occurring to the major core and individual concentrations.
- When in doubt, contact the Curriculum Services staff.

# WHEN A PROGRAM REVISION IS NOT A REVISION BUT A NEW PROGRAM

Faculty members in charge of programs are encouraged to review and update their curricular offerings periodically to ensure relevance with respect to recent developments of new knowledge in the field or discipline. However, if the revisions are extensive enough that the revised program no longer resembles the existing, approved program—e.g., the mission, goals, objectives and/or learning outcomes are substantially different, as are the career opportunities for graduates—the program will be considered a new program and must follow the new program approval process.

Per the Ohio Department of Higher Education, if revisions to a program's curriculum equal or exceed 50 percent based on the total number of credit hours in the degree program as published in the current catalog, the revision will be considered a "substantive change" and will require ODHE approval.

A proposal that elevates an existing concentration within a major to its own major (i.e., becomes a separate degree program) must follow the new program approval process.

# IV. COURSES

## **COURSE NUMBERING**

The definition of levels and numbering of courses at Kent State University is intended to provide a clear distinction among lower-division, upper-division and graduate courses. Ideally, course numbers should also clarify course sequencing where that is intended. in general, levels of courses differ with regard to the breadth and depth of their content, the perspective from which the subject is viewed, the degree to which particular intellectual skills are emphasized and the degree of responsibility expected of students as they study the subject. Course numbers usually correspond to the classification of students as freshmen, sophomores, juniors, seniors, master's and doctoral students.

Some digits of the course number are intended to convey a university-wide meaning and must be used consistently across all disciplines. The first digit identifies the level of instruction:

00000 10000 20000 30000 40000	developmental freshman sophomore junior senior	undergraduate courses	50000 60000 70000 80000	master's master's doctoral doctoral	graduate courses
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Developmental (00000) courses, also known as remedial, are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum and educational setting. More information on developmental courses can be found on page 33 of this document.

Lower-division (10000, 20000) courses are for freshmen, sophomores and others with little or no background in the discipline. Generally, these courses provide the understanding, foundation and preparation for more advanced study (although a pathway for more advanced study is not always required, and they may be ends in themselves).

Upper-division (30000, 40000) credit should be awarded for courses that are major related with the specialization, breadth and depth in a particular field. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.

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 number xxx88, which is 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 (field experience, practicum,	xxx99	Project or Capstone
	internship, student teaching, directed practice)	6x199	Thesis I
xxx93	Variable-Topic Workshop	6x299	Thesis II
xxx94	College Teaching	8x199	Dissertation I
xxx95	Special Topics	8x299	Dissertation II

# **CROSS-LISTED COURSES**

Cross-listing a course means that a single course is offered by two departments/schools, allowing the academic units to collaborate on a topic that may cross disciplines. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Therefore, cross-listed courses must have identical level (i.e., first number), titles, credit hours, grade rules, descriptions (including content) and learning outcomes. Cross-listing of courses in more than two

departments is discouraged unless there is a clear academic rationale for the multiple listing. Supportive documentation is required for each cross-listed course in the course inventory. Faculty submitting a revision to one cross-listed course must also submit (or ensure that the appropriate academic unit is submitting) the same revision to the corresponding cross-listed course.

Cross-listed courses are considered equivalent (i.e., treated as the same course) in regard to calculating a students' GPA and overall credit hours and their eligibility for federal financial aid. See more about course equivalency below.

# **SLASHED COURSES**

Slashed courses enable students at two or three levels (e.g., senior undergraduate, master's, doctoral) within the same discipline to be instructed simultaneously. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor). Slashed courses permitted are 4/5 (senior-level bachelor's/master's), 4/5/7 (senior-level bachelor's/master's/doctoral) and 6/8 (master's/doctoral).

Slashed courses must have the same course subject (e.g., BSCI) and be identical with the exception of the course level and prerequisite (i.e., students registering for 50000-level must be graduate standing; students registering for 70000-level must be doctoral standing). Slashed courses must specify differential expectations for bachelor's, master's and doctoral students.

Although they may be co-scheduled, slashed courses are considered stand-alone courses (with separate registration, enrollment and subsidy levels); therefore, supportive documentation is required for each slashed course in the course inventory. Faculty submitting a revision to one slashed course must also submit the same revision to the corresponding slashed course.

Slashed courses are considered equivalent (i.e., treated as the same course) in regard to student course registration, GPA and hours calculation and eligibility for federal financial aid. See more about course equivalency, below. Undergraduate students are not permitted to register for a graduate course that has a slashed undergraduate course unless the registration is approved through the students' enrollment in a combined bachelor's/graduate degree program.

# **EQUIVALENT COURSES**

Kent State courses determined by faculty to share more than 70 percent of the total content and student learning outcomes are considered equivalent. These courses are programmed in Banner to be treated as the same course (equivalency is noted in each course's catalog description). Courses designated as cross-listed and slashed are programmed automatically as equivalent; however, there are many Kent State courses that are not co-scheduled but are considered equivalent (e.g., IT 11000 Introduction to Computer Systems is equivalent to CIS 24053 Introduction to Computer Applications). Courses that previously had a different course subject, number and/or title are also programmed in Banner to recognize their former identifications. Therefore, it is extremely important to consider equivalency between the course with the old subject/number/title and the course with the new subject/number/title.

If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite. E.g., students who completed IT 11000 will be able to register successfully for a course that has a prerequisite of CIS 24053.

Equivalent courses should not have different credit hours. E.g., if a student takes Course 10000 (3 credits) and earns a C, then takes its official equivalent Course 20000 (1 credit) and earns a B, only 1 credit will be counted toward graduation.

Groupings of equivalent courses cannot be entered in Banner (e.g., two courses taken together are equivalent to one course). Any GPA or credit recalculation for those courses must be done manually by the Office of the University Registrar through the student petition process.

Please be aware of equivalency when revising a course. If the revisions to a course are so great that the revised course cannot no longer be considered equivalent to the current course, the current course should be inactivated, and a new course established.

# WHEN A COURSE REVISION IS NO LONGER A REVISION BUT A NEW COURSE

A substantial revision to a course may result in a scenario in which the newly revised course is no longer equivalent to the course, as it previously existed. in this case, the current course should be inactivated, and a new course established. The following changes represent a few examples of substantial revisions that may affect equivalency: the removal of a laboratory component of a course; major revisions to course content, description, and/or title; and addition or subtraction of contact hours and associated content. Other types of revisions may also result in a loss of equivalency.

Substantial revisions of this nature require consideration of course repeat and applicability. For example, if Course 10000 is 5 credit hours and combined lecture/laboratory, and it is revised to be a 4 credit hours lecture, a student could repeat the course and recalculate their grade without again completing the laboratory portion and associated content. The student would also lose one credit hour toward graduation. Additionally, students who successfully complete either the newly revised version <u>or</u> the previous, existing version of Course 10000 will be able to satisfy any requirement of the course in a previous or current catalog year.

Contact Curriculum Services for any questions related to course revisions and equivalency. Curriculum Services may, after reviewing a proposal, consult with the originator to discuss establishing a new course rather than moving forward with a revision if the extent of the proposed revisions raises concerns such as these.

If a course is split into two courses (e.g., a lecture/lab course split into separate lecture and lab courses) or vice versa, do not reuse the course number; instead the two courses should be considered new, with new numbers.

# **INACTIVATION AND RE-USE OF COURSE NUMBER**

Inactivation of a course or revision of course number automatically causes the old number to be marked for deletion from the course inventory. Reusing a course number for a new course—with the new course not considered equivalent to the previous course with that number—may adversely affect students' degree program, total credits toward graduation, GPA calculation and course registration. Therefore, inactivated course numbers may not be reassigned, ever, to another course.

Policy approved 24 August 2019 (Educational Policies Council)

# **DEVELOPMENTAL (REMEDIAL) COURSES**

A developmental course is considered below college level and, therefore, cannot be applied toward the requirements for a certificate or degree program (Ohio Administrative Code 3333-1-02, section B[4]). Although developmental courses count toward the course load for financial aid and other purposes, hours taken in these courses are subtracted from the students' total before graduation.

Kent State's developmental courses are designated with 0 as the first number (e.g., MATH 00020 Pre-Algebra).

The following definitions are taken from the Ohio Department of Higher Education *Decision Rules for Assigning Levels and CIP Codes for Undergraduate Courses in the HEI Course Inventory* (April 27, 2012).

- **Developmental English:** Below-college-level courses that cover topics in reading and writing to prepare students for college-level English and composition courses.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).

#### **CURRICULUM GUIDELINES**

- Level 02: developmental English, reading or writing courses below level 01.
- Developmental Reading: Below-college-level courses that cover topics in reading and reading comprehension.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- Developmental Writing: Below-college-level courses that cover topics in writing skills.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
  - **Developmental Mathematics–Computational Skills/Geometry/Algebra:** Below-college-level math courses that cover topics in arithmetic operations, geometry and algebra.
    - Highest level (01) is for intermediate algebra, just below college algebra. Topics include equations and inequalities in one variable and two variables, including graphing and different forms of radicals, quadratic functions, exponential functions, and logarithmic functions.
    - Middle level (02) is for elementary algebra and geometry, statistics and algebra with basic geometry and basic right-angle trigonometry. Topics include linear equations, applications, factoring algebraic fractions, exponents, graphing, basic geometry, and basic right triangle trigonometry.
    - Lowest level (03) is for computational skills/pre-algebra. Topics include whole numbers, arithmetic operations, fractions, decimals, ratios and proportions, percent, measurement and measurement conversions, signed numbers, and linear equations.
- Developmental Mathematics-Statistics: Below-college-level courses that cover topics in statistics and probability.
- English as a Second Language: a program that focuses on the development of proficiencies in reading, writing, and speaking a language or languages, other than the mother tongue, that are needed to perform day-to-day tasks. Includes instruction in the use of basic communication skills to develop and transmit ideas and thoughts.
- **Study Skills:** Courses designed to improve study skills, time management and other topics that aid in the transition to college. Note: Not all study skills courses must be classified as developmental. Designation of developmental depends on whether the course credits can be applied towards degree or certificate.
- Other Developmental Courses: as appropriate (e.g., developmental chemistry course).

# GRADE MODE

All courses are letter graded (A, B, C, etc.) unless otherwise denoted in the catalog description. Typical courses that allow Satisfactory/Unsatisfactory (S/U) grading are field experience, practicum, internship, workshop, college teaching, individual investigation, thesis and dissertation. A course may be graded with letters <u>or</u> S/U, not both.

An In-Progress (IP) mark is allowed only for courses for which there is an expectation that students may need more time beyond the term to complete all requirements to earn a final grade. Typical examples are research, practicum, internship, project, clinical education, individual investigation, thesis and dissertation. An IP mark should be used judicially as it is expected that students should complete their courses by the term's end for a timely completion of their degree The IP mark is not to be used in place of an Incomplete (IN) mark, and rationale must be given for assigning an IP grade mode to a course.

Faculty assign a grade mode to courses through the course approval process. The grade mode for a course does not change from section to section. Kent State grade modes that can be attached to courses (and their Banner codes) are listed below:

- B Standard Letter (A, A-, B+, B, B-, C+, C, C-, D+, D, F, NF, SF)
- C Standard Letter or In-Progress (IP)
- F Satisfactory/Unsatisfactory (S/U)
- G Satisfactory/Unsatisfactory (S/U) or In-Progress (IP)
- K Complete (CP)/Not Complete (NC) \*

\* Used only for the university's co-op course

The Audit (AU) mark and Pass/Fail (Y/Z) grades are not listed above as they are self-selected by students for a course, not pre-determined by faculty.

Kent State's grading policies and procedures can be found in the University Catalog (<u>catalog.kent.edu/academic-policies/grading-policies-procedures</u>).

# **SCHEDULE TYPES**

The delivery of instruction often requires educational material to be organized and presented to students in a variety of ways. Schedule types are intended to reflect the nature of activities required of students, the relationship between students and their instructors and the settings required to deliver the content of an instructional offering. Definitions of the various schedule types can be found at pages 37-44.

Kent State schedule types and their Banner codes are listed below:

Clerkship (CLR) Clinical Laboratory (CLN) Colloquium (COL) Combined Lecture/Laboratory (LLB) Cooperative Education (COP) Dissertation (DSR) Emporium (EMP) Flight Training (FLT) Individual Investigation (IND) International Experience (INT) Laboratory (LAB) Lecture (LEC) Master's Thesis (MST) Practical Experience (PRA) Private Lesson (PRL) Project or Capstone (PRJ) Recitation (RCT) Research (RES) Seminar (SEM) Studio (STU) Study Away (STA) Workshop (WSP)

# **CREDIT BY EXAMINATION**

Degree- or certificate-seeking students who can demonstrate ability and knowledge in a particular subject may establish credit in certain courses without enrolling in them. They accomplish this by taking a special examination or performing a special assignment, or both, through the appropriate academic unit. If the unit's faculty have determined the student successfully completed the exam or assignment in place of the course, the student is awarded the full credit hours for the course, but not a grade (the "CR" mark is displayed next to the course on the student's transcript and is not calculated into the student's GPA).

Credit by Examination (CBE) is a Kent State program, separate from the national and university-accepted alternative credit programs (e.g., AP, IB, CLEP).

Kent State credit-by-examination options and their Banner codes are listed below:

- Credit by Exam—Available (A)
   Eligible students may earn credit for the course through a faculty-administered exam.
- Credit by Exam—Department Approval (D) Eligible students may earn credit for the course through a faculty-administered exam. The department reserves the right to approve the students who can take the exam.
- Credit by Exam—Not Approved (N) Students may <u>not</u> earn credit for the course through a faculty-administered exam.

To approve or revise a course for credit by examination, faculty must submit a course revision proposal. Once a course is approved for CBE, faculty in the course's academic unit are responsible for administrating the exam.

The full policy can be found at <u>catalog.kent.edu/academic-policies/alternative-credit</u>. A list of courses currently approved for CBE and the application to earn CBE can be found at <u>www.kent.edu/registrar/credit-exam</u>.

# FLEXIBLY SCHEDULED COURSE SECTIONS (OPEN LEARNING)

A flexibly scheduled course section is not offered for the complete length of a regular academic term or for any of the established parts of a term; however, it must still be offered within the parameters of an academic term length.

In Banner, flexibly scheduled sections are called Open Learning (OL). Requests for an open-learning section must be submitted to the Office of the University Registrar. All flexibly scheduled courses must still meet Kent State's guidelines for the awarding of academic credit (see pages 33-41).

# **COURSE ATTRIBUTES**

Course attributes designate specific courses that are approved to fulfill an undergraduate university requirement (e.g., Kent Core, diversity) or state-wide transfer initiative (e.g., Transfer Assurance Guides). Course attributes are displayed in the University Catalog and Schedule of Classes.

Kent State Undergraduate University Requirements and their Banner codes are listed below:

Diversity Domestic (DIVD) Diversity Global (DIVG) Experiential Learning Requirement (ELR) Kent Core Additional (KADL) Kent Core Basic Sciences (KBS) Kent Core Basic Sciences Lab (KLAB) Kent Core Composition (KCMP) Kent Core Fine Arts (KFA) Kent Core Humanities (KHUM) Kent Core Mathematics and Critical Reasoning (KMCR) Kent Core Social Sciences (KSS) Writing Intensive Course (WIC)

State-Wide Transfer Initiatives and their Banner codes are listed below:

CTAG Air Transportation (CTAIR) CTAG Construction Technology (CTCN) CTAG Criminal Justice (CTCJ) CTAG Culinary and Food Service (CTCF) CTAG Education (CTED) CTAG Electrical Engineer Technology (CTEE) CTAG Entrepreneurship (CTEN) CTAG Exercise Science (CTES) CTAG Health Information (CTHI) CTAG Information Technology (CTIT) CTAG Interactive Media (CTIM) CTAG Mechanical Engineering Technology (CTME) TAG Science (OSC) CTAG Media Arts (CTMA) CTAG Medical Terminology (CTMT) CTAG Nursing/Associate Degree (CTAD) CTAG Performing Arts (CTPA) CTAG Programming (CTPR) CTAG Renewable Energy (CTRE) CTAG Supply Chain Management (CTSC) CTAG Visual Design and Imaging (CTVD)

TAG Arts and Humanities (OAH) TAG Business (OBU) TAG Communication (OCM) TAG Education (OED) TAG Engineering (OES) TAG Engineering Technology (OET) TAG Foreign Language (OFL) TAG Health (OHL) TAG History (OHS) TAG Mathematics (OMT) TAG Renewable Energy (ORE) TAG Social and Behavioral Sciences (OSS) Transfer Module Composition (TCMP) Transfer Module Fine Arts (TFA) Transfer Module Humanities (THUM) Transfer Module Mathematics (TMTH) Transfer Module Natural Sciences (TNS) Transfer Module Social Sciences (TSS)

# COURSES DESIGNATED AS REPEATABLE FOR CREDIT

Courses may be designated to allow students to repeat them to earn credit hours each time. A repeatable-forcredit course offers a different instructional experience and learning outcomes for students each time they take it. Examples include special topics, research, individual investigation, practicum or internship, competency- or skillbased (e.g., violin course, theatre production).

Courses ending in 91 to 99 (i.e., variable-content seminar, practical experience, workshop, college teaching, special topics, individual investigation, colloquium, research, thesis, dissertation) are designated as repeatable for

credit unless specified otherwise in documentation. See pages 37-42 for definition of these courses.

If faculty wish to restrict the number of attempts or credit hours of a repeatable-for-credit course toward a specific program, they should submit a program revision proposal to include that restriction in the requirements for program completion.

Kent State course repeat options and their Banner codes are listed below:

Course may be repeated for credit (RP) Course may not be repeated for credit (NR)

# INSTRUCTIONAL ACTIVITIES AND CREDIT-TO-CONTACT HOURS

#### **DEFINITION OF SEMESTER CREDIT HOUR**

"Semester credit hour" means a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met. Credit hours may be calculated differently for certain types of instructional activities, including But not limited to: laboratory instruction, clinical laboratory instruction, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, miscellaneous and studio experience (Ohio Administrative Code, 3333-1-02, 2010).

#### **DEFINITION OF ACADEMIC YEAR LENGTH**

"Academic year" means a period of time that is at least 30 weeks in length counting periods of time (terms) that begin on the first day of classes and end on the last day of classes or examinations. The 30-week requirement shall be measured exclusive of compressed terms, e.g., summer (Ohio Administrative Code, 3333-1-02, 2010).

#### **DEFINITION OF SEMESTER LENGTH**

"Academic semester" means a period of time that shall consist of no fewer than 15 calendar weeks and no more than 17 calendar weeks of instructional time. The inclusion of breaks or holidays within any particular semester shall be at the discretion of the institution so long as the institution is in compliance with the criteria for awarding semester credit hours (Ohio Administrative Code, 3333-1-02, 2010).

Kent State University's academic semester is 17 weeks\* of instructional time, which consists of 15\*\* calendar weeks of scheduled classes and one calendar week of examination. One week of break is included in each spring and fall semester, but not in the instructional length or in the criteria for awarding semester credit hours.

- \* Fall semester: 16 weeks, 4 days; spring semester: 16 weeks, 3 days
- \*\* Fall and spring semesters: 14 weeks, 2 days

#### **DEFINITION OF INSTRUCTIONAL WEEK TIME**

"Week of instructional time" means for purposes of the definition of academic semester, academic quarter and academic year, a week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of examinations occurs (Ohio Administrative Code, 3333-1-02, 2010).

#### DEFINITION OF SCHEDULE TYPES AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT

Credit-to-contact ratios listed below are the minimum university standards. Some programs may require more to fulfill accreditation, licensure, certification or other requirements.

#### **CURRICULUM GUIDELINES**

#### 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)

<u>Grade modes permitted:</u> letter, satisfactory/unsatisfactory

Variable credit permitted: no

<u>Credit-to-contact ratio</u>: 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.

#### 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

<u>Credit-to-contact ratio</u>: 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

See pages 44-45 for a chart that breaks down the contact hours per course length for lecture and laboratory courses.

#### 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. <u>Designated number:</u> 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.

## 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 of 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

<u>Credit-to-contact ratio</u>: 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.

## **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

<u>Schedule type:</u> clinical laboratory (CLN)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

<u>Credit-to-contact ratio:</u> Credit hour is awarded on the same basis as a laboratory course.

## **COLLEGE TEACHING**

College teaching is designed to provide supervision and/or instruction in the special aspects of college teaching. <u>Designated number</u>: xxx94 Schedule type: lecture (LEC)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-3

<u>Credit-to-contact ratio</u>: 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).

<u>Designated number:</u> none <u>Schedule type:</u> colloquium (COL) <u>Grade modes permitted:</u> letter, satisfactory/unsatisfactory <u>Variable credit permitted:</u> no <u>Credit-to-contact ratio</u>: 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 – VARIABLE CONTENT**

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

<u>Credit-to-contact ratio</u>: 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.

## **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

## **DISSERTATION – DOCTORAL**

A doctoral 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

<u>Credit-to-contact ratio</u>: 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.

#### 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

<u>Credit-to-contact ratio</u>: 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.

#### FIELD EXPERIENCE – see Practical Experience

## 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.

<u>Designated number:</u> none <u>Schedule type:</u> flight training (FLT) <u>Grade modes permitted:</u> 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 groundbased 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 groundbased 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.

## 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

<u>Credit-to-contact ratio</u>: One credit hour is awarded for a minimum three clock hours in a standard week of a 15week 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, fieldwork, 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\*\*

<u>Schedule type:</u> international experience (INT) *course may also have pre-/post-travel lecture schedule type* <u>Grade modes permitted:</u> letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-4

<u>Credit-to-contact ratio</u>: 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.

## 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\*\*

<u>Schedule type:</u> practical experience (PRA)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-12

<u>Credit-to-contact ratio</u>: One credit hour is awarded for a minimum three clock hours in a standard week of a 15week semester, or for a minimum 45 clock hours in a semester.

#### **PROJECT OR CAPSTONE**

A project or capstone (which may include a senior or honor's thesis) culminates in a scholarly, comprehensive paper or project that integrates knowledge attained through coursework and 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

<u>Credit-to-contact ratio</u>: 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

<u>Credit-to-contact ratio</u>: 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.

## 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

<u>Credit-to-contact ratio</u>: One credit hour is awarded for a minimum three clock hours in a standard week of a 15week semester, or for a minimum 45 clock hours in a semester.

## 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. The content of the 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).

<u>Designated number:</u> none <u>Schedule type:</u> seminar (SEM) <u>Grade modes permitted:</u> letter, satisfactory/unsatisfactory

Variable credit permitted: no

<u>Credit-to-contact ratio</u>: 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.

## **SEMINAR – VARIABLE CONTENT**

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)

<u>Grade modes permitted:</u> letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-4

<u>Credit-to-contact ratio</u>: 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.

## 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

<u>Credit-to-contact ratio</u>: Credit hour is awarded based on the schedule type assigned.

## **STUDENT TEACHING** – see Practical Experience

## STUDIO

A studio is a workplace for the teaching or practice of an art. <u>Designated number:</u> none <u>Schedule type:</u> studio (STU) <u>Grade modes permitted:</u> letter, satisfactory/unsatisfactory, in-progress\* <u>Variable credit permitted:</u> yes <u>Credit to contact ratio</u>:

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.

#### **CURRICULUM GUIDELINES**

#### 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, fieldwork 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

<u>Credit-to-contact ratio</u>: 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.

#### **THESIS – MASTER'S**

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)

<u>Credit-to-contact ratio</u>: One credit hour is awarded for a minimum three clock hours in a standard week of a 15week semester, or for a minimum 45 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

<u>Schedule type:</u> workshop (WSP)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

<u>Credit-to-contact ratio</u>: 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 – VARIABLE TOPIC

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. A workshop that has relatively unchanging topics and is offered with regularity should be assigned an unreserved number (see definition above). 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 the rigor appropriate to graduate level work. Designated number: xxx93

Schedule type: workshop (WSP)

Grade modes permitted: satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-6

<u>Credit-to-contact ratio</u>: 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 by Curriculum Services.

Approved by Faculty Senate on December 11, 2017 Prior Approval Dates: September 9, 2013; November 5, 2012

## CALCULATION OF A COURSE'S CONTACT HOURS BASED ON COURSE LENGTH

## Lecture or Seminar Course

Credit-to-contact ratio is <u>1:1</u>, which means each 1 credit hour of the course should have 1 nominal hour of faculty/student contact a week in a full (15-week) semester.

Course	Total	Total contact	Contact minutes	Contact minutes	Contact minutes	Contact minutes	
hours	hours *	(hours)	(nours) per week	(nours) per week	(nours) per week	(nours) per week	
1	15	750 min	50 min	94 min	107 min	150 min	
I	15	(12 hr 30 min)	50 mm	(1 hr 34 min)	(1 hr 47 min)	(2 hr 30 min)	
C	20	1500 min	100 min	188 min	214 min	300 min	
2	30	(25 hr)	(1 hr 40 min)	(3 hr 8 min)	(3 hr 34 min)	(5 hr)	
S	45	2250 min	150 min	281 min	321 min	450 min	
3	45	(37 hr 30 min)	(2 hr 30 min)	(4 hr 41 min)	(5 hr 21 min)	(7 hr 30 min)	
1	60	3000 min	200 min	375 min	429 min	600 min	
4	00	(50 hr)	(3 hr 20 min)	(6 hr 15 min)	(7 hr 9 min)	(10 hr)	

## Laboratory or Studio Course with out-of-class assignments that normally average one hour of out-ofclass study to prepare for or follow-up the laboratory/studio experience

**C**redit-to-contact ratio is <u>1:2</u>, which means each 1 credit hour of the course should have 2 nominal hours of faculty/student contact a week in standard 15-week semester.

Credit hours	Total nominal hours *	Total contact minutes (hours)	Contact minutes (hours) per week full semester	Contact minutes (hours) per week 8-week course	Contact minutes (hours) per week 7-week course	Contact minutes (hours) per week 5-week course
1	30	1500 min (25 br)	100 min (1 br 40 min)	188 min (3 br 8 min)	214 min (3 br 34 min)	300 min (5 br)
-		3000 min	200 min	375 min	429 min	600 min
2	60	(50 hr)	(3 hr 20 min)	(6 hr 15 min)	(7 hr 9 min)	(10 hr)
3	90	4500 min	300 min	563 min	643 min	900 min
5	50	(75 hr)	(5 hr)	(9 hr 23 min)	(10 hr 43 min)	(15 hr)

## Laboratory or Studio Course with little or no out-of-class study

Credit-to-contact ratio is <u>1:3</u>, which means each 1 credit hour of the course should have 3 nominal hours of faculty/student contact a week in standard 15-week semester.

Credit hours	Total nominal hours *	Total contact minutes (hours)	Contact minutes (hours) per week full semester	Contact minutes (hours) per week 8-week course	Contact minutes (hours) per week 7-week course	Contact minutes (hours) per week 5-week course
1	45	2250 min (37 hr 30 min)	150 min (2 hr 30 min)	281 min (4 hr 41 min)	321 min (5 hr 21 min)	450 min (7 hr 30 min)
2	90	4500 min (75 hr)	300 min (5 hr)	563 min (9 hr 23 min)	643 min (10 hr 43 min)	900 min (15 hr)
3	135	6750 min (112 hr 30 min)	450 min (7 hr 30 min)	844 min (14 hr 4 min)	964 min (16 hr 4 min)	1350 min (22 hr 30 min)

## **Combined Lecture/Laboratory Courses**

Credit hour is awarded on the same basis as lecture and laboratory and dependent on how the credit hours are allocated for each instruction. For example, a 5-credit lecture/lab that allocates 4 credits for lecture and 1 credit for lab with no out-of-class study would be broken down in the following way:

Credit hours	Total nominal hours *	Total contact minutes (hours)	Contact minutes (hours) per week full semester	Contact minutes (hours) per week 8-week course	Contact minutesContact minuteshours) per week(hours) per week8-week course7-week course			
Lecture								
4	60	3000 min (50 hr)	200 min (3 hr 20 min)	375 min (6 hr 15 min)	429 min (7 hr 9 min)	600 min (10 hr)		
Laborate	ory		· · ·	· · ·	· · ·	· · · ·		
1	45	2250 min (37 hr 30 min)	150 min (2 hr 30 min)	281 min (4 hr 41 min)	81 min 321 min (5 hr 21 min) (7			
Total for	r Course		· · · ·		· · ·	· · ·		
5	105	5250 min (87 hr 30 min)	350 min (5 hr 50 min)	656 min (10 hr 56 min)	750 min (12 hr 30 min)	1050 min (17 hr 30 min)		

**Note:** One way to know how many credits a lecture/lab course has allocated to each instruction is to view the breakdown of contact hours in the course description in FlashLine, see example:

## BSCI 11020 - FOUNDATIONAL ANATOMY AND PHYSIOLOGY II

3.000 Credit hours 2.000 Lecture hours 3.000 Lab hours

The lecture and lab contact hours listed are in weekly nominal terms for a 15-week course. Therefore, by looking at the total nominal hours in the charts above, 2 nominal hours for lecture (2x15=30 total nominal hours) and 3 nominal hours for lab (3x15=45 total nominal hours) means that 2 credits have been allocated to lecture and 1 credit allocated to lab for this course.

Crodit Total		Total contact	Contact minutes	Contact minutes	Contact minutes	Contact minutes
Credit	nominal	minutes	(hours) per week	(hours) per week	(hours) per week	(hours) per week
nours	hours *	(hours)	15-week course	8-week course	7-week course	5-week course
Lecture						
2 20	20	1500 min	100 min	188 min	214 min	300 min
2 30		(25 hr)	(1 hr 40 min)	(3 hr 8 min) (3 hr 34 min		(5 hr)
Laborat	ory					
1	45	2250 min	150 min	281 min	321 min	450 min
1	45	(37 hr 30 min)	(2 hr 30 min)	(4 hr 41 min)	(5 hr 21 min)	(7 hr 30 min)
Total fo	r Course					
2	105	3750 min	250 min	469 min	535 min	750 min
3	105	(62 hr 30 min)	(4 hr 10 min)	(7 hr 49 min)	(8 hr 55 min)	(12 hr 30 min)

\* One nominal hour is equivalent to 50 minutes.

## DISTANCE-EDUCATION COURSES

Per the Code of Federal Regulations (Title 34, Subtitle B, Chapter VI, Part 600 Institutional Eligibility Under the Higher Education Act of 1965, as Amended):

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) [below] of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.\*

The technologies may include:

- 1. The internet;
- 2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communications devices;
- 3. Audio conferencing; or
- 4. Video cassettes, DVDs and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.
  - \* **Synchronous** is direct communication, where all participants in the communication are present at the same time. Examples include a telephone conversation, a virtual classroom, online chat session and instant messaging.

**Asynchronous** communication allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time. Examples include e-mail, discussion boards, blogs and text messaging over cell phones.

A course designated as distance education 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 hours for a distance-education course 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 on pages 37-44.

The delivery modes for distance-education course sections at Kent State are the following:

 Web-based courses are taught via the Internet, and courses can be either asynchronous or synchronous. Content is presented in multiple formats, which may include text, recorded or live-streaming audio or video; and interactive presentations. Communication tools include live chats, discussion groups and e-mail. Some web-based courses have hybrid online/on-ground delivery and may require students to come to campus for several class sessions.

In Banner, the following codes define a web-based course section:

V1: Course is 100 percent online, requiring no face-to-face or online live sessions (asynchronous).

- V2: Course is 100 percent online, with one or more concurring online live sessions (synchronous).
- V3: Course is a blend of substantial online sessions (asynchronous or synchronous) and one or more required face-to-face meetings.
- 2. Room-based video conferencing (e.g., Polycom, VTEL) is a traditional distance learning system where students see class materials, their instructor and fellow students on large television monitors in the front of the classroom; they speak to the instructor and fellow students from a microphone at their seat. Video conferencing allows classes to be delivered to/from any campus.

3. **PC-based conferencing (e.g., Webex, Skype, Zoom)** has each student and the instructor sitting at individual computers and talking to each other live (synchronously). It may be video and audio or solely audio. Classes are live and interactive, so class hours are much like a classroom-based class; however, the students and instructor are not all in one place.

The correct coding of online courses is required for federal and state reporting, correct bursar billing of tuition and fees, accreditation, international student tracking and veteran's services benefits processing.

**NOTE:** Institutions must distinguish its distance and correspondence education courses using the federal definition below. The key distinction between distance and correspondence education is whether the courses are self-paced and the interaction with faculty is student-initiated. Courses of this nature are correspondence education regardless of whether they are delivered electronically or through any other mechanism. Kent State has NOT received approval by the Ohio Department of Higher Education and the Higher Learning Commission to offer correspondence education courses.

"**Correspondence Education:** Courses in which the institution provides instructional materials and examinations by mail or electronic transmission to students who are separated from the instruction. Interaction between the instructor and the student is not regular and substantive, and it is primarily initiated by the student. Correspondence courses are typically self-paced. <u>Correspondence education is not distance education.</u>"

> Source: Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education

## **COURSE PREREQUISITES**

The Ohio Department of Higher Education requires a minimum prerequisite of "graduate standing" for all master's degree level courses (50000 and 60000 levels) and "doctoral standing" for all doctorate level courses (70000 and 80000 levels). Kent State requires the statement of "none" in the course description for all undergraduate courses (00000 to 40000 levels) with no prerequisite.

## FUNCTIONAL PREREQUISITES

Prerequisites must be tangible to be functional in Banner. Examples of intangible are listed below. Intangible prerequisites that are necessary to be informative (e.g.," students taking this course should be fluent in Russian") will be listed as the last sentence of the course description.

## EXAMPLES OF INTANGIBLE PREREQUISITES NOT ACCEPTED BY BANNER

- 1. "First-year core requirements"
- "High school algebra"
   "6 credit hours of education courses"
- 5. "Language proficiency"
- "Knowledge of computer programming"
  - 7. "Successful completion of introductory course"

4. "One law course"

8. "Completion of major requirements"

## TANGIBLE PREREQUISITES ACCEPTED BY BANNER

- Specific course(s) or a range of courses or credit hours (e.g., ENG 21011, 6 credits of FIN courses, one PSYC course, three lower-division courses) that can be identified as a <u>prerequisite</u> (i.e., must be taken in a prior term), <u>corequisite</u> (i.e., must be taken in same term) or <u>pre/corequisite</u> (i.e., must be taken in either a prior or the same term)
- 2. **Test score** that is standard (e.g., ACT, ALEKS) or unique to a group of students (e.g., audition, portfolio review, advanced study)
- 3. Student level (e.g., senior standing, graduate)
- 4. College, department, campus or program (e.g., major, concentration, minor, School of Music)
- 5. **Overall GPA** of the student; **WARNING!** this restriction does not work well in some instances; contact Curriculum Services to discuss

6. **Special approval** (aka permission), which prohibits all students from registering unless they seek a permit override from the course's academic department/faculty

## PREREQUISITE GROUPING ACCEPTED BY BANNER

- 1. Courses, test scores, student level, college, department, campus, program connected by "AND"
  - a. Example: MUS 10001 and audition passage (using a test score applied to student) and major or minor in music and junior standing
- Courses, test scores connected by "OR"
   a. Example: MATH 11010 or MATH 11022; and MATH 12001 or minimum 67 ALEKS mathematics score

## PREREQUISITE GROUPING NOT ACCEPTED BY BANNER

- 1. Courses/test scores, student level, college, department, campus, program connected by "OR" Example: ECON 22003 or Economics major or sophomore standing
- Special approval connected with any other prerequisite by "OR" Example: Graduate standing <u>or</u> special approval (any course prerequisite can be overridden with departmental/faculty approval; therefore, this prerequisite is not needed)
- 3. GPA connected with any other prerequisite by "OR" Example: 2.5 overall GPA or NURS 20000
- 4. Different set of prerequisites for different set of students. Example: ENTR 27056 for Entrepreneurship majors or FDM 35280 for Fashion majors (however, ENTR 27056 or FDM 35280 is accepted)

## NOTES ON PREREQUISITE CHECKING FOR REGISTRATION

 Banner is programmed to include the student's in-progress term when checking prerequisites for a course registration. If the student no longer meets the course's prerequisite after a successful registration, Banner does not deregister the student from the course. It is the responsibility of academic units to deregister students who do not meet prerequisites after registration.

<u>Example</u>: a student taking Accounting I in fall semester registers for Accounting II in November for spring semester. Accounting I is a prerequisite for Accounting II. Later, the student withdraws from Accounting I (or fails or receives a below-acceptable grade). Banner does not deregister automatically the student from Accounting II.

 All undergraduate course prerequisites will have a default minimum D grade, and all graduate course prerequisites will have a default minimum C grade, unless requested otherwise by faculty through the course approval process.

## LARGE-SCALE COURSE CHANGES

If identical changes are needed for numerous courses, contact Curriculum Services for assistance, as one largescale proposal documenting the changes may be sufficient. Examples of such large-scale changes are revising a course subject (e.g., 20 MIS courses revised to HRM courses) or revising prerequisites (e.g., all JMC courses now have a minimum 2.500 overall GPA for registration).

## HOLD POLICY FOR COURSES NOT TAUGHT

It is important that Kent State's *University Catalog* reflect actual curricula being taught. For that reason, 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 and still will be displayed in the *University Catalog*. However, their status in the Banner course inventory will change from "active" to "hold." 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 can notify Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If 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, and the course inactivation will be included on an EPC agenda.

## ADVICE FOR SUCCESSFUL COMPLETION OF COURSE PROPOSALS

- **Programs affected** by course revisions or inactivation need to be considered. Please confirm that prerequisites for courses required in a program are included in the total program hours, and that credit-hour revisions do not change total program hours for graduation. Notify other academic units who use the revised course in their programs or course prerequisites.
- **Prerequisites** must be tangible to be functional in Banner. More information on course prerequisites can be found on pages 47-48.
- Encroachment or duplication issues must be documented in the proposal. Communicate with appropriate academic units when establishing or revising a course that may be similar to an existing course or that overlap disciplines.
- **Equivalency** of a course and its revised version should be considered. Equivalency between courses is a powerful function in Banner and affects students' degree progress, GPA, hours toward graduation and federal financial eligibility. See pages 31-32 for more information.
- **Course numbers** that end in 89 to 99 are reserved for specific course types (e.g., special topics, internship). If a course is revised to the point where faculty do not consider the revised equivalent to the current course, the course number must be changed (see page 30). Course numbers that have been inactivated may not be reassigned, ever, to a different course. Contact Curriculum Services to find available course numbers under the desired course subject.
- **Cross-listed and slashed courses** must be identical with the exception of a few fields. Separate proposals must be submitted for each cross-listed or slashed course. See pages 30-31.
- **Special course fee** proposals are submitted separately to the Provost's Office and approved by the Kent State Board of Trustees in the spring for the subsequent academic year. Contact Academic Budget and Resource Management for more information about the process, paperwork and deadlines.

## **OHIO ARTICULATION AND TRANSFER POLICY**

The Ohio Articulation and Transfer policy was developed in 1990 to facilitate the transfer of students and credits from any state-assisted college or university to another. It encourages faculty recognition of comparable and compatible learning experiences and expectations across institutions. It also encourages students to complete "units" of educational experience as they progress (e.g., transfer assurance guides, transfer modules, associate and bachelor's degrees).

The policy generally preserves the college or university's practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines and payment of fees. However, it does specifically require that Ohio residents with a completed associate degree and a completed transfer module be admitted to all state-assisted institutions provided that their GPA is at least 2.0 for previous college-level courses. Further, these students shall have admission priority over out-of-state associate degree graduates and transfer students.

Although admission to a given institution does not guarantee admission to all degree granting programs, majors, minors or fields of concentration, incoming transfer students shall be able to compete for admission to specific programs on the same basis as students native to the receiving institution.

The policy distinguishes between the acceptance of credit by the receiving institution and the application of credit to the student's chosen program. Transfer credits will be <u>accepted</u> by the receiving institution and posted to the student's record and transcript. Transfer students will receive transfer credit for all college-level courses they have passed. From among the credits which have been posted to the student's record and appear on the student's transcript, the receiving institution, within the provisions of this policy, will determine how credits will or will not, be applied toward degree requirements at the receiving institution.

Upper- or lower-division credit is awarded for transfer based upon the level of course to which it is equated at the receiving institution. A course completed at one institution and transferred to Kent State is applied to the student's degree audit in the same manner as its equivalent course at Kent State. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course at Kent State, it will be counted as upper-division credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division credit. Visit www.ohiohighered.org/transfer/policy for more information on the state policy.

## TRANSFER ASSURANCE GUIDES (TAG)

Transfer Assurance Guides (TAG) are groups of foundational courses that represent a commonly accepted pathway to the bachelor's degree. Courses or course sequences identified as being a part of the TAG may be offered at any public higher education institution in Ohio and are guaranteed to transfer and apply toward the major. For more information and a list of TAG-approved courses, visit www.ohiohighered.org/transfer/tag.

## **OHIO TRANSFER MODULE (OTM)**

The Ohio Transfer Module (OTM) is a set or subset of the general education requirements of a college. The OTM consists of 36-40 credit hours of specific course credits in composition, mathematics, arts and humanities, social and behavioral sciences, natural or physical sciences and interdisciplinary coursework. The OTM was developed to assist movement of students from one Ohio public college or university to another and to avoid duplication of course requirements for transfer students.

Students who successfully complete the OTM at one college will have met the OTM requirements of the institution to which they transfer. Students may be required to meet additional general education requirements that are not included in the OTM, as long as those requirements are identical to those of native students. For more information and a list of OTM-approved courses, visit www.ohiohighered.org/transfer/transfermodule.

## CAREER TECHNICAL ASSURANCE GUIDES (CTAG)

Career-Technical Assurance Guides (CTAG) allow students who successfully complete a specified technical program at a high school or career center to transfer agreed-upon courses (that adhere to recognized industry standards) to Ohio public colleges and universities and have them applied toward an academic program. For more information and a list of CTAG-approved courses, visit www.ohiohighered.org/transfer/ct2.

## ADVANCED PLACEMENT (AP)

Beginning in 2009, students in Ohio who take a College Board Advanced Placement (AP) examination and earn a minimum 3 score are guaranteed college credit, usually towards their general education (Kent Core) curriculum, at Kent State. For more information and a list of credit awarded at each of Ohio's public colleges and university, visit www.ohiohighered.org/transfer/advancedplacement.

## **MILITARY ASSURANCE GUIDES (MTAG)**

Beginning in 2016, students who completed military training, experience or coursework will be guaranteed college credit for specific courses at any Ohio public institution. This initiative is still in the planning stages. For more information, visit www.ohiohighered.org/transfer/military.

# IV. POLICIES

## ACADEMIC POLICIES

Academic policies pertain to regulations or procedures developed to maintain academic standards while assuring fair and consistent treatment of students. **These policies are exclusive of degree requirements.** Some examples of academic policies include those relating to grading and GPA, dismissal, and instructional credit. Academic policies are found in the *University Catalog* (catalog.kent.edu).

The term "policy" also includes university policies, administrative policies and operational policies, which are found in the *University Policy Register* (www.kent.edu/policyreg).

## **UNIVERSITY POLICIES**

University policies directly affect the educational mission of the university (i.e., broad application across the entire campus system). University policies require approval of the appropriate executive officer, the president and the Board of Trustees before implementation.

## ADMINISTRATIVE POLICIES

Administrative policies govern the internal operations, rules and regulations of the university as provided for by a current university policy. These policies often clarify the roles and responsibilities of administrators, staff, faculty and students relative to a specified subject matter, in addition to providing guidance on general procedural matters.

Administrative policies require the approval of the appropriate executive officer and review by the President's Cabinet before implementation. A Notification of the Board of Trustees may follow the effective date.

## **OPERATIONAL POLICIES**

Operational policies provide a very specific sets of instructions or procedures to be followed in support of a related administrative policy, necessary to implement a policy or program at the university. As the university is often changing the department-level procedures to ensure operational efficiency, this policy format should be used sparingly and only if absolutely necessary to carry out a specific process vital to the mission of the university. Otherwise, a department-level policy document should be sufficient.

Operational policies require notification of the President's Cabinet before implementation. Notification of the Board of Trustees may follow the effective date.

## **V. LINKS TO RESOURCES**

Approval Flowchart for Course Changes: provostdata.kent.edu/roadmapweb/06/approval-flowchart-courses.pdf

Approval Flowchart for Program and Policy Changes: provostdata.kent.edu/roadmapweb/06/approval-flowchartprogram-policy.pdf

Approval Flowchart for Academic Administrative Structures: provostdata.kent.edu/roadmapweb/06/approval-flowchart-structure.pdf

Board of Trustees: www.kent.edu/bot

Catalog: catalog.kent.edu

Classification of Instructional Programs (CIP): nces.ed.gov/ipeds/cipcode

Curriculum Services: www.kent.edu/provost/curriculum

Curricular Bulletin (archives of curricular actions): www.kent.edu/provost/curriculum/archives

Curriculum Guidelines: www.kent.edu/provost/curriculum/guidelines

Curriculum Deadlines: www.kent.edu/provost/curriculum/curriculum-deadlines

Curricular Forms: www.kent.edu/provost/curriculum/curricular-forms

Educational Policies Council: www.kent.edu/provost/curriculum/educational-policies-council

Administrative Policy and Procedures Regarding the Educational Policies Council: www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-educational-policies-council

Agendas and Schedule: www.kent.edu/provost/curriculum/epc-meeting-schedule-agendas

EPC Members: www.kent.edu/provost/curriculum/epc-members

Faculty Senate: www.kent.edu/provost/faculty-senate

Faculty Senate Charger: www.kent.edu/policyreg/faculty-senate-charter

Faculty Senate Bylaws: www.kent.edu/policyreg/faculty-senate-bylaws

Higher Learning Commission: www.hlcommission.org

Kent State Academic Programs (KSU log-in required): visit www.kent.edu/provost/curriculum and click on the link

Ohio Department of Higher Education: www.ohiohighered.org

Credit Transfer Policies (e.g., CTAG, OTM, TAG): www.ohiohighered.org/transfer

Guidelines and Procedures for Academic Program Review: www.ohiohighered.org/sites/ohiohighered.org/files/Academic-Program-Review-Guidelines\_FINAL\_042915.pdf

Guidelines and Procedures for Review and Approval of Graduate Degree Programs: www.ohiohighered.org/sites/ohiohighered.org/files/CCGS%20Guidelines%20-%20Final%2001.22.2018%20.pdf

Policy Register: www.kent.edu/policyreg

Provost: www.kent.edu/provost

# **VI. GLOSSARY OF ACRONYMS AND INITIALS**

**BDS – Basic Data Sheet:** former name of proposals for courses that listed the basic information about the course, including number, title, credits, description, prerequisites, learning outcomes, course contents (topics), etc.

**CCC – College Curriculum Committee:** the college-level curriculum body that reviews and recommends action to the college dean

**CCGS – Chancellor's Council on Graduate Studies:** state-wide committee comprising graduate deans of Ohio public universities and charged by the Ohio Department of Higher Education to assess, recommend and report new graduate degree programs to the chancellor

**CCP – Certification of Curriculum Proposal:** provides a brief summary of the proposal and contains approval signatures from the administrators for the affected department/chair, campus, college; final signature is the provost (or designee)

**CCU – Course Catalog Update:** previously-used electronic workflow (available in FlashLine) to submit a proposal for courses; replaced by CIM

**CIM – Curriculum Information Management:** electronic workflow to submit a proposal for a course, program or policy (replaces the CCU workflow for courses and paper documents for programs)

**CIP – Classification of Instructional Programs:** taxonomy of academic disciplines at colleges and universities that allows federal, state and other agencies to understand the programs that institutions offer, regardless of the unique names each institution may title their programs

**EPC – Educational Policies Council:** committee of the Faculty Senate charged with long-range academic planning and overall curriculum and academic policy guidelines for the university

**GDAC – Graduate Dean's Advisory Council:** primary academic advisory body to the dean of graduate studies on matters involving graduate programs, policies and procedures

**GPS – Graduation Planning System:** Kent State's degree audit, which is the official list of all degree requirements merged with a student's academic record to provide a real-time assessment of student progress toward graduation

**GSAAC – Graduate Studies Administrative Advisory Council:** former name of the Graduate Dean's Advisory Council (GDAC)

**HLC – Higher Learning Commission:** one of six regional institutional accreditors in the United States, which accredits degree-granting, post-secondary educational institutions in 19 states, including Ohio; the gatekeeper for federal financial aid

**OBR – Ohio Board of Regents:** former name of the Ohio Department of Higher Education (ODHE)

**ODHE – Ohio Department of Higher Education:** cabinet-level agency for the governor that oversees higher education for the state, including authorizing and approving new degree programs, managing state-funded financial aid programs and developing and advocating policies to maximize higher education's contributions to the state and its citizens

**PDP – Program Development Plan:** first step before a full proposal in the process to establish a new graduate degree or major; the PDP is a concise description of the proposed program

**RACGS – Regents' Advisory Council on Graduate Studies:** former name of the Chancellor's Council on Graduate Studies (CCGS)

**UDC – Undergraduate Deans Council:** studies and recommends solutions to improve undergraduate academic and administrative policies and procedures

**URCC – University Requirements Curriculum Committee:** EPC subcommittee charged with assessment, evaluation and approval of university-wide curricular requirements for undergraduate students (e.g., Kent Core)





Curriculum Services Office of the Provost Last Revised: January <u>August</u> 2019

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## INTRODUCTION

The purpose of *Curriculum Guidelines* is to provide faculty members, academic administrators and curriculum committee members with a blueprint to understand, develop and revise academic policies, programs, courses, units and agreements with curricular implications. The guidelines also provides a description of the procedures to obtain approval for proposals. Careful attention to the concepts in this guide will help those initiating curricular proposals to respond effectively to the various levels of review involved in moving curricular initiatives from conception through approval.

For any questions related to Kent State's curriculum and the preparation or approval of a curricular proposal, contact the Curriculum Services staff:

#### **Office of Curriculum Services**

Location: Suite 208, Schwartz Center, Kent Campus Tel: 330-672-1628 Fax: 330-672-2645 Web: www.kent.edu/provost/curriculum E-mail: curriculum\_services@kent.edu

Name	How We Can Help You	Extension / E-mail
<b>Therese Tillett</b> Associate Vice President	<ul> <li>New degrees or majors</li> <li>Academic policies</li> <li>Academic structure changes (e.g., departments, centers)</li> <li>Educational Policies Council</li> <li>Curriculum Guidelines</li> </ul>	2-8558 / ttillet1@kent.edu
Jennifer Kellogg Assistant Director	<ul> <li>University Catalog</li> <li>Explore Majors and Programs website</li> <li>Curriculum related HEI reporting (internal and external)</li> <li>Curriculum Information Management (CIM) software training and support</li> <li>Course catalog in Banner, including prerequisite issues</li> <li>General curriculum questions</li> <li>Review of academic programs and courses for the following:         <ul> <li>College of Aeronautics and Engineering</li> <li>College of Business Administration</li> <li>College of Education, Health and Human Services</li> <li>College of the Arts</li> <li>University College</li> </ul> </li> </ul>	2-1885 / jkellog7@kent.edu
Aimee Bell Academic Program Coordinator	<ul> <li>University Catalog</li> <li>Explore Majors and Programs website</li> <li>Course catalog in Banner, including prerequisite issues</li> <li>General curriculum questions</li> <li>Review of academic programs and courses for the following:         <ul> <li><u>College of Applied and Technical Studies</u></li> <li>College of Architecture and Environmental Design</li> <li>College of Podiatric Medicine</li> <li>College of Public Health</li> <li>Regional College</li> </ul> </li> </ul>	2-8559 / dvan@kent.edu
Christa Ord Administrative Secretary	<ul> <li>EPC and EPC Ad Hoc membership rosters, and listservs and meeting minutes</li> <li>Meeting minutes</li> <li>General questions and support</li> </ul>	2-1628 / cord@kent.edu

# I. CURRICULUM APPROVAL PROCESS

## **ROLES AND RESPONSIBILITIES IN THE CURRICULUM PROCESS**

Role	Curriculum Responsibilities
Faculty Initiator	<ul> <li>Knows the discipline/program</li> <li>Keeps current in field</li> <li>Conducts research for the proposed changes</li> <li>Articulates rationale for curriculum decisions</li> <li>Works with others to document and submit proposals</li> <li>Seeks review and feedback on proposed changes</li> </ul>
Program / Subject Area <u>Faculty</u>	<ul> <li>Content experts</li> <li>Current in their profession</li> <li>Know competition</li> <li>Assess learning outcomes for compliance, validity and alignment with program's mission and objectives</li> <li>Works to meet accreditation needs</li> <li>Advises, informs and/or approves changes</li> </ul>
Faculty Advisory Committee / Department Curriculum Committee	<ul> <li>Assess and evaluates curriculum impact on area's sustainability, students, faculty and other resources</li> <li>Advisor to the chair/director</li> <li>Develops and maintains current instructional programs and course syllabi</li> <li>Approves internal modifications and solicit input from other departments where program changes and offerings may have an impact</li> <li>Approves all workshop and special topics courses each time a title changes</li> <li>Approves course content when offered off campus or online in accord with existing policies and procedures</li> <li>Establishes and utilizes procedures for reviewing and evaluating existing and new courses, programs and policies.</li> <li>Maintains strong departmental academic, instructional and grading standards</li> <li>Select library and other materials related to its curriculum and establish internal procedures for effective and appropriate use of instructional media and other learning activities</li> </ul>
School Director / Department Chair	<ul> <li>Fosters the development of undergraduate and graduate programs within university guidelines</li> <li>Encourages appropriate curriculum modifications, changes and innovations in programs</li> <li>Approves resource allocations</li> <li>Seeks opportunities to leverage existing/emerging resources</li> <li>Ensures course offerings required for degree completion are offered frequently and at varied days and times to meet the needs of students</li> </ul>
College Curriculum Committee	<ul> <li>Reviews curricular proposals from schools/departments within college</li> <li>Initiates course, program requirement and policy proposals</li> <li>Made aware of special topics and other academic changes</li> <li>Examines curriculum impact and duplication within and outside college</li> <li>Ensure appropriate consultation of impact</li> <li>Seeks curriculum changes that may be complementary and/or basis for collaboration</li> <li>Source of information to units about curricular-related changes and requirements</li> <li>Garner support when inactivation is identified</li> <li>Looks for letters of support</li> <li>Reviews resources (e.g., staffing, facilities, library)</li> <li>Review program outcomes for alignment with college mission</li> <li>Informed on off-site and online offerings, articulation agreements and other collaborations and partnerships outside the college</li> </ul>

Role	Curriculum Responsibilities
College Dean / Campus Dean	<ul> <li>Reviews impact on finances, faculty, facilities, equipment, support staff</li> <li>Seeks opportunities to leverage existing/emerging resources</li> <li>Participates in accreditation reviews and decisions</li> <li>Assesses sustainability, demand, need, placement</li> <li>Examines curriculum impact and duplication in and outside college/campus</li> <li>Ensures curricular initiatives align with the college/campus strategic goals and priorities</li> </ul>
Institutional Academic Advisory Committees	<ul> <li><u>EPC Ad Hoc Committee for Academic Policies</u></li> <li>Reviews, initiates and recommends policies to promote student success <u>Graduate Dean's Advisory Committee (GDAC)</u></li> <li>Reviews and advises on graduate academic and operational issues</li> <li>Initiates and recommends changes to the graduate studies dean <u>Undergraduate Deans Committee (UDC)</u></li> <li>Reviews and advises on undergraduate academic and operational issues</li> <li>Initiates and recommends changes to the EPC <u>University Requirements Curriculum Committee (URCC)</u></li> <li>Oversees university-wide undergraduate curricular requirements (Kent Core, diversity, writing intensive, experiential learning, freshmen orientation)</li> <li>Reviews and approves courses and policies for conformity to these requirements</li> <li>Periodic reviews and recommends changes in these requirements</li> <li>Directs assessment and evaluation of student success within these requirements</li> </ul>
Graduate Studies Dean	<ul> <li>Reviews programs proposals to ensure university and Ohio Department of Higher Education compliance and approval</li> <li>Communicates to other departments</li> <li>Notify state when program inactivated or changed delivery mode</li> <li>Facilitate program review process</li> <li>Oversees advisory committee to review graduate curriculum and policies</li> <li>Implements admission process</li> <li>Decides exceptions to admission criteria</li> </ul>
Curriculum Services	<ul> <li>Provides holistic view of university curriculum</li> <li>Assists and guides faculty and units in proposing change</li> <li>Maintains curriculum process, procedures and management system</li> <li>Serves the provost in reviewing and granting preliminary approval of all change (program, policy, course, structure)</li> <li>Implements approved changes (catalog, course inventory, program inventory)</li> <li>Communicates major changes to advisors and other student services (e.g., registrar, admissions, bursar, GPA degree audit, student financial aid)</li> <li>Maintains curriculum archive</li> <li>Responds to questions about changes/curriculum process</li> <li>Secretary and coordinator for the EPC</li> <li>Reports curriculum integrity and alignment with university, state, accreditor and federal policy and procedures</li> <li>Ensures curriculum functionality (Banner, GPS degree audit, prerequisites)</li> <li>Knowledgeable about university academic programs and policies</li> <li>Liaison with Ohio Department of Higher Education for undergraduate curriculum</li> <li>Ensure consistency of process</li> <li>Source of information and archives about university curriculum</li> </ul>
Provost	<ul> <li>Involved in the strategic goals of the university</li> <li>Sets the university agenda for academic programming and determines priorities</li> <li>Reviews significant academic changes with initiators/deans prior to approval</li> <li>Approves all items that will go before the Board of Trustees for approval</li> <li>Signs articulation agreements and new program proposals</li> <li>Introduces and champions academic items to Board of Trustees</li> <li>Approves EPC agenda before publication and chairs the EPC meeting</li> <li>Mediates/facilitates differences and determines course of action</li> </ul>

Role	Curriculum Responsibilities
Educational Policies Council (EPC)	<ul> <li>Committee of the Faculty Senate</li> <li>Emphasizes long-range academic planning, both conceptually and structurally, that reflect the mission and goals of the university</li> <li>Approves overall curricular planning and policy guidelines for the university</li> <li>Arbitrates interdepartmental and intercollegiate curricular disputes or misunderstandings</li> <li>Monitors changes generated by a specific academic unit as they affect other areas</li> <li>At its discretion, reviews all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies</li> <li>Acts on matters referred to the council</li> <li>Approves new or revised academic programs, policies, operational procedures and regulations and academic structures</li> </ul>
Faculty Senate	<ul> <li>Ensures curriculum integrity and quality, alignment with university mission and commitment to resources</li> <li>Examines curriculum impact, demand and duplication of resources across university</li> <li>Delegates curriculum initiatives to subcommittees</li> <li>Oversees academic standards and educational policies and academic programs</li> <li>Consulted with respect to proposed changes in the administrative organization of the university directly and primarily related to academic divisions</li> </ul>
President	<ul> <li>Kept apprised by new curriculum by the provost</li> <li>Determines university resource allocations and priorities</li> <li>Defines mission and goals of the university jointly with the Board of Trustees</li> <li>Champions the university's strategic plan</li> </ul>
Board of Trustees	<ul> <li>Defines mission and goals of the university jointly with the president</li> <li>Approves new and significant revisions to degree programs before they go to Ohio Department of Higher Education</li> <li>Approves academic structure changes</li> <li>Approves university-wide academic policies</li> <li>Reviews curriculum viability and student need and success</li> <li>Reviews and discusses information items presented by the provost</li> </ul>
Ohio Department of Higher Education	<ul> <li>Approves new degree programs and significant revisions (e.g., name change, inactivation) to degree programs</li> <li>Approves alternative offerings of degree programs (e.g., online, off-site, accelerated)</li> <li>Assigns subsidy level to courses</li> <li>Set curriculum guidelines for public intuitions</li> <li>Initiates transfer pathways between public institutions</li> </ul>
Higher Learning Commission	<ul> <li>Approves new degree programs</li> <li>Approves new locations for program offerings</li> <li>Approves new contractual or consortium agreement to offer a program</li> <li>Notified of new certificate programs</li> <li>Approves new certificate programs that comprise courses (50%+) developed specifically for the certificate</li> </ul>

## PROGRAM APPROVAL CHART

Most curricular proposals start at the department, school or regional campus level and then progress through the various offices until they reach the normal level of final approval for that type of curricular proposal. However, any hierarchically higher level may request to review, initiate and/or approve or disapprove any proposal. The normal level of final approval for curricular proposals is shown in the following table outline of the approval sequence.

Curriculum Proposal	Dept / School	College	URCC	<b>Grad Studies</b>	Provost	EPC - Deadline	Senate	Trustees	ODHE	HLC
Changes to Academic Units			•	•						
Establish or revise substantially a college that affects the region or other institutions (e.g., College of Medicine)	А	А		А	А	A - Mar	А	A	А	
Establish, revise or inactivate/consolidate a college, department or school	А	А		А	А	A - Mar	А	A		
Establish, revise or inactivate/consolidate a center or institute with curricular implications	А	А		А	А	A - Mar	А	А		
Revise name of a college, department or school	А	А		А	А	A - Mar	А	А		
Revise name of a center or institute with curricular implications	А	А		А	А	A - Mar	А	А		
Changes to Degrees	•	-	-	-	-	•	-	•		
Establish a graduate degree	А	А		А	А	A - ( <sup>1</sup> )	А	А	А	А
Establish an undergraduate degree	А	А			А	A - (1)	А	А	Α	А
Establish, revise or inactivate a combined (e.g., BA/MA) or dual degree (e.g., MBA/MEd) of existing degrees	А	А		А	А	N - Jan				
Revise name of a graduate degree	А	А		А	А	A - Jan	А	А	А	
Revise name of an undergraduate degree	А	А			А	A - Jan	А	А	А	
Inactivate a graduate degree	А	А		А	А	A - Jan	А	А	А	
Inactivate an undergraduate degree	А	А			А	A - Jan	А	А	Α	
Changes to Majors (and Major Concentrations)		_	_	_	_		_			
Establish a graduate major	А	А		А	А	A - ( <sup>1</sup> )	А	А	Α	А
Establish an undergraduate major	А	А			А	A - (1)	А	А	А	А
Establish a graduate concentration	А	А		А	А	N - Jan				
Establish an undergraduate concentration	А	А			А	N - Jan				
Establish, revise or inactivate contractual or consortia agreement to deliver courses (content or platform) or outsource aspects of a major	А	А		А	А	N - Jan				Ν
Revise name of a graduate major	А	А		А	А	A - Jan	А	А	А	
Revise name of an undergraduate major	А	А			Α	A - Jan	А	А	Α	
Revise name of a graduate concentration	А	А		А	А	N - Jan				
Revise name of an undergraduate concentration	А	А			А	N - Jan				
Revise requirements of a graduate major or concentration	А	Α		А	А	N - Jan				
Revise requirements of an undergraduate major /concentration	А	А			А	N - Jan				
Revise admission criteria of a graduate major	Α	А		А	Α	N - May <sup>3</sup>				

**EPC deadline** is the last meeting month to become effective for next academic year. See <u>EPC website</u> for meeting schedule and deadlines.

A= Approval N=Notification

## 8 | CURRICULUM APPROVAL PROCESS

Curriculum Proposal	Dept / School	College	URCC	<b>Grad Studies</b>	Provost	EPC - Deadline	Senate	Trustees	ODHE	HLC
Changes to Majors (and Major Concentrations) continued										
Revise admission criteria of an undergraduate major	А	А			А	N - May³				
Revise online/location (50%+) of a graduate major	А	А		А	А	N - (1)			А	A²
Revise online/location (50%+) of an undergraduate major	А	А		А	А	N - (1)			А	A²
Revise unit "ownership" of a graduate major	А	А		А	А	A - Jan	А			
Revise unit "ownership" of an undergraduate major	А	А			А	A - Jan	А			
Suspend admission (temporary) of a major or concentration	А	А			А	N - Jan				
Inactivate a graduate major	А	А		А	А	A - Jan	А	А	А	
Inactivate an undergraduate major	А	А			А	A - Jan	А	А	А	
Inactivate a graduate concentration	А	А		А	А	N - Jan				
Inactivate an undergraduate concentration	А	А			А	N - Jan				
Changes to Minors										
Establish a minor	А	А			А	A - Jan				
Revise name of a minor	А	А			А	N - Jan				
Revise requirements of a minor	А	А			А	N - Jan				
Revise admission criteria of a minor	А	А			А	N - Jan				
Revise online/location (50%+) of a minor	А	А			А	N - Jan				
Suspend admission or inactivate a minor	А	А			А	N - Jan				
Changes to Certificates										
Establish a graduate certificate	А	А		А	А	N - Jan			A <sup>4</sup>	A <sup>5</sup>
Establish an undergraduate certificate	А	А			А	N - Jan			A <sup>4</sup>	A5
Revise name of a graduate certificate	А	А		А	А	N - Jan				
Revise name of an undergraduate certificate	А	А			А	N - Jan				
Revise requirements of a graduate certificate	А	А		А	А	N - Jan				
Revise requirements of an undergraduate certificate	А	А			А	N - Jan				
Revise admission criteria of a graduate certificate	А	А		А	А	N - May <sup>3</sup>				
Revise admission criteria of an undergraduate certificate	А	А			А	N - May³				
Revise online/location (50%+) of a graduate certificate				А		N - Jan				
Revise online/location (50%+) of an undergraduate certificate						N - Jan				
Suspend admission or inactivate a graduate certificate	А	А		А	А	N - Jan				
Suspend admission or inactivate an undergraduate certificate	А	А			А	N - Jan				
Changes to Courses		-	-	-						
Establish, revise or inactivate a course	А	А			А	N - Jan				
Establish, revise or inactivate a course subject (e.g., CHEM)	Α	А			А	N - Jan				
Designate a course as a Kent Core	Α	Α	Α		А	A - Jan	Α			
Designate a course as diversity (global/domestic), writing intensive, experiential learning, first-year orientation	А	А	А		A	N - Jan				

**EPC deadline** is the last meeting month to become effective for next academic year. See <u>EPC website</u> for meeting schedule and deadlines.

Curriculum Proposal	Dept / School	College	URCC	<b>Grad Studies</b>	Provost	EPC - Deadline	Senate	Trustees	ODHE	HLC
Changes to Courses continued										
Revise or inactivate a course as a Kent Core, diversity, writing intensive, experiential learning, first-year orientation	А	А	A		A	N - Jan				
Changes to Policies										
Establish, revise or inactivate a university-wide academic policy, operational procedure or regulation				А	A	A - Apr	А	Α		
Establish a graduate academic requirement				А	А	A - Apr	А	А		
Establish an undergraduate academic requirement			А		А	A - Apr	А	А		
Establish, revise or inactivate a graduate academic policy in an academic unit	А	А		А	A	N - Apr				
Establish, revise or inactivate an undergraduate academic policy in an academic unit	А	А			А	N - Apr				
Revise or inactivate a graduate academic requirement				А	А	A - Apr	А			
Revise or inactivate an undergraduate academic requirement			А		А	A - Apr	А			
Changes to Other Academic Initiatives										
Establishment, revision or inactivation of a unique program that affects students in more than one academic unit (e.g., Honors Program, Military Studies, Washington Program)	А	А		А	A	A - Jan	А	Ν		

**EPC deadline** is the last meeting month to become effective for next academic year. See <u>EPC website</u> for meeting schedule and deadlines.

A= Approval N=Notification

- 1. Because this action requires external steps for approvals. Please work with Curriculum Services to determine a timeline for implementation for these types of proposals.
- 2. The Higher Learning Commission requires approval for a <u>new</u> location.
- 3. As the admission window for a semester opens 13 months before the start of that semester, the May deadline is <u>one year</u> before implementation (e.g., May 2020 EPC approval for fall 2021 admission).
- 4. Undergraduate certificates that are designated as "technical" (see page 25) require approval from the Ohio Department of Higher Education (ODHE). Graduate certificates that are 21+ credit hours require approval from the ODHE Chancellor's Council on Graduate Study (CCGS).
- 5. Kent State must notify the Higher Learning Commission (HLC) of all new certificates. However, HLC approval is required for certificates of which 50+ percent of the courses were developed specifically for the program.

## TIMELINE EXAMPLES FOR NEW DEGREES AND MAJORS

The tables below may be helpful to understand the approval steps and estimated timeline to implement a new degree or major. Please note that while most approving bodies have set meetings to review and approve a new degree program, it is not guaranteed that your proposal will be placed on the desired agenda; therefore, the timeframe for approval from those bodies is an estimate.

Before submitting a proposal to the EPC, it is important to first gain approval from the provost (and the graduate studies dean if a graduate program). Please work with Curriculum Services when seeking that approval. The provost or graduate studies dean may request a meeting with the college dean to discuss the proposal before it moves forward.

For a new undergraduate degree or major, the process averages to six months between approval of full proposal by EPC and approval by the ODHE, with the fastest (in the past three years) at three months and the longest at 10 months.

Graduate proposals have typically taken six to nine months between EPC and ODHE approval.

However, those approximates do not take into account the whole process, including faculty development of the program and courses, submission of the initial inquiry/program development plan (first step) and faculty and unit approvals. Nor does the approximates include approval by the Higher Learning Commission, which can take anywhere between five weeks and six months, or not even need to be equated into the approval timeline.

Therefore, it is encouraged that faculty meet with Curriculum Services to discuss the proposed and development so that staff can create an estimated timeline specific to the proposal.

Abbreviations: CCC – College Curriculum Committee CCGS – Chancellor's Council on Graduate Stud<u>vies</u> EPC – Educational Policies Council HLC – Higher Learning Commission

ODHE – Ohio Department of Higher Education

## NEW UNDERGRADUATE DEGREES AND MAJORS

Year example: X=2019, Y=2020, Z=2021

Approving Steps	Timeline 1	Timeline 2	Timeline 3	Timeline 4	
Program approved by faculty, chair/director, CCC,	lan (year X)	Feb –	May –	Oct –	
college dean	Jan (year X)	April (year X)	Sep (year X)	Dec (year X)	
Program approved by provost (meeting with	Eab (year V)	Mar –	Jun –	Nov (year X) -	
college dean) <sup>1</sup>	reb (year X)	May (year X)	Oct (year X)	Jan (year Y)	
Initial inguing on EDC aganda (information item)	Fab (veer V)	Mar –	Aug –	Nov (year X) –	
Initial inquiry on EPC agenda (information item)	Feb (year X)	May (year X)	Oct (year X)	Jan (year Ý)	
Initial inquiry sent to ODHE for preliminary		Mar –	Aug –	Nov (year X) –	
approval <sup>2</sup>	Feb (year X)	May (year X)	Oct (year X)	Jan (year Ý)	
Full proposal approved by faculty and		Apr –	Sep –	Dec (year X) –	
chair/director	Mar (year X)	Aug (year X)	Nov (year X)	Jan (year Ý)	
Full proposal opproved by CCC and college door	Apr (year X)	May –	Oct –	Jan –	
Full proposal approved by CCC and college dean		Sep (year X)	Dec (year X)	Feb (year Y)	
Full proposal opproved by EDC 3		Aug –	Nov (year X) -	Feb –	
Full proposal approved by EPC	May (year X)	Oct (year X)	Jan (year Y)	Apr (year Y)	
Full proposal approved by Faculty Senate		Sep –	Dec (year X) -	Mar –	
Full proposal approved by Faculty Senale	Jul (year X)	Nov (year X)	Feb (year Y)	May (year Y)	
Program approved by Board of Trustees	Sep (year X)	Dec (year X)	Mar (year Y)	Jun (year Y)	
Dreamer entroyed by ODUE chancellar 5	Dec (year X) -	Mar –	Jun –	Sep –	
Program approved by ODHE chancellor	Feb (year Y)	May (year Y)	Aug (year Y)	Nov (year Y)	
Implementation if HLC full review is not required 6	Fall Y	Fall Y	Fall Y	Fall Z	
Program approved by HLC if full review is	Apr –	Aug –	Nov (year Y) -	Feb –	
required <sup>7</sup>	Aug (year Y)	Nov (year Y)	Feb (year Z)	May (year Z)	
Implementation if HLC full review is required 6	Fall Y	Fall Y/Fall Z	Fall Z	Fall Z	

## NEW GRADUATE DEGREES AND MAJORS

Year example: X=2019, Y=2020, Z=2021

Program Approving Steps	Timeline 1	Timeline 2	Timeline 3	Timeline 4
Program approved by faculty, chair/director, CCC,	lon (voor V)	Feb –	May –	Oct –
college dean	Jan (year A)	April (year X)	Sep (year X)	Dec (year X)
Program approved by graduate studies dean	Ech (voor V)	Mar –	Jun –	Nov (year X) -
(meeting with college dean) <sup>1</sup>	reb (year X)	May (year X)	Oct (year X)	Jan (year Y)
Program development plan on EPC agenda	Ech (voor V)	Mar –	Aug –	Nov (year X) -
(information item)	reb (year X)	May (year X)	Oct (year X)	Jan (year Y)
Full proposal approved by faculty and abair/director	Mor (year V)	Apr –	Sep –	Dec (year X) -
		Aug (year X)	Nov (year X)	Feb (year Y)
Full proposal approved by CCC and dean		May –	Oct –	Jan –
	Api (year A)	Sep (year X)	Dec (year X)	Mar (year Y)
Full proposal approved by graduate studies deap	Apr –	May –	Oct (year X) -	Jan –
Full proposal approved by graduate studies deal	May (year X)	Oct (year X)	Jan (year Y)	Apr (year Y)
Full proposal approved by EPC <sup>3</sup>	May (year X)	Aug –	Nov (year X) -	Feb –
		Oct (year X)	Jan (year Y)	Apr (year Y)
Full proposal approved by Eaculty Sepate	lul (voar X) 4	Sep –	Dec (year X) -	Mar –
		Nov (year X)	Feb (year Y)	May (year Y)
Program approved by Board of Trustees	Sep (year X)	Dec (year X)	Mar (year Y)	Jun (year Y)
Program approved by CCGS and ODHE	Dec (year X) –	Feb –	Jun –	Aug –
chancellor ⁵	Feb (year Y)	Apr (year Y)	Aug (year Y)	Oct (year Y)
Implementation if HLC full review is <u>not</u> required <sup>6</sup>	Fall Y	Fall Y	Fall Y	Fall Y/Fall Z
Program approved by HLC if full review is	Apr –	Jun –	Nov (year Y) -	Dec (year Y) -
required <sup>7</sup>	Aug (year Y)	Oct (year Y)	Feb (year Z)	Apr (year Z)
Implementation if HLC full review is required <sup>6</sup>	Fall Y	Fall Y/Fall Z	Fall Z	Fall Z

- 1. Meeting date depends on provost/dean availability.
- 2. The initial inquiry for an undergraduate program must be acknowledged with no concerns by ODHE before the full proposal can be placed on the EPC agenda.
- If HLC has determined that the proposed graduate program requires a full review, the Office of Accreditation, Assessment and Learning will work with the lead faculty after EPC approval to complete the substantial change request for submission to the HLC. Undergraduate proposals use the HLC template no matter what, so no additional paperwork is required for new undergraduate programs.
- 4. Faculty Senate may cancel its July meeting; therefore, the item will be held until its September meeting.
- 5. Once a program has received a recommendation for approval (either by ODHE staff for undergraduate or CCGS for graduate), the proposal is posted for a 10-day public comment period, followed by a review from state legal counsel and then a signed approval letter from the chancellor. Before that happens, for a graduate program, the full proposal is sent to CCGS for a four-week review and feedback by members. That feedback must be incorporated into the proposal and resubmitted to CCGS. Following submission of the revised proposal, either the proposal is voted upon by members online or at a meeting presentation in Columbus.
- 6. New degrees and majors must have received approval from both the ODHE and the HLC before the college can publicize the new program and before students can apply and be admitted. Once approved, Curriculum Services adds the program to the University Catalog and Explore Programs and Degrees website for the appropriate academic year. The office also works with the admissions offices to ensure the program is added to applications, and with the Graduation Planning System Office to update the degree audit.
- 7. The Higher Learning Commission stipulates proposals should be submitted six months before term in which they are proposed to be offered. There is no way to predict approval time as we have seen HLC take anywhere from five weeks to more than six months to approve a new Kent State degree program. There are also instances where the HLC will determine that a new degree or major does not constitute a substantial change and, therefore, no formal review and approval is required.

## **DEADLINES AND EFFECTIVE DATES FOR CURRICULAR PROPOSALS**

	Deadline	Effective Term	Notes
Programs	January EPC meeting	Subsequent fall semester e.g., January 2020 for fall 2020	January is the final meeting for approving new and inactivated programs,* revisions to a program's course or grade requirements and any other revision that changes the criteria for students to progress in or to graduate with the program.
Courses	January EPC meeting	Subsequent fall semester e.g., January 2020 for fall 2020	January is the final meeting for approving courses for fall implementation.
	April EPC meeting	Subsequent spring semester e.g., April 2020 for spring 2021	April is the final meeting for approving <u>new</u> courses for spring implementation.
Policies	April EPC meeting	Subsequent fall semester e.g., April 2020 for fall 2020	April is the final meeting for approving university and college policies for fall implementation.
Program Admission	May EPC meeting	Fall semester after next e.g., May 2020 for fall 2021	May is the final meeting for approving admission criteria for a program.

\* 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 external steps for approvals. Please work with Curriculum Services to determine a timeline for implementation for these types of proposals.

# **II. ACADEMIC ORGANIZATION**

## POLICY AND PROCEDURES REGARDING ACADEMIC ADMINISTRATIVE STRUCTURES

#### ADMINISTRATIVE POLICY 3342-2-03.1

A. The university recognizes and designates several types of academic administrative structures that serve to facilitate its academic mission. Primary academic structures aligned with the institutional goals and strategic directions of the university are designated as departments, schools, colleges and regional campuses. These secondary structures are designated as institutes, centers or other general-purpose organizational structures. Other general-purpose organizational structures may include advisory councils, associations, boards, bureaus, councils, forums or programs.

Approval for these academic administrative structures shall be given at various levels of the university's governance structure depending upon the unit's mission, scope and fiscal impact. Academic administrative structures exist to coalesce disciplinary expertise, to provide administrative support, to enhance the possibility of obtaining financial resources or extramural funding and to increase the possibilities for educational or community outreach.

#### B. Policy Implementation.

#### 1. Regional Campus

- a. A regional campus may be created to provide instruction, outreach and research for a geographical service area distinct from the Kent Campus.
- b. Each regional campus provides on-site academic and administrative services and generally maintains its own physical plant.
- c. Regional campus faculty set degree requirements for associate degree programs through cognate committees with the approval of the provost, the regional campuses curriculum committee, the college curriculum committee, and the Educational Policies Council and Faculty Senate.
- d. The regional campus is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.
- e. A regional campus shall be established or eliminated by the Ohio Board of Regents and the KSU Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a regional campus, or the substantial modification of the academic structures of an existing campus, the president and provost shall consider the recommendation of the vice president for regional development and the dean for regional campuses. The president and provost also shall consider a recommendation from the appropriate curricular and governance bodies, including the regional campuses FAC and curricular committee, the Educational Policies Council and the Faculty Senate.
- f. A regional campus shall be headed by a dean who shall have a dual reporting line to the provost and to the vice president for regional development.

## 2. College

- a. A college may be created to align more effectively academic departments, schools and programs that share a common mission, similar instructional goals and related scholarly programs. Typically, the component units of a college shall represent disciplinary or professional specialties that have a close affinity with one another.
- b. The primary rationale for a college is to facilitate cooperation and collaboration among its various academic components while at the same time providing enhanced visibility and stature for these units within the university and with external publics.
- c. A college is also expected to yield substantial benefits for faculty, students and staff, as well as external constituent groups.

- d. A college shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a college, or the substantial modification of the structures of an existing college, the provost shall consider the recommendation of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.
- e. A college shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the college. The dean shall be appointed by the provost upon the recommendation of the appropriate advisory body and approval of the Board of Trustees.

## 3. Departments and dependent schools

- a. A department or dependent school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for a department or dependent school is to provide instruction in a professional discipline, an academic area or field. Each department has a resident faculty that offers instruction in one or more academic disciplines or fields. Each dependent school has a resident faculty that offers instruction in instruction in one or more professional disciplines, academic areas or fields.
- c. Department and dependent school faculty set degree requirements for unit major programs, with the approval of the College Curriculum Committee and the Educational Policies Council.
- d. The department or dependent school is a unit of analysis for student headcount, credit-hour generation, faculty appointments, academic staff and budgetary support.
- e. Other purposes of departments and dependent schools are to focus scholarly and disciplinary activities of the faculty and to provide professional services in the areas(s) of departmental expertise.
- f. A department or dependent school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of a department or dependent school, or the substantial modification of the structure of an existing department(s) or dependent school(s), the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the College Curriculum Committee, Educational Policies Council, and the Faculty Senate.
- g. A department or dependent school shall be headed by a chair or director who shall have primary responsibility for all curricular, budgetary and personnel actions of the unit. The chair/director shall be appointed by the dean in consultation with the provost upon the recommendation of the appropriate faculty advisory body and approval of the Board of Trustees.

## 4. Independent school or graduate school

- a. An independent school or graduate school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for an independent school or graduate school is to provide instruction in a professional field. Each independent school has a resident faculty that offers instruction in one or more professional disciplines or fields.
- c. Independent school or graduate school faculty set degree requirements for the school's major programs, with the approval of the Educational Policies Council.
- d. The independent school or graduate school is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.
- e. Other purposes of independent schools and graduate schools are to focus scholarly and professional activities of the faculty and to provide professional services in the area(s) of the school's expertise.
- f. An independent school or graduate school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of an independent school or graduate school, or the substantial modification of the structure of an existing independent school(s) or graduate school, the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.

g. An independent school or graduate school shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the school. The dean shall be appointed by the provost in consultation with the appropriate advisory body and approval of the Board of Trustees.

## 5. Divisions

- a. Divisions within academic affairs exist to provide services beyond those offered by colleges, department and dependent schools, or independent schools and graduate schools. These services include, for instance, advising, fundraising, instruction in library use and in research methods, management of the library's collections and databases, and planning and installation of classroom technology and/or technology support. Current divisions include:
  - (1) Libraries and Media Services
  - (2) Research and Graduate Studies
  - (3) Undergraduate Studies

## 6. Institute

- a. An institute may be created to facilitate comprehensive research on a major problem or on a cluster of significant related topics or issues. The topics or issues that provide the focus for the institute shall involve two or more departments or schools and incorporate a university-wide perspective. Ordinarily, institutes are created because the organization, advantages, and support they provide are not feasible under existing department<del>al</del> or school structures. Institutes shall be supported insofar as possible through extramural resources.
- b. An institute shall facilitate and administer the performance of research and provide an organizational identity to selected research programs and participating faculty, staff and students. An institute shall supplement and complement the mission of the academic departments, schools and colleges.
- c. An institute shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of an institute, the provost will consider the recommendations of the appropriate curricular and governance bodies (i.e., college curriculum committee(s), Educational Policies Council and the Faculty Senate).
- d. An institute shall be headed by a director appointed by the provost upon the recommendation of the appropriate dean(s) and approval by the Board of Trustees.
- e. The director shall file an annual report with the appropriate dean(s), with copies to the provost and the vice president for research and dean of graduate studies.

## 7. Center

- a. A center may be created to make faculty expertise available to university and outside constituencies; research, while endemic to its operation, is not necessarily the primary focus of a center. Centers typically provide a service or serve purely an administrative purpose.
- b. The rationale for a center is to provide an administrative structure to focus and bring together the efforts of a faculty on a single area or cluster of related areas. Centers shall supplement and complement the mission of the academic department and college.
- c. A center shall be established by the provost upon the recommendation of the deans of participating colleges and independent schools and the chairperson(s) and director(s) of participating department and dependent schools. in the case of regional campuses, a center shall be established by the provost upon the recommendation of the vice president for regional development and the regional campus dean(s). Prior to recommending the establishment of a center, including those at a regional campus, the provost will consider the recommendations of the appropriate governance bodies (i.e., department or dependent school curriculum committee, college curriculum committee, and the Educational Policies Council, the Faculty Senate and the RCFAC, when appropriate).
- d. A center shall be headed by a director or coordinator appointed by the provost upon the recommendation of the appropriate dean(s) and approved of the Board of Trustees.

e. The director or coordinator shall file an annual report with the dean, chairperson or director. The annual report for each center shall be included in the regional campus, college department or dependent school, or independent school annual mission report, whichever is appropriate.

## 8. Other Designations for General-Purpose Organizational Structures

- a. In addition to institutes and centers, the university recognizes other designations more limited in scope such as bureaus, forums, advisory councils, associations, boards, and councils.
- b. These general-purpose organizational structures may be established by the appropriate dean with the approval of the provost. Prior to recommending the establishment of a general-purpose structure, the dean will consider the recommendations of the departmental faculty advisory committee and/or the regional campus faculty advisory committee.

## C. Review Procedures for Secondary Administrative Units

- 1. Unless an exception is approved by the provost, all institutes and centers will be reviewed every five years.
- 2. The review will include a comparison of the activities and achievements of the institute, center or generalpurpose structure with the elements called for in University Policy 3342-1-03 in order to determine if the unit is meeting its intended mission. Each review will conclude with a recommendation to continue, modify or abolish the structure.
- 3. An institute, center or general-purpose structure may be abolished as a result of a review or abandoned as a result of inactivity. The action to abolish or abandon will be taken by the Board of Trustees in the case of institutes; by the provost in the case of centers; and by the appropriate vice president, dean or other administrative officer in the case of general-purpose structures. in each case, the abolishment or abandonment will not be finalized without a notification to governance bodies, such as the Faculty Senate and a notification and consideration of the recommendation of the affected department, dependent school, independent school, college and/or regional campus.

Effective: March 1, 2015 Prior Effective Dates: 11/4/1977, 8/31/1979, 4/30/982, 10/5/1988, 10/24/1988, 5/1/1995, 3/7/2000, 8/13/2007

## **ORGANIZATION OF KENT STATE UNIVERSITY ACADEMIC ADMINISTRATIVE STRUCTURE**

Kent State University's academic administrative organization under the auspices of Academic Affairs comprises 13 colleges, 21 departments, 15 schools, two centers, two divisions and eight campuses.

## **College of Aeronautics and Engineering**

## **College of Applied and Technical Studies**

#### **College of Architecture and Environmental Design**

## **College of the Arts**

- School of Art
- Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising
- Hugh A. Glauser School of Music
- School of Theatre and Dance

#### **College of Arts and Sciences**

- Center for Comparative and Integrative Programs
- Center for the Study of Gender and Sexuality
- Department of Anthropology
- Department of Biological Sciences
- Department of Chemistry and Biochemistry
- Department of Computer Science
- Department of English
- Department of Geography
- Department of Geology
- Department of History
- Department of Mathematical Sciences
- Department of Modern and Classical Language Studies
- Department of Pan-African Studies
- Department of Philosophy
- Department of Physics
- Department of Political Science
- Department of Psychological Sciences
- Department of Sociology
- School of Biomedical Sciences
- School of Peace and Conflict Studies

#### College of Business Administration

- Department of Accounting
- Department of Economics
- Department of Finance
- Department of Management and Information Systems
- Department of Marketing and Entrepreneurship

#### **College of Communication and Information**

- School of Communication Studies
- School of Digital Sciences
- School of Information
- School of Journalism and Mass Communication
- School of Visual Communication Design

#### **College of Education, Health and Human Services**

- School of Foundations, Leadership and Administration
- School of Health Sciences
- School of Lifespan Development and Educational Sciences
- School of Teaching, Learning and Curriculum Studies

#### **College of Nursing**

**College of Podiatric Medicine** 

**College of Public Health** 

**Honors College** 

## **Regional College**

**University College** 

**Division of Graduate Studies** 

#### **Division of University Libraries**

#### Kent State University Campuses

- Ashtabula Campus
- East Liverpool Campus
- Geauga Campus (includes Regional Academic Center in Twinsburg)
- Kent Campus (includes Independence site)
- Salem Campus
- Stark Campus
- Trumbull Campus
- Tuscarawas Campus

# III. ACADEMIC PROGRAMS

## ACADEMIC DEGREE AND PROGRAM NOMENCLATURE

Kent State uses the following naming conventions for programs of study recognized and awarded by the university. All are displayed on the student's transcript.



within a major. See page 24-2523 for more information.

Example: Bachelor of Science degree – Biology major – Molecular Biology concentration

## KENT STATE'S PROGRAM AND COURSE COUNT

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	2019
Associate	Degrees	5	5	5	5	5	5	5	5
	Majors *	35	35	35	35	31	28	2 <u>7</u> 4	26
	<b>Concentrations</b>	<del>2</del> 4	<del>2</del> 4	<del>24</del>	<del>24</del>	<del>21</del>	<del>21</del>	<del>21</del>	
Bachelor's	Degrees	12	12	12	12	12	12	13	<u>13</u>
	Majors *	122	125	120	123	123	127	13 <mark>2</mark> 3	<u>134</u>
	<b>Concentrations</b>	<del>192</del>	<del>201</del>	<del>207</del>	<del>202</del>	<del>207</del>	<del>196</del>	<del>196</del>	
Master's	Degrees	18	22	22	22	22	22	23	<u>23</u>
	Majors *	110	114	115	113	111	106	10 <mark>9</mark> 8	<u>110</u>
	<b>Concentrations</b>	<del>161</del>	<del>146</del>	<del>154</del>	<del>150</del>	<del>145</del>	<del>153</del>	<del>-146</del>	
Post-	Degrees	1	1	1	1	1	1	1	1
Master's	Majors *	6	6	6	6	6	6	6	<u>6</u>
Doctoral	Degrees	4	4	4	4	4	4	4	<u>5</u>
	Majors *	48	49	49	49	50	48	48	<u>49</u>
	<b>Concentrations</b>	<del>25</del>	<del>26</del>	<del>26</del>	<del>26</del>	<del>2</del> 4	<del>17</del>	<del>23</del>	
	Total Degrees	40	44	44	44	44	44	46	<u>47</u>
	Total Majors	321	329	325	326	321	315	319	<u>326</u>
Certificates	Undergraduate	16	19	18	18	20	18	20	22
	Post-	<del>17<u>45</u></del>	<del>19<u>47</u></del>	<del>20<u>43</u></del>	<del>24<u>49</u></del>	<del>26<u>49</u></del>	<del>24<u>36</u></del>	<del>25</del> 37	<u>36</u>
	Bachelor'sGrad								
	<u>uate</u>								
	Post-Master's	<del>28</del>	<del>28</del>	<del>23</del>	<del>25</del>	<del>23</del>	<del>12</del>	<del>12</del>	
Undergradua	te Minors	135	145	145	150	153	164	169	<u>162</u>
Courses **		7,619	7,848	8,029	8,247	8,517	8,680	8,510	<u>8,591</u>

\* Majors in multiple degrees are counted separately (e.g., the Physics major within the B\_A\_ and B\_S\_ degrees is

counted twice). Majors that have admissions suspended temporary are included in the count.

\*\* Not included in this count are courses on hold pending inactivation.

## **DEGREE DEFINITIONS**

## ASSOCIATE DEGREE

Associate degrees are awarded only on Kent State's regional campuses and are designed to permit a student to complete the freshman and sophomore years of a baccalaureate program and/or to prepare students for immediate employment in a technology-related field. The degree requires a minimum of 60 semester credit hours and should not exceed 65 hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

Associate degree programs requiring hours beyond 65 hours in order to meet accreditation or licensing requirements are expected to align similarly to like programs at other Ohio public institutions and shall not exceed 73 semester credit hours. The degree should not exceed four semesters of full-time study.

The **Associate of Arts (A\_A\_)** and **Associate of Science (A\_S\_)** degrees provide a planned program of study that is generally equivalent to the first two years of a baccalaureate. The program may also be used for students desiring two years of a general education with emphasis in the arts, social sciences or humanities (for the A\_A\_ degree) or in the natural sciences and mathematics (for the A\_S\_ degree).

The curriculum structure of the A.A. and A.S. degrees at Kent State University:

Curriculum Requirements	Credits Hours
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement)	36
General Electives <sup>1</sup>	23
Minimum Total	60

1. Electives are chosen in the students' area of interest and/or to meet the requirements of the bachelor's degree they are wishing to pursue.

Ohio Administrative Code 3333.1.04 *Standards for Approval of Associate Degree Programs* states the **Associate of Applied Business (A\_A\_B\_)** and the **Associate of Applied Science (A\_A\_S\_)** degrees are "awarded for the successful completion of a planned program of instruction in a technology, the primary objective of which is the preparation of individuals for paid and unpaid employment in that technology, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

The curriculum structure of A\_A\_B\_ and A\_A\_S\_ degrees at Kent State:

Curriculum Requirements	Credits Hours
Major Requirements (technical) <sup>1</sup>	30
Additional Requirements (non-technical) <sup>2</sup>	14
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement) <sup>3</sup>	15
Minimum Total	60

- 1. A technical major constitutes an area of specialization and may include concentration requirements.
- 2. Non-technical requirements (including Kent Core, orientation and courses related to the technical field) should comprise approximately 50+ percent (i.e., minimum 30 credit hours) of total program.
- 3. One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.

The **Associate of Technical Study** (A.T.S.) degree is an individually planned program of study designed to respond to the need for specialized technical education and clearly identifiable career objectives. The Ohio Department of Higher Education divides the ATS degree into two types:

 Type a-A\_allows students to develop, in consultation with a faculty advisor, a coherent combination of technical courses selectively drawn from two or more technical programs offered at Kent State to serve a career objective that is not adequately addressed by one of the existing programs alone. Students in the A\_T\_S\_ degree type aA declare the Individualized Program major at Kent State.
• **Type B** provides associate degree completion based on a technical certificate or other formal technical training programs. Students are awarded a maximum of 30 credit hours toward the degree for college-level courses completed or training received from other institutions of higher education, career centers or other educational enterprises judged by Kent State to be of college level and for which Kent State awards degree credit. Students in the A\_T\_S\_ degree type B declare the appropriate university-approved major in their field.

The curriculum structure of the A.T.S. degree at Kent State University is the following:

Curriculum Requirements	Credit Hours
Major Requirements (technical or articulated credit) <sup>1</sup>	30
Additional Requirements (non-technical) <sup>2</sup>	14
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement) <sup>3</sup>	15
Minimum Total	60

- 1. The major should comprise a minimum 30 credit hours of technical coursework, which may include maximum 30 credit hours of articulated credit.
- 2. Non-technical requirements include courses closely related to the technical field.
- 3. One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.

### **BACHELOR'S DEGREE**

The bachelor's degree (baccalaureate) is usually the first academic title or rank conferred on a student by the university for satisfactory completion of a prescribed four-year course of study, and it is authenticated by a diploma signifying the achievement. Its purpose is to enable a student to acquire a certain amount of liberal learning and to become proficient in a particular branch of learning.

The degree requires a minimum of 120 semester credit hours of coursework; bachelor's degree programs should not exceed 126 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

The curriculum structure of the bachelor's degree at Kent State University is the following:

Curriculum Requirements	Credits Hours
Major Requirements (may include concentrations) <sup>1</sup>	minimum 30
Additional Requirements	varies
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement)	36
Writing-Intensive Course Requirement <sup>2</sup>	varies
Diversity Requirement (two approved courses) <sup>3</sup>	varies
Experiential Learning Requirement <sup>4</sup>	varies
General Electives	varies
Minimum Total	120

- 1. Concentrations must include a minimum of 50 percent of the curriculum within the major, see 24-23 for more information.
- 2. The major must include an upper-division, writing-intensive course (WIC). Although students must complete a WIC with a minimum C grade to earn a bachelor's degree (as a university requirement), the major course designated as WIC does not need to be specified with a minimum C grade as a graduation requirement for that particular major.
- 3. Diversity-designated courses are not required to be specified in a program's curriculum. Students complete the diversity requirement by selecting one course from the Kent Core and one course from the Kent Core, a declared program, an elective or a semester of study abroad (the latter with dean's approval).
- 4. The experiential learning requirement (ELR) may be a major or elective course, a component of a course or a non-credit paid or unpaid experience (e.g., internship). An ELR-designated course is not required to be specified in a program's curriculum.

Within this structure, the content of programs determines the type of bachelor's degree:

Majors within the **Bachelor of Arts (B\_A\_)** degree usually are aimed at liberal learning; they tend to teach qualitative methods of scholarship, and they ordinarily have a small major and a relatively large number of electives, which makes the degree flexible.

Majors within the **Bachelor of Science (B\_S\_)** degree generally are oriented toward more specialized preparation; they tend to teach quantitative methods of scholarship, and they usually have a large number of major requirements, which somewhat limit the flexibility of the degree.

The **Bachelor of Integrative Studies (B\_I\_S\_)** degree permits students to construct their own areas of focus within structured limits.

The **Bachelor of Technical and Applied Studies (B\_T\_A\_S\_)** is an adult-completion degree designed to accommodate varied educational backgrounds.

**Professional bachelor's degrees** tend to have a greater percentage of required courses in the content of the discipline as they prepare graduates for a specific profession. These programs usually require a core of professional studies that conforms to the standards of an accrediting agency or other professional/ licensing body. The size of the professional core ordinarily restricts the number of hours that are available outside the associated major. Kent State University offers nine professional or technical undergraduate degrees:

Bachelor of Applied Horticulture (B\_A\_H\_)Bachelor of Science in Education (B\_S\_E\_)Bachelor of Business Administration (B\_B\_A\_)Bachelor of Science in Information Technology (B\_S\_I\_T\_)Bachelor of Fine Arts (B\_F\_A\_)Bachelor of Science in Nursing (B\_S\_N\_)Bachelor of Music (B\_M\_)Bachelor of Science in Public Health (B\_S\_P\_H\_)Bachelor of Radiologic and Imaging SciencesTechnology (B\_R\_I\_T\_)

<u>"2+2" Bachelor's Degree Programs</u>: Several baccalaureate programs at Kent State University can be completed with approximately two years of additional full-time study after completion of an associate degree. An example is the Bachelor of Science degree in Respiratory Care, which is a two-year program for students who hold an accredited associate degree in respiratory therapy/care and are registered respiratory therapists.

### MASTER'S DEGREE

In broad terms, entry into a master's degree indicates that the student has sufficient preparation in a field of study to pursue greater specialization in that field. The degree program is designed to assure mastery of specified knowledge and skills, rather than an accumulation of credits beyond the baccalaureate.

The master's degree normally requires two years of full-time study and the completion of a minimum of 30 semester hours of graduate credit beyond the baccalaureate. Some specialized master's degrees may require more than this minimum. The basic components of the degree may vary in emphasis, <u>But</u>, <u>but</u> generally include a common core in the discipline; an integrative experience such as a seminar or practicum to synthesize the program's content and/or to translate theory into practice; and a summative experience to measure achievement and intellectual growth such as a thesis (6 credit hours), project, research paper and/or comprehensive examination.

Academic credit applicable to the master's degree is only awarded for those courses designed to expand and strengthen skills beyond the level of the baccalaureate. Degree credit is not awarded for courses that are remedial or designed to fulfill prerequisites for admission. No more than 50 percent of the program's coursework may be at the 50000 level (i.e., graduate courses slashed/co-scheduled with undergraduate courses).

Majors within the **Master of Arts (M\_A\_)** degree tend to emphasize liberal learning and qualitative methods of scholarship within a specific discipline. MA degree requirements often favor electives outside the discipline of the major.

Majors within the **Master of Science (M\_S\_)** degree tend to emphasize professional preparation and quantitative methods of scholarship within a specific discipline where scientific methodology predominates. MS degree requirements often favor requirements within the major.

**Professional master's degrees** are designed to emphasize a core for professional practice, focusing on skills and practical analysis over theory and research. implies preparation for professional and/or clinical practice. Generally, professional graduate degrees represent terminal degrees in their field. The resulting professional activity usually involves the giving of service to the public in the chosen field. Kent State offers 20 professional master's degrees:

Master of Architecture (M\_Arch\_) Master of Arts in Economics (M\_A\_E\_) Master of Arts in Teaching (M\_A\_T\_) Master of Business Administration (M\_B\_A\_) Master of Digital Sciences (M\_D\_S\_) Master of Education (M\_ed\_) Master of Education (M\_F\_A\_) Master of Geographic Information Science (MGISc) Master of Healthc-Gare Design (M\_H\_GD\_) Master of Landscape Architecture I (M.L.A.1) Master of Landscape Architecture II (M\_L\_A\_2) Master of Liberal Studies (L\_S\_M\_) Master of Library and Information Science (M\_L\_I\_S\_) Master of Music (M\_M\_) Master of Public Administration (M\_P\_A\_) Master of Public Health (M\_P\_H\_) Master of Science in Accounting (M\_S\_A\_) Master of Science in Nursing (M\_S\_N\_) Master of Technology (M\_Tech\_) Master of Urban Design (M\_U\_D\_)

### **POST-MASTER'S DEGREE**

The **Educational Specialist (Ed\_S.)** degree is <u>considered ana</u> <u>"Intermediate" professional graduate degree that</u> signifies work beyond the professional masters yet remaining short of a professional doctoral degree<u>sixth year</u>, self-contained degree program at the post-master's level. The program is designed to provide additional preparation beyond the master's degree without the research and scholarly focus of the doctorate. The basic components of the degree may vary in emphasis, but will generally include the following: a set of core courses, a demonstration of relevant competency in research, a clinical field study experience and electives designed to assist the student in achievement of career goals. The program normally includes one or more experiences that provide opportunity to integrate theory and practice and a summative experience as a context for measuring achievement and intellectual growth.

### DOCTORAL DEGREE

The **Doctor of Philosophy (Ph\_D\_)** degree is designed for students interested in becoming professional scholars, college and university teachers or independent research workers and leaders in industry and private or government research institutions. It builds on the breadth and study-in-depth provided by a baccalaureate and the specialization acquired in the master's degree. Its specific purpose is to give students the analytic and research skills to function as a scholar in a discipline. The Ph\_D\_ represents the highest level of academic certification at Kent State University and assures that its graduates have the scholarly skills to discover, interpret, integrate, apply and communicate the accumulated knowledge of a discipline.

The curriculum of the Ph\_D\_ degree combines core coursework, a cognate (related) field, a comprehensive written and oral examination and a written cumulative product (dissertation) that shows the results of a scholarly work of original resource and is presented orally to a professional audience of scholars. The degree requires a minimum of 90 semester hours beyond the bachelor's degree, or 60 hours beyond the master's degree, of which 30 credit hours are for the dissertation.

**Professional doctoral degrees** educate students for professional practice, rather than the research-focused Ph\_D. The degree is awarded after a period of study such that the total time to degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years.

Kent State offers three professional doctorates:

Doctor of Audiology (Au\_D\_) member of Northeast Ohio Audiology Consortium Doctor of Nursing Practice (D\_N\_P\_) Doctor of Podiatric Medicine (D\_P\_M\_)

# ACADEMIC PROGRAM DEFINITIONS

### MAJOR

An academic major is a curriculum component that enables students to make an in-depth inquiry into a discipline

or a professional field of study. It is organized around a specific set of goals, objectives and student learning outcomes that are accomplished through an ordered series of courses whose connections define an internal structure. a. A major that focuses on a discipline typically draws its courses predominantly from one department. One that encompasses a professional field of study or is interdisciplinary usually obtains its courses from more than one department or school.

Departments or dependent schools have the responsibility for administering majors within their unit and for approving particular programs of study and appropriate course substitutions for students. Those departments involved with interdisciplinary majors perform the same functions as individual departments. Courses taken to fulfill other academic requirements (e.g., minors) sometimes are specified within the requirements for a degree; however, students may not declare a major and a minor in the same discipline.

One important aspect of a major is the opportunity it affords students to study a field in depth.<u>a. A</u> major introduces students to a discipline or field of study through a foundation of theory and method, which serves as a basis for further study. It exposes them to the gamut of topics examined and the analytical devices used in the study of the subject. It contains a core series of courses of advancing levels of knowledge and understanding. Study in depth provides students with an understanding of the fundamental problems and arguments of a discipline or field of study, as well as its limits. It affords students practice with the tools of the subject, introduces them to its historical and philosophical foundations and gives them a clear sense of its boundaries and its effectiveness as a means for understanding or serving human society.

Per the Ohio Department of Higher Education guidelines, a major must comprise a minimum of 30 semester credit hours of specialized study leading to both breadth and depth in a particular discipline.

### **Concentration**

Majors may have concentrations (required or optional), which are approved set of courses to indicate in-depth knowledge or specialty area within the major and are recognized on the student's transcript.

Per the Ohio Department of Higher Education, concentrations must include a minimum of 50 percent of the overall curriculum within the major. For undergraduate majors, this percentage does not include general education (Kent Core), additional program requirements (electives or required courses that are not considered major coursework and/or not counted in major GPA) and general electives. The rationale behind the Ohio Department of Higher Education mandate is to ensure that concentrations are not so unique to their major curriculum that they operate as unauthorized separate degree programs.

Example in practice - Program 1:

 33
 Major credits (shared by all concentrations – counts in major GPA)

 +
 18
 Concentration credits (unique to concentration – counts in major GPA)

 51
 Major curriculum credits

 x
 .5

 25.5
 50 percent mark

*Program 1 fits the rule* because major credits (33) are more than 50 percent mark (25.5). Concentration includes 65% of the major curriculum.

Example in practice – Program 2:

27 Major credits (shared by all concentrations – counts in major GPA)
 + 45 Concentration credits (unique to concentration – counts in major GPA)
 72 Major curriculum credits
 x .5
 36 50 percent mark

Program 2 **does not fit the rule** because major credits (27) are <u>not</u> more than 50 percent mark (36). Concentration includes 38% of the major curriculum.

Example in practice - Program 3:

- 30 Major credits (shared by all concentrations counts in major GPA)
- + 30 Concentration credits (unique to concentration counts in major GPA)

+	30	Concentration credits (unique to concentration – counts in major GPA)
	60	Major curriculum credits
х	.5	

### 30 50 percent mark

Program 3 **fits the rule** because major credits (30) are equal to 50 percent mark (30). Concentration includes 50% of the major curriculum.

#### MINOR

An academic minor is a curriculum component, smaller than the major, which enables a student to make an inquiry into a discipline or field of study or to investigate a particular theme. The purpose of a minor is to provide formalized guidance to students in selecting courses in a field or content area that is outside the major and to provide formal recognition of that work on the transcript. Minors may be centered in a specific department or be drawn from several departments, as in the case of an interdisciplinary topical or thematic focus.

A minor is minimum 12 credit hours and normally contain between 18 and 25 credit hours, with a minimum of 6 of those hours being upper-division credit and a minimum 50 percent of the total hours in residence. Minors are sponsored by the unit that offers the courses in that discipline.

Students in a bachelor's or an applied associate degree (e.g., A\_A\_B\_, A\_A\_S\_) or the Associate of Technical Study (A\_T\_S\_), of which there is a major, may declare a minor. Students in a generalist associate degree (e.g., A\_A\_, A\_S\_, A\_T\_S\_–Individualized Program) may not declare a minor.

Students may not pursue a minor and a major in the same discipline. <u>a. A</u> minimum of 6 credit hours in the minor must be outside of the course requirements for any major or other minor the student is pursuing. Students must formally declare a minor, similar to the process by which they declare the major.

### CERTIFICATE

Certificate programs exist at Kent State University to deliver focused instruction and formalized guidance to students in areas that address contemporary, topical and/or workplace needs. Formal recognition of certificate completion is given on the student's transcript. Certificates may be pursued by and granted to students whether or not they are enrolled in a degree-granting major; however, all students who are granted a certificate must meet institutional admissions and graduation standards.

Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing course inventory, with a maximum of 9 credits of variable topic (special topics, seminar, etc.) courses. Graduate certificates that are 21 credit hours or more must be approved by the Ohio Department of Higher Education. Please be aware that certificates that comprise more than 50 percent of new courses (i.e., not from the existing course inventory) require formal approval from the Higher Learning Commission; that approval may take more than six months to receive.

Effective July 1, 2011, certificate programs that are eligible for federal financial aid for students are considered under the "gainful employment" regulations. Therefore, institutions are required on annual basis to disclose in a public manner (e.g., *University Catalog*, department websites) data on on-time graduation rate; job placement rate; tuition, fees and costs of books and supplies; median loan debt incurred by the students; and occupations for which the certificate will prepare/has prepared the student. More information on the gainful employment regulation is found at www.ed.gov/category/keyword/gainful-employment.

The Ohio Department of Higher Education defines the level of certificate programs as the following:

**Undergraduate General Certificates:** an award that requires completion of an organized program of study at the postsecondary level (i.e., below the baccalaureate). They are further classified into the following categories (from the IPEDS Glossary):

- Postsecondary Less Than One Academic Year: Total program must be minimum 16 credit hours (for federal financial aid eligibility) and maximum 29 credit hours. (Banner code: CER1-1xx)
- Postsecondary At Least One, But, but Less than Two Academic Years: Total program must be minimum 30 and maximum 59 credit hours. (Banner code: CER2-2xx)
- Postsecondary At Least Two, But, but Less than Four Academic Years: Total program must be minimum 60 credit hours and maximum 119 credit hours. (Banner code: CER4-4xx)

**Undergraduate Technical Certificates:** an award designed for an occupation or specific employment opportunity. These certificates should prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study. Technical certificates and their associated occupational license or certification require approval from the Ohio Department of Higher Education. Technical certificates are further classified into two categories:

- Technical Less Than One Year: Total program must be minimum 16 credit hours (for federal financial aid eligibility) and maximum 29 credit hours.
- Technical One Year: Total program must be minimum 30 credit hours, with the majority of the coursework completed in a pre-scribed technical area.
- Tochnical Loss Than One Year: Total program must be minimum 16 credit hours (for federal financial aid eligibility) and maximum 29 credit hours.

#### **Graduate Certificates:**

- Post-Baccalaureate: Requires completion of a program of study beyond the bachelor's degree, But, but does not meet the requirements of a master's degree. Minimum admission requirement is the bachelor's degree. Total program must be minimum 8 credit hours for federal financial aid eligibility. (Banner code: CER6-6xx)
- Post-Master's: Requires completion of a program of study beyond the master's degree, <u>But</u>, <u>but</u> does not meet the requirements of a doctorate. Minimum admission requirement is the master's degree. Total program must be minimum 8 credit hours for federal financial aid eligibility. (Banner code: CER8-8xx)

Approved certificate programs must be reviewed by its sponsoring unit every five years, and a recommendation made on the continued status of the program. This review should assess achievements relative to the stated goals of the program and be submitted to the Educational Policies Council.

**NOTE:** the U.S. Department of Education approves federal financial aid eligibility for non-degree programs that prepare post-baccalaureate graduates to receive state licensure to teach in an elementary or secondary school. These are called "sub-baccalaureate certificates"; however, they are not designated as certificates at Kent State.

# **ONLINE DELIVERY OF PROGRAMS**

At Kent State, there are three types of online programs that academic units can offer:

- Online Only: <u>Aan</u> online-only program has all (100 percent) of its required and elective courses offered fully online, with no expectation that students will take an on-ground course. The program may require students to be on campus for a specific purpose (e.g., orientation, support services); however, that requirement cannot be tied, whatsoever, to a course or any instructional component that affects student progression through the program for graduation. For a fully online program's culminating requirement (e.g., project, thesis), program faculty must allow for students to complete the requirement from a distance (e.g., students defending a thesis via web conferencing).
- Hybrid (Online/On-Ground): a-A hybrid program blends distance-educationonine and on-ground course delivery. More than 50 percent of the program's course requirements are offered via distance education, and there are a reduced number of face-to face meetings. That 50 percent of course requirements does not include internship, practicum, field experience or student teaching-coursesor any other out-of-class instructional experience.
- 3. **Online and On-Ground:** <u>a-A</u> program that is offered both online and on-ground has two separate deliveries: (1) a fully online program with no on-ground course requirements and (2) an on-ground program with the expectation that the majority of courses will be offered on-ground. Both online and on-ground programs are identical in all ways except course delivery (i.e., no difference in admission criteria, course requirements, student learning outcomes, etc.).

Any program that meets one of the three definitions above must be approved by the Ohio Department of Higher Education to be marketed and communicated to students as online. Please contact Curriculum Services to discuss the approval process.

A fully online program may require students to be on campus for a specific purpose (e.g., orientation, support services); however, that requirement cannot be tied, whatsoever, to a course or any instructional component that affects students progression through the program for graduation.

For a fully online program's culminating requirement (e.g., project, thesis), program faculty must allow for students to complete the requirement from a distance (e.g., students defending a thesis via web conferencing).

Students in a fully online program are given a different financial aid package ("cost of attendance") as required by the U.S. Department of Education. Out-of-state students in a <u>fully</u>n-online program are given a discounted tuition rate. Therefore, fully online programs are coded differently in Banner—coded with "V" for virtual—to distinguish them from on-ground programs. This differentiation allows for correct federal and state reporting, bursar billing of tuition and fees, accreditation reporting, international student tracking and veteran's services benefits processing. Failure to properly code online-only program results in non-compliance with federal Title IV financial aid regulations, which can result in substantial penalties to Kent State University.

**NOTE:** If <u>an</u> online delivery <u>was is</u> not the intent of a program's coordinators, <u>But</u>, <u>but</u> the program's curriculum has enough flexibility so that individual students could fulfill requirements with a majority of online courses <u>through</u> <u>deliberate course selection</u>, the program does not need to be classified and/or approved as online, <u>as long as the</u> <u>program is not marketed to students as an online program</u>.

# SUSPENSION OF PROGRAMS

A college may suspend admission into an academic program (e.g., major, concentration, minor, certificate) if the faculty plan to either reopen the program at a future date or phase out the program for future inactivation<u>for a</u> specific period of time. During a program's suspension, students cannot be admitted; however, the program will continue to appear in the University Catalog (with a note that it is suspended), in the Search Programs and Degrees website and in internal and external reports.

Faculty may suspend admission to a program for several reasons. They Those reasons include, but are not limited to, (1) total enrollment in the program needs to be capped due to limited resources; (2) significant revisions are planned for the program, and faculty don't want in-progress students under the previous curriculum; (3) faculty need to develop a teach-out plan for in-progress students before a request can be submitted for inactivation; or (4) faculty need time to deliberate and decide whether to revise a program or inactivate.

Please note that A program suspension is not the same as program inactivation.

aA proposal for temporary suspension of admission into an academic program must be submitted through the college's standard curriculum review and approval process with a proposed effective term. Aa program cannot be suspended for a term in which students have been admitted already.

Once temporary suspension of admissions to a program has been approved, Curriculum Services works with the offices of Admissions and Registrar to ensure that students cannot apply or be admitted to the program. The following sentence is added to the program's page in the University Catalog: *Admission suspended as of [term]*.

During the suspension, no new or returning students will be able to declare the program. The college administering the program will ensure that active students declared in the program before the suspension will have the resources to complete their requirements within a timely manner.

At any time within five years of the initial suspension, the college may reopen admission or inactivate the program by submitting a proposal through the college's standard curriculum review and approval process.

If admission into the program is not reopened within the specified five years of suspension, the program will be declared inactive by the Office of the Provost, which will notify all appropriate bodies.

Policy approved 12-Dec-16 (Faculty Senate)

# INTER-INSTITUTIONAL AGREEMENTS WITH CURRICULAR IMPLICATIONS

An articulation agreement or memorandum of understanding that specifies the rights and privileges of students moving from one institution to another are referred to as inter-institutional agreements. The usual common denominator of such agreements is academic course credit, although other issues such as admission priority, catalog rights, access to residence halls and other student services may be involved.

Below are general definitions of some common agreements:

**Two-plus-two (2+2) articulation** is a formal agreement between institutions whereby eligible associate degree holders are guaranteed matriculation into the third year of a specific four-year bachelor's degree at Kent State. Example: Students who earn the <u>AAB\_A.A.B.</u> degree in Hospitality Management at Cuyahoga Community College, upon admission to Kent State, may matriculate into the third year of Kent State's <u>BS\_B.S.</u> degree in Hospitality Management.

**Dual admission** programs articulate a four-year degree across two institutions, with the usual intent for students to complete the first two years at a community college and final two years at Kent State. These are similar to 2+2 programs except that students are admitted concurrently to both institutions and may be guaranteed catalog rights from the year they enter the agreement. There are separate faculty bodies and, for the most part, separate curricular and requirements to achieve the two degrees.

**Partnerships** provide mutual support for the offering of an academic program. Example: Kent State offering the BBA degree onsite at Lorain County Community College.

**Joint, consortia or dual enrollment** agreements are collaborations between institutions to offer one degree program. Students admitted to a program will choose one "enrollment" university for the purposes of transcript, registration and degree granting. However, there is, typically, one faculty body, and students are able to take courses at the partnering institutions. Example: the MFA degree in Creative Writing at Kent State, University of Akron and Youngstown State University.

**Cross registration** agreements between post-secondary institutions allow students enrolled at one institution (home institution) to take courses at another institution (host institution). The host institution determines registration dates, course availability and any special course fees, and will send a grade report to the home institution at the end of the term. Students may cross register at only one institution per term and may take a specified number of courses each term.

**College Credit Plus** (formerly dual credit) agreements allow high school students to register for a Kent State course taught in the high school, on a Kent State campus or via online by a Kent State faculty member or a Kent State-approved high school instructor (i.e., adjunct status) for high school and college credit. College Credit Plus courses offered in high schools through Kent State must duplicate the course delivered at a Kent State campus to matriculated students. College Credit Plus courses taken at the high school become part of the high school student's official college transcript; therefore, the earned course and credits will be accepted at Kent State.

**College tech prep** prepares high school students for post-secondary education and high-skill, high-demand technical careers. The nationwide program provides students with a planned program of study starting in grade nine and continuing through a college degree, and incorporates college prep academics with hand-on career technical skills. Upon completion of the high school portion of the curriculum, students who have met the established criteria are eligible for articulated college credit at Kent State University. Example: Students completing the Veterinary Science program at the Columbiana County Career and Technical Center, upon admission to Kent State, will receive credit for Kent State course VTEC 10001 toward the <u>AAS-A.A.S.</u> degree in Veterinary Technology.

**Trade competency (or block credit)** agreements involve other post-secondary institutions, vocational centers and educational institutions judged to be at a college level; student receive a specified block of college credit for courses completed or training/certification received. This block of credit is awarded either after the student successfully completes a Kent State transition course or has completed all the courses required in the program. Example: Licensed practical nurses and certified paramedics, upon admission to Kent State University and after successfully completing a summer transition course, will receive credit for a specified list of courses applicable toward the AAS-A.A.S. degree in Nursing ADN.

# CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP)

**MEANING OF THE CIP** 

The Classification of Instructional Programs (CIP) is a taxonomy of academic disciplines at institutions of higher education in the United States. This taxonomy allows agencies to understand what academic programs institutions offer no matter the <u>varied waysunique names</u> each institution<u>may</u> titles their programs.

The CIP was originally developed in 1980 by the National Center for Education Statistics (NCES) of the U. S. Department of Education. Since then, it has been reviewed and updated every 10 years. The 2010-2020 edition is the fourth and current revision of the taxonomy. The full CIP database can be found at nces.ed.gov/ipeds/cipcode.

The CIP is used in a variety of education information surveys and databases at the federal and state levels. The CIP is used by NCES in the Integrated Postsecondary Education Data System (IPEDS) to report on degree completions from all U.S. colleges and universities. Other federal agencies that use the CIP include the National Science Foundation, the Department of Commerce (Bureau of the Census), the Department of Labor (Bureau of Labor Statistics) and the Department of Homeland Security (Immigration and Customs Enforcement).

The CIP also is used by state agencies, national associations, academic institutions and employment counseling services for collecting, reporting and analyzing instructional program data. The Ohio Department of Higher Education has adopted the CIP for determining course subsidy for public institutions.

#### <u>Given this wide range of uses, it is important that an assigned CIP code reflect the best overall</u> <u>description of a program or course, and not be tailored to any specific use or application.</u>

The programs within the CIP are organized on three levels:

- 1. Two digit series that indicate a board subject area. Example: <u>09</u> "Communication, Journalism and Related Programs."
- 2. Four-digit series, of which the last two numbers represent an intermediate aggregation with that broad subject. Example: 09.09 "Public Relations, Advertising, and Applied Communication."
- 3. Six-digit codes, of which the final two numbers indicate the specific subject matter of the individual program or course. Example: 09.0901 "Organizational Communication, General."

#### Another example of a CIP:

(2 digits) **16. Foreign Languages, Literatures, and Linguistics.** Instructional programs that focus on foreign languages and literatures, the humanistic and scientific study of linguistics, and the provision of professional interpretation and translation services.

(4 digits) **16.09 Romance Languages, Literatures, and Linguistics.** Instructional content for this group of programs is defined in codes 16.0900 - 16.0999.

(6 digits) **16.0905 Spanish Language and Literature.** a<u>. A</u> program that focuses on the Spanish language and related dialects. Includes instruction in philology; Modern Castillan; Latin American and regional Spanish dialects; and applications in business, science/technology, and other settings.

#### **IMPORTANCE OF THE CIP**

The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases. Since it was first published in 1980, the CIP has been used by NCES in the Integrated Postsecondary Education Data System (IPEDS) and its predecessor, the Higher Education General Information Survey (HEGIS), to code degree completions.

The CIP is used by other Department of Education offices, such as the Office for Civil Rights, the Office of Vocational and Adult Education and the Office of Special Education, and serves as the standard on instructional programs for other federal agencies, including the National Science Foundation, the Department of Commerce (Bureau of the Census), the Department of Labor (Bureau of Labor Statistics), and the Department of Homeland Security (Immigration and Customs Enforcement), among others.

The CIP is used by state agencies (including the Ohio Department of Higher Education), national associations, academic institutions and employment counseling services for collecting, reporting and analyzing instructional program data.

The Ohio Department of Higher Education has adopted the CIP for determining course subsidy for public institutions. All of Kent State courses and their assigned CIP code are reported to the state three times a year.

Given this wide range of uses, it is important that CIP codes reflect the best overall description of a program or course, and not tailored to any specific use or application.

#### **ORGANIZATION OF THE CIP**

The programs within the CIP are organized on three levels:

- 1. Two-digit series that indicate a board subject area. Example: 09 "Communication, Journalism and Related Programs."
- 2. Four-digit series, of which the last two numbers represent an intermediate aggregation with that broad subject. Example: 09.09 "Public Relations, Advertising, and Applied Communication."
- 3. Six-digit codes, of which the final two numbers indicate the specific subject matter of the individual program or course. Example: 09.0906 Sports Communication."

#### Another example of a CIP:

(2 digits) **16. Foreign Languages, Literatures, and Linguistics.** Instructional programs that focus on foreign languages and literatures, the humanistic and scientific study of linguistics, and the provision of professional interpretation and translation services.

(4 digits) **16.09 Romance Languages, Literatures, and Linguistics.** Instructional content for this group of programs is defined in codes 16.0900 - 16.0999.

(6 digits) **16.0905 Spanish Language and Literature.** A program that focuses on the Spanish language and related dialects. Includes instruction in philology; Modern Castillan; Latin American and regional Spanish dialects; and applications in business, science/technology, and other settings.

### ASSIGNMENT OF THE CIP

CIP codes at Kent State University are assigned by Curriculum Services, consistent with guidance from NCES.

- CIP codes are assigned to majors, certificate programs and courses. Degrees, minors and concentrations are not assigned CIP codes (concentrations are considered a subset of their major and are reported under the major CIP code). <u>A major offered under multiple degrees will have the same CIP code</u>.
- Each major, certificate and course is assigned the single CIP code that best represents the focus and<u>describes the</u> content of the program or course. When a program or course has characteristics of more than one CIP classification, Curriculum Services will work with the academic unit to determine the appropriate CIP code.
- CIP codes are assigned to programs and courses, not individuals. All students enrolled in or graduated with a
  major or certificate are identified by the same CIP code, regardless of their individual course selections,
  concentration, specialization or thesis/dissertation topic.

# ADVICE FOR SUCCESSFUL COMPLETION OF PROGRAM PROPOSALS

- Encroachment/duplication issues, if applicable, must be documented in the proposal. Communicate with
  appropriate academic units and campuses when establishing or revising a program that may be similar to an
  established program or overlap disciplines.
- Program names should be the officially approved ones and consistent throughout the proposal.
- **Concentrations** sometimes are misidentified as majors, and minors sometimes are misidentified as concentrations. Definitions of academic programs can be found on pages 22-25.
- Document consistency is critical. Confirm that the program and its requirements are identical in proposal summary and in the catalog copy and roadmap.
- Any mention or listing of course changes (new, revision or inactivation) in a program proposal does not constitute a course proposal. Separate course proposals also must be submitted to ensure implementation.
- Only one proposal is needed for multiple changes to a major and its concentrations, even if different actions are occurring to the major core and individual concentrations.
- When in doubt, contact the Curriculum Services staff.

### WHEN A PROGRAM REVISION IS NOT A REVISION BUT A NEW PROGRAM

Faculty members in charge of programs are encouraged to review and update their curricular offerings periodically to ensure relevance with respect to recent developments of new knowledge in the field or discipline. However, if the revisions are extensive enough that the revised program no longer resembles the existing, approved program—e.g., the mission, goals, objectives and/or learning outcomes are substantially different, as are the career opportunities for graduates—the program will be considered a new program and must follow the new program approval process.

Per the Ohio Department of Higher Education, if revisions to a program's curriculum equal or exceed 50 percent based on the total number of credit hours in the degree program as published in the current catalog, the revision will be considered a "substantive change" and will require ODHE approval.

A proposal that elevates an existing concentration within a major to its own major (i.e., becomes a separate degree program) must follow the new program approval process.

# IV. COURSES

### COURSE NUMBERING

The definition of levels and numbering of courses at Kent State University is intended to provide a clear distinction among lower-division, upper-division and graduate courses. Ideally, course numbers should also clarify course sequencing where that is intended. in general, levels of courses differ with regard to the breadth and depth of their content, the perspective from which the subject is viewed, the degree to which particular intellectual skills are emphasized and the degree of responsibility expected of students as they study the subject. Course numbers usually correspond to the classification of students as freshmen, sophomores, juniors, seniors, master's and doctoral students.

Some digits of the course number are intended to convey a university-wide meaning and must be used consistently across all disciplines. The first digit identifies the level of instruction:

00000 developmental 10000 freshman 20000 sophomore 30000 junior 40000 senior	50000 60000 70000 80000	master's master's doctoral doctoral	graduate courses
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Developmental (00000) courses, also known as remedial, are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum and educational setting. More information on developmental courses can be found on page 33 of this document.

Lower-division (10000, 20000) courses are for freshmen, sophomores and others with little or no background in the discipline. Generally, these courses provide the understanding, foundation and preparation for more advanced study (although a pathway for more advanced study is not always required, and they may be ends in themselves).

Upper-division (30000, 40000) credit should be awarded for courses that are major related with the specialization, breadth and depth in a particular field. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.

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 number xxx88, which is 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 (field experience, practicum,	xxx99	Project or Capstone
	internship, student teaching, directed practice)	6x199	Thesis I
xxx93	Variable-Topic Workshop	6x299	Thesis II
xxx94	College Teaching	8x199	Dissertation I
xxx95	Special Topics	8x299	Dissertation II

### **CROSS-LISTED COURSES**

Cross-listing a course means that a single course is offered by two departments/schools, allowing the academic units to collaborate on a topic that may cross disciplines. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Therefore, cross-listed courses must have identical level (i.e., first number), titles, credit hours, grade rules, descriptions (including content) and learning outcomes. Cross-listing of courses in more than two

departments is discouraged unless there is a clear academic rationale for the multiple listing. Supportive documentation is required for each cross-listed course in the course inventory. Faculty submitting a revision to one cross-listed course must also submit (or ensure that the appropriate academic unit is submitting) the same revision to the corresponding cross-listed course.

Cross-listed courses are considered equivalent (i.e., treated as the same course) in regards to <u>calculating a</u> <u>students' GPA and overall credit hours and theirstudent course registration, GPA and hours calculation, and</u> eligibility for federal financial aid. See more about course equivalency below.

# **SLASHED COURSES**

Slashed courses enable students at two or three levels (e.g., senior undergraduate, master's, doctoral) within the same discipline to be instructed simultaneously. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Slashed courses permitted are 4/5 (senior-level bachelor's/master's), 4/5/7 (senior-level bachelor's/master's/doctoral) and 6/8 (master's/doctoral).

Slashed courses must have the same course subject (e.g., BSCI) and be identical with the exception of the course level and prerequisite (i.e., students registering for 50000-level must be graduate standing; students registering for 70000-level must be doctoral standing). Slashed courses must specify differential expectations for bachelor's, master's and doctoral students.

Although they may be co-scheduled, slashed courses are considered stand-alone courses (with separate registration, enrollment and subsidy levels); therefore, supportive documentation is required for each slashed course in the course inventory. Faculty submitting a revision to one slashed course must also submit the same revision to the corresponding slashed course.

Slashed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation and eligibility for federal financial aid. See more about course equivalency, below. Undergraduate students are not permitted to register for a graduate course that has a slashed undergraduate course unless the registration is approved through the students' enrollment in a combined bachelor's/graduate degree program.

# **EQUIVALENT COURSES**

Kent State courses determined by faculty to share more than 70 percent of the total content and student learning outcomes are considered equivalent. These courses are programmed in Banner to be treated as the same course (equivalency is noted in each course's catalog description). Courses designated as cross-listed and slashed are programmed automatically as equivalent; however, there are many Kent State courses that are not co-scheduled <u>b</u>But are considered equivalent (e.g., IT 11000 Introduction to Computer Systems is equivalent to <u>MIS-CIS</u> 24053 Introduction to Computer Applications). Courses that previously had a different course subject, number and/or title are also programmed in Banner to recognize their former identifications. Therefore, it is extremely important to consider equivalency between the course with the old subject/number/title and the course with the new subject/number/title.

If equivalent courses are lower division (10000 or 20000 level), they will factor into the GPA recalculation policy for repeated courses.\* E.g., if a student takes IT 11000 and earns a C, and then takes its official equivalent, MIS 24053, and earns a B, only the B grade will be calculated into the overall GPA and its related credits counted in the overall hours toward graduation. If the equivalent courses are upper-division (30000 or 40000 level) or graduate (50000 to 80000 level), students taking one and then the other will have both grades calculated into their GPA; however, the credit hours for the second course are not counted toward graduation.

If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite. E.g., students who completed IT 11000 will be able to register successfully for a course that has a prerequisite of <u>MIS-CIS</u> 24053.

Equivalent courses should not have different credit hours. E.g., if a student takes Course 10000 (3 credits) and earns a C, then takes its official equivalent Course 20000 (1 credit) and earns a B, only 1 credit will be counted toward graduation.

Groupings of equivalent courses cannot be entered in Banner (e.g., <u>three two</u> courses taken together are equivalent to one course, <u>or one course that is split into two courses or vice versa</u>). Any GPA or credit recalculation for those courses must be done manually <u>with the approval of by</u> the Office of the University Registrar <u>through the student petition process</u>.

Please be aware of equivalency when revising a course. If the revisions to a course are so great that the revised course cannot no longer be considered equivalent to the current course, the current course should be inactivated, and a new course established.

\* Courses that are revised to change from lower to upper division (or vice versa) will affect student's GPA if the student repeats the course after the revision. Examples: If a student takes Course 20000 and then repeats it after becomes Course 30000, both grades is counted in the student's GPA. If a student takes Course 30000 and then repeats it after it becomes Course 20000, only the highest grade is counted in the student's GPA.

# WHEN A COURSE REVISION IS NO LONGER A REVISION BUT A NEW COURSE

A substantial revision to a course may result in a scenario in which the newly revised course is no longer equivalent to the course, as it previously existed. in this case, the current course should be inactivated, and a new course established. The following changes represent a few examples of substantial revisions that may affect equivalency: the removal of a laboratory component of a course; major revisions to course content, description, and/or title; and addition or subtraction of contact hours and associated content. Other types of revisions may also result in a loss of equivalency.

Substantial revisions of this nature require consideration of course repeat and applicability. For example, if Course 10000 is 5 credit hours and combined lecture/laboratory, and it is revised to be a 4 credit hours lecture, a student could repeat the course and recalculate their grade without again completing the laboratory portion and associated content. The student would also lose one credit hour toward graduation. Additionally, students who successfully complete either the newly revised version <u>or</u> the previous, existing version of Course 10000 will be able to satisfy any requirement of the course in a previous or current catalog year.

Contact Curriculum Services for any questions related to course revisions and equivalency. Curriculum Services may, after reviewing a proposal, consult with the originator to discuss establishing a new course rather than moving forward with a revision if the extent of the proposed revisions raises concerns such as these.

If a course is split into two courses (e.g., a lecture/lab course split into separate lecture and lab courses) or vice versa, do not reuse the course number; instead the two courses should be considered new, with new numbers.

# INACTIVATION AND RE-USE OF COURSE NUMBER

Inactivation of a course or revision of course number automatically causes the old number to be marked for deletion from the course inventory. Reusing a course number for a new course—with the new course not considered equivalent to the previous course with that number—may adversely affect students' degree program, total credits toward graduation, GPA calculation and course registration. Therefore, inactivated course numbers may not be reassigned, ever, to another course. (Approved by the Educational Policies Council, August 24, 2009, effective fall 2010).

If a course is split into two courses (e.g., a combined lecture/lab course split into separate lecture and lab courses) or vice versa, the course number should not be reused for one of those courses.

# **DEVELOPMENTAL (REMEDIAL) COURSES**

A developmental course is considered below college level and, therefore, cannot be applied toward the requirements for a certificate or degree program (Ohio Administrative Code 3333-1-02, section B[4]). Although developmental courses count toward the course load for financial aid and other purposes, hours taken in these courses are subtracted from the students' total before graduation.

Kent State's developmental courses are designated with 0 as the first number (e.g., MATH 00020 Pre-Algebra).

The following definitions are taken from the Ohio Department of Higher Education *Decision Rules for Assigning Levels and CIP Codes for Undergraduate Courses in the HEI Course Inventory* (April 27, 2012).

- Developmental English: Below-college-level courses that cover topics in reading and writing to prepare students for college-level English and composition courses.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- Developmental Reading: Below-college-level courses that cover topics in reading and reading comprehension.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Writing:** Below-college-level courses that cover topics in writing skills.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- Developmental Mathematics–Computational Skills/Geometry/Algebra: Below-college-level math courses that cover topics in arithmetic operations, geometry and algebra.
  - Highest level (01) is for intermediate algebra, just below college algebra. Topics include equations and inequalities in one variable and two variables, including graphing and different forms of radicals, quadratic functions, exponential functions, and logarithmic functions.
  - Middle level (02) is for elementary algebra and geometry, statistics and algebra with basic geometry and basic right-angle trigonometry. Topics include linear equations, applications, factoring algebraic fractions, exponents, graphing, basic geometry, and basic right triangle trigonometry.
  - Lowest level (03) is for computational skills/pre-algebra. Topics include whole numbers, arithmetic operations, fractions, decimals, ratios and proportions, percent, measurement and measurement conversions, signed numbers, and linear equations.
- Developmental Mathematics-Statistics: Below-college-level courses that cover topics in statistics and probability.
- English as a Second Language: a program that focuses on the development of proficiencies in reading, writing, and speaking a language or languages, other than the mother tongue, that are needed to perform day-to-day tasks. Includes instruction in the use of basic communication skills to develop and transmit ideas and thoughts.
- Study Skills: Courses designed to improve study skills, time management and other topics that aid in the transition to college. Note: Not all study skills courses must be classified as developmental. Designation of developmental depends on whether the course credits can be applied towards degree or certificate.
- **Other Developmental Courses:** as appropriate (e.g., developmental chemistry course).

### GRADE MODE

All courses are letter graded (A, B, C, etc.) unless otherwise denoted in the catalog description. Typical courses that allow Satisfactory/Unsatisfactory (S/U) grading are field experience, practicum, internship, workshop, college teaching, individual investigation, thesis and dissertation. A course may be graded with letters <u>or</u> S/U, not both.

An In-Progress (IP) mark is allowed only for courses for which there is an expectation that students may need more time beyond the term to complete all requirements to earn a final grade. Typical examples are research, practicum, internship, project, clinical education, individual investigation, thesis and dissertation. An IP mark should be used judicially as it is expected that students should complete their courses by the term's end for a timely completion of their degree The IP mark is not to be used in place of an Incomplete (IN) mark, and rationale must be given for assigning an IP grade mode to a course.

Faculty assign a grade mode to courses through the course approval process. The grade mode for a course does not change from section to section. Kent State grade modes that can be attached to courses (and their Banner codes) are listed below:

- B Standard Letter (A, A-, B+, B, B-, C+, C, C-, D+, D, F, NF, SF)
- C Standard Letter or In-Progress (IP)
- F Satisfactory/Unsatisfactory (S/U)
- G Satisfactory/Unsatisfactory (S/U) or In-Progress (IP)
- K Complete (CP)/Not Complete (NC) \*

\* Used only for the university's co-op course

The Audit (AU) mark and Pass/Fail (Y/Z) grades are not listed above as they are self-selected by students for a course, not pre-determined by faculty.

Kent State's grading policies and procedures can be found in the University Catalog (<u>catalog.kent.edu/academic-policies/grading-policies-procedures</u>).

# SCHEDULE TYPES

The delivery of instruction often requires educational material to be organized and presented to students in a variety of ways. Schedule types are intended to reflect the nature of activities required of students, the relationship between students and their instructors and the settings required to deliver the content of an instructional offering. Definitions of the various schedule types can be found at pages 37-44.

Kent State schedule types and their Banner codes are listed below:

Clerkship (CLR)Individual InveClinical Laboratory (CLN)International EColloquium (COL)Laboratory (LA)Combined Lecture/Laboratory (LLB)Lecture (LEC)Cooperative Education (COP)Master's ThesiDissertation (DSR)Practical ExpeEmporium (EMP)Private LessorFlight Training (FLT)Flight Component of the sector of the

Individual Investigation (IND) International Experience (INT) Laboratory (LAB) Lecture (LEC) Master's Thesis (MST) Practical Experience (PRA) Private Lesson (PRL) Project or Capstone (PRJ) Recitation (RCT) Research (RES) Seminar (SEM) Studio (STU) Study Away (STA) Workshop (WSP)

# **CREDIT BY EXAMINATION**

Degree- or certificate-seeking students who can demonstrate ability and knowledge in a particular subject may establish credit in certain courses without enrolling in them. They accomplish this by taking a special examination or performing a special assignment, or both, through the appropriate academic unit. If the unit's faculty have determined the student successfully completed the exam or assignment in place of the course, the student is awarded the full credit hours for the course, <del>But, but</del> not a grade (the "CR" mark is displayed next to the course on the student's transcript and is not calculated into the student's GPA).

Credit by Examination (CBE) is a Kent State program, separate from the national and university-accepted alternative credit programs (e.g., AP, IB, CLEP).

Kent State credit-by-examination options and their Banner codes are listed below:

- Credit by Exam—Available (A)
   Eligible students may earn credit for the course through a faculty-administered exam.
- Credit by Exam—Department Approval (D) Eligible students may earn credit for the course through a faculty-administered exam. The department reserves the right to approve the students who can take the exam.
- Credit by Exam—Not Approved (N) Students may <u>not</u> earn credit for the course through a faculty-administered exam.

To approve or revise a course for credit by examination, faculty must submit a course revision proposal. Once a course is approved for CBE, faculty in the course's academic unit are responsible for administrating the exam.

The full policy can be found at <u>catalog.kent.edu/academic-policies/alternative-credit</u>.<u>a</u>. <u>A</u> list of courses currently approved for CBE and the application to earn CBE can be found at <u>www.kent.edu/registrar/credit-exam</u>.

# FLEXIBLY SCHEDULED COURSE SECTIONS (OPEN LEARNING)

A flexibly scheduled course section is not offered for the complete length of a regular academic term or for any of the established parts of a term; however, it must still be offered within the parameters of an academic term length.

In Banner, flexibly scheduled sections are called Open Learning (OL). Requests for an open-learning section must be submitted to the Office of the University Registrar. All flexibly scheduled courses must still meet Kent State's guidelines for the awarding of academic credit (see pages 33-41).

### **COURSE ATTRIBUTES**

Course attributes designate specific courses that are approved to fulfill an undergraduate university requirement (e.g., Kent Core, diversity) or state-wide transfer initiative (e.g., Transfer Assurance Guides). Course attributes are displayed in the University Catalog and Schedule of Classes.

Kent State Undergraduate University Requirements and their Banner codes are listed below:

Diversity Domestic (DIVD)	Kent Core Composition (KCMP)
Diversity Global (DIVG)	Kent Core Fine Arts (KFA)
Experiential Learning Requirement (ELR)	Kent Core Humanities (KHUM)
Kent Core Additional (KADL)	Kent Core Mathematics and Critical Reasoning (KMCR)
Kent Core Basic Sciences (KBS)	Kent Core Social Sciences (KSS)
Kent Core Basic Sciences Lab (KLAB)	Writing Intensive Course (WIC)

State-Wide Transfer Initiatives and their Banner codes are listed below:

CTAG Air Transportation (CTAIR) TAG Arts and Humanities (OAH) CTAG Construction Technology (CTCN) TAG Business (OBU) TAG Communication (OCM) CTAG Criminal Justice (CTCJ) CTAG Culinary and Food Service (CTCF) TAG Education (OED) CTAG Education (CTED) TAG Engineering (OES) CTAG Electrical Engineer Technology (CTEE) TAG Engineering Technology (OET) TAG Foreign Language (OFL) CTAG Entrepreneurship (CTEN) CTAG Exercise Science (CTES) TAG Health (OHL) CTAG Health Information (CTHI) TAG History (OHS) CTAG Information Technology (CTIT) TAG Mathematics (OMT) CTAG Interactive Media (CTIM) TAG Renewable Energy (ORE) CTAG Mechanical Engineering Technology (CTME) TAG Science (OSC)

CTAG Media Arts (CTMA) CTAG Medical Terminology (CTMT) CTAG Nursing/Associate Degree (CTAD) CTAG Performing Arts (CTPA) CTAG Programming (CTPR) CTAG Renewable Energy (CTRE) CTAG Supply Chain Management (CTSC) CTAG Visual Design and Imaging (CTVD) TAG Social and Behavioral Sciences (OSS) Transfer Module Composition (TCMP) Transfer Module Fine Arts (TFA) Transfer Module Humanities (THUM) Transfer Module Mathematics (TMTH) Transfer Module Natural Sciences (TNS) Transfer Module Social Sciences (TSS)

# COURSES DESIGNATED AS REPEATABLE FOR CREDIT

Courses may be designated to allow students to repeat them to earn credit hours each time.<u>a. A</u> repeatable-forcredit course offers a different instructional experience and learning outcomes for students each time they take it. Examples include special topics, research, individual investigation, practicum or internship, competency- or skillbased (e.g., violin course, theatre production).

Courses ending in 91 to 99 (i.e., variable-content seminar, practical experience, workshop, college teaching, special topics, individual investigation, colloquium, research, thesis, dissertation) are designated as repeatable for credit unless specified otherwise in documentation. See pages 37-42 for definition of these courses.

If faculty wish to restrict the number of attempts or credit hours of a repeatable-for-credit course toward a specific program, they should submit a program revision proposal to include that restriction in the requirements for program completion.

Kent State course repeat options and their Banner codes are listed below:

Course may be repeated for credit (RP) Course may not be repeated for credit (NR)

# INSTRUCTIONAL ACTIVITIES AND CREDIT-TO-CONTACT HOURS

### DEFINITION OF SEMESTER CREDIT HOUR

"Semester credit hour" means a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met. Credit hours may be calculated differently for certain types of instructional activities, including But not limited to: laboratory instruction, clinical laboratory instruction, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, miscellaneous and studio experience (Ohio Administrative Code, 3333-1-02, 2010).

#### DEFINITION OF ACADEMIC YEAR LENGTH

"Academic year" means a period of time that is at least 30 weeks in length counting periods of time (terms) that begin on the first day of classes and end on the last day of classes or examinations. The 30-week requirement shall be measured exclusive of compressed terms, e.g., summer (Ohio Administrative Code, 3333-1-02, 2010).

#### **DEFINITION OF SEMESTER LENGTH**

"Academic semester" means a period of time that shall consist of no fewer than 15 calendar weeks and no more than 17 calendar weeks of instructional time. The inclusion of breaks or holidays within any particular semester shall be at the discretion of the institution so long as the institution is in compliance with the criteria for awarding semester credit hours (Ohio Administrative Code, 3333-1-02, 2010).

Kent State University's academic semester is 1<u>76</u> weeks<u>\*</u> of instructional time, which consists of 15-<u>\*\*</u> calendar weeks of scheduled classes and one calendar week of examination. One week of break is included in <u>aeach</u> spring <u>and fall</u> semester, <u>But</u>, <u>but</u> not in the instructional length or in the criteria for awarding semester credit hours.

Fall semester: 16 weeks, 4 days; spring semester: 16 weeks, 3 days
 Fall and spring semesters: 14 weeks, 2 days

### DEFINITION OF INSTRUCTIONAL WEEK TIME

"Week of instructional time" means for purposes of the definition of academic semester, academic quarter and academic year, a week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of examinations occurs (Ohio Administrative Code, 3333-1-02, 2010).

### DEFINITION OF SCHEDULE TYPES AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT

Credit-to-contact ratios listed below are the minimum university standards. Some programs may require more to fulfill accreditation, licensure, certification or other requirements.

#### 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

<u>Credit-to-contact ratio</u>: 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)

<u>Grade modes permitted:</u> 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.

#### COMBINED LECTURE AND LABORATORY

A combined lecture and laboratory integrates both activities into one course with one grade. <u>Designated number:</u> none <u>Schedule type:</u> combined lecture/laboratory (LLB), lecture (LEC), laboratory (LAB)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

<u>Credit-to-contact ratio</u>: 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

See pages 44-45 for a chart that breaks down the contact hours per course length for lecture and laboratory courses.

### 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.

<u>Designated number:</u> none <u>Schedule type:</u> private lesson (PRL) <u>Grade modes permitted:</u> letter <u>Variable credit permitted:</u> 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.

### 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 of 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

<u>Credit-to-contact ratio</u>: 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.

### **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. <u>a. A</u> 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

<u>Credit-to-contact ratio:</u> Credit hour is awarded on the same basis as a laboratory course.

### COLLEGE TEACHING

College teaching is designed to provide supervision and/or instruction in the special aspects of college teaching. <u>Designated number:</u> xxx94

Schedule type: lecture (LEC)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-3

<u>Credit-to-contact ratio</u>: 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

<u>Credit-to-contact ratio</u>: 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 – VARIABLE CONTENT**

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.<u>a. A</u> 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

<u>Credit-to-contact ratio</u>: 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.

### **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

### **DISSERTATION – DOCTORAL**

A doctoral 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

<u>Credit-to-contact ratio</u>: 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.

### 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

<u>Credit-to-contact ratio</u>: 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.

#### FIELD EXPERIENCE – see Practical Experience

### 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 groundbased 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<sup>+</sup> of flight instruction in aircraft and 10 hours of groundbased 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.-a. 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.

#### 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

<u>Schedule type:</u> individual investigation (IND)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-3

<u>Credit-to-contact ratio</u>: One credit hour is awarded for a minimum three clock hours in a standard week of a 15week 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, <u>But</u>, <u>but</u> are not limited to, classroom study, research, fieldwork, 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\*\*

<u>Schedule type:</u> international experience (INT) *course may also have pre-/post-travel lecture schedule type* <u>Grade modes permitted:</u> letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-4

<u>Credit-to-contact ratio</u>: 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.

#### 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

<u>Credit-to-contact ratio</u>: One credit hour is awarded for a minimum three clock hours in a standard week of a 15week semester, or for a minimum 45 clock hours in a semester.

#### **PROJECT OR CAPSTONE**

A project or capstone (which may include a senior or honor's thesis) culminates in a scholarly, comprehensive paper or project that integrates knowledge attained through coursework and 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

<u>Credit-to-contact ratio</u>: 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

<u>Schedule type:</u> recitation (RCT) <u>Grade modes permitted:</u> letter, satisfactory/unsatisfactory

Variable credit permitted: no

<u>Credit-to-contact ratio</u>: 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.

#### 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

<u>Credit-to-contact ratio</u>: One credit hour is awarded for a minimum three clock hours in a standard week of a 15week semester, or for a minimum 45 clock hours in a semester.

#### 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. The content of the 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

<u>Credit-to-contact ratio</u>: 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.

#### **SEMINAR – VARIABLE CONTENT**

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<del>. a</del>. 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

<u>Credit-to-contact ratio</u>: 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.

#### 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.

**STUDENT TEACHING** – see Practical Experience

### STUDIO

A studio is a workplace for the teaching or practice of an art. <u>Designated number:</u> none <u>Schedule type:</u> studio (STU) <u>Grade modes permitted:</u> letter, satisfactory/unsatisfactory, in-progress\* <u>Variable credit permitted:</u> 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.

### 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, <u>But, but</u> are not limited to, classroom study, research, fieldwork 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. <u>Designated number:</u> xxx90\*\*

<u>Schedule type:</u> study away (STA) *course may also have pre-/post-travel lecture schedule type* <u>Grade modes permitted:</u> letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-4

<u>Credit-to-contact ratio</u>: 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.

#### THESIS – MASTER'S

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)

<u>Credit-to-contact ratio</u>: One credit hour is awarded for a minimum three clock hours in a standard week of a 15week semester, or for a minimum 45 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

<u>Credit-to-contact ratio</u>: 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 - VARIABLE TOPIC

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. A workshop that has relatively unchanging topics and is offered with regularity should be

assigned an unreserved number (see definition above). 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 the rigor appropriate to graduate level work. Designated number: xxx93

Schedule type: workshop (WSP)

Grade modes permitted: satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-6

<u>Credit-to-contact ratio</u>: 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 inprogress 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 by Curriculum Services.

Approved by Faculty Senate on December 11, 2017 Prior Approval Dates: September 9, 2013; November 5, 2012

#### CALCULATION OF A COURSE'S CONTACT HOURS BASED ON COURSE LENGTH

#### Lecture or Seminar Course

Credit-to-contact ratio is <u>1:1</u>, which means each 1 credit hour of the course should have 1 nominal hour of faculty/student contact a week in a full (15-week) semester.

Course	Total	Total contact	Contact minutes	Contact minutes	Contact minutes	Contact minutes
credit	nominal	minutes	(hours) per week	(hours) per week	(hours) per week	(hours) per week
hours	hours *	(hours)	full semester	8-week course	7-week course	5-week course
1	15	750 min	50 min	94 min	107 min	150 min
1	15	(12 hr 30 min)	50 mm	(1 hr 34 min)	(1 hr 47 min)	(2 hr 30 min)
2	30	1500 min	100 min	188 min	214 min	300 min
		(25 hr)	(1 hr 40 min)	(3 hr 8 min)	(3 hr 34 min)	(5 hr)
2	45	2250 min	150 min	281 min	321 min	450 min
5	45	(37 hr 30 min)	(2 hr 30 min)	(4 hr 41 min)	(5 hr 21 min)	(7 hr 30 min)
4	60	3000 min	200 min	375 min	429 min	600 min
	00	(50 hr)	(3 hr 20 min)	(6 hr 15 min)	(7 hr 9 min)	(10 hr)

#### Laboratory or Studio Course with out-of-class assignments that normally average one hour of out-ofclass study to prepare for or follow-up the laboratory/studio experience

Credit-to-contact ratio is <u>1:2</u>, which means each 1 credit hour of the course should have 2 nominal hours of faculty/student contact a week in standard 15-week semester.

Credit hours	Total nominal hours *	Total contact minutes (hours)	Contact minutes (hours) per week full semester	Contact minutes (hours) per week 8-week course	Contact minutes (hours) per week 7-week course	Contact minutes (hours) per week 5-week course
1	30	1500 min (25 hr)	100 min (1 hr 40 min)	188 min (3 br 8 min)	214 min (3 br 34 min)	300 min (5 br)
2	60	3000 min (50 hr)	200 min (3 hr 20 min)	375 min (6 hr 15 min)	429 min (7 hr 9 min)	600 min (10 hr)
3	90	4500 min (75 hr)	300 min (5 hr)	563 min (9 hr 23 min)	643 min (10 hr 43 min)	900 min (15 hr)

#### Laboratory or Studio Course with little or no out-of-class study

Credit-to-contact ratio is <u>1:3</u>, which means each 1 credit hour of the course should have 3 nominal hours of faculty/student contact a week in standard 15-week semester.

Credit hours	Total nominal hours *	Total contact minutes (hours)	Contact minutes (hours) per week full semester	Contact minutes (hours) per week 8-week course	Contact minutes (hours) per week 7-week course	Contact minutes (hours) per week 5-week course
1	1 15	2250 min	150 min	281 min	321 min	450 min
I	40	(37 hr 30 min)	(2 hr 30 min)	(4 hr 41 min)	(5 hr 21 min)	(7 hr 30 min)
2	00	4500 min	300 min	563 min	643 min	900 min
2 90	90	(75 hr)	(5 hr)	(9 hr 23 min)	(10 hr 43 min)	(15 hr)
3	125	6750 min	450 min	844 min	964 min	1350 min
	135	(112 hr 30 min)	(7 hr 30 min)	(14 hr 4 min)	(16 hr 4 min)	(22 hr 30 min)

#### **Combined Lecture/Laboratory Courses**

Credit hour is awarded on the same basis as lecture and laboratory and dependent on how the credit hours are allocated for each instruction. For example, a 5-credit lecture/lab that allocates 4 credits for lecture and 1 credit for lab with no out-of-class study would be broken down in the following way:

Credit hours	Total nominal hours *	Total contact minutes (hours)	Contact minutes (hours) per week full semester	Contact minutes (hours) per week 8-week course	Contact minutes (hours) per week 7-week course	Contact minutes (hours) per week 5-week course	
Lecture							
4	60	3000 min (50 hr)	200 min (3 hr 20 min)	375 min (6 hr 15 min)	429 min (7 hr 9 min)	600 min (10 hr)	
Laborate	ory	<u> </u>	<u> </u>		<u> </u>	· · ·	
1	45	2250 min (37 hr 30 min)	150 min (2 hr 30 min)	281 min (4 hr 41 min)	321 min (5 hr 21 min)	450 min (7 hr 30 min)	
Total for Course							
5	105	5250 min (87 hr 30 min)	350 min (5 hr 50 min)	656 min (10 hr 56 min)	750 min (12 hr 30 min)	1050 min (17 hr 30 min)	

**Note:** One way to know how many credits a lecture/lab course has allocated to each instruction is to view the breakdown of contact hours in the course description in FlashLine, see example:

### BSCI 11020 - FOUNDATIONAL ANATOMY AND PHYSIOLOGY II

3.000 Credit hours

- 2.000 Lecture hours
- 3.000 Lab hours

The lecture and lab contact hours listed are in weekly nominal terms for a 15-week course. Therefore, by looking at the total nominal hours in the charts above, 2 nominal hours for lecture (2x15=30 total nominal hours) and 3 nominal hours for lab (3x15=45 total nominal hours) means that 2 credits have been allocated to lecture and 1 credit allocated to lab for this course.

Credit	Total	Total contact	Contact minutes	Contact minutes	Contact minutes	Contact minutes
	nominal	minutes	(hours) per week	(hours) per week	(hours) per week	(hours) per week
nours	hours *	(hours)	15-week course	8-week course	7-week course	5-week course
Lecture						
•	20	1500 min	100 min	188 min	214 min	300 min
2	30	(25 hr)	(1 hr 40 min)	(3 hr 8 min)	(3 hr 34 min)	(5 hr)
Laborat	ory					
1	45	2250 min	150 min	281 min	321 min	450 min
1		(37 hr 30 min)	(2 hr 30 min)	(4 hr 41 min)	(5 hr 21 min)	(7 hr 30 min)
Total for	r Course					
3	105	3750 min	250 min	469 min	535 min	750 min
	105	(62 hr 30 min)	(4 hr 10 min)	(7 hr 49 min)	(8 hr 55 min)	(12 hr 30 min)

\* One nominal hour is equivalent to 50 minutes.

### DISTANCE-EDUCATION COURSES

Per the Code of Federal Regulations (Title 34, Subtitle B, Chapter VI, Part 600 Institutional Eligibility Under the Higher Education Act of 1965, as Amended):

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) [below] of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.\*

The technologies may include:

- 1. The internet;
- 2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communications devices;
- 3. Audio conferencing; or
- 4. Video cassettes, DVDs and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.
  - \* **Synchronous** is direct communication, where all participants in the communication are present at the same time. Examples include a telephone conversation, a virtual classroom, online chat session and instant messaging.

**Asynchronous** communication allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time. Examples include e-mail, discussion boards, blogs and text messaging over cell phones.

A course designated as distance education 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, <u>b</u>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. <u>Regular and substantive interaction between the instruction and students must occur.</u>

Credit hours for a distance-education course 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 on pages 37-44.

The delivery modes for distance-education course sections at Kent State are the following:

 Web-based courses are taught via the Internet, and courses can be either asynchronous or synchronous. Content is presented in multiple formats, which may include text, recorded or live-streaming audio or video; and interactive presentations. Communication tools include live chats, discussion groups and e-mail. Some web-based courses have hybrid online/on-ground delivery and may require students to come to campus for several class sessions.

In Banner, the following codes define a web-based course section:

V1: Course is 100 percent online, requiring no face-to-face or online live sessions (asynchronous).

V2: Course is 100 percent online, with one or more concurring online live sessions (synchronous).

- V3: Course is a blend of <u>a minimum 50 percentsubstantial</u> online sessions (asynchronous or synchronous) and one or more required face-to-face meetings.
- 2. Room-based video conferencing (e.g., Polycom, VTEL) is a traditional distance learning system where students see class materials, their instructor and fellow students on large television monitors in the front of the classroom; they speak to the instructor and fellow students from a microphone at their seat. Video conferencing allows classes to be delivered to/from any campus.

 PC-based conferencing (e.g., iLinc, Webex, Skype, Zoom) has each student and the instructor sitting at individual computers and talking to each other live (synchronously). It may be video and audio or solely audio. Classes are live and interactive, so class hours are much like a classroom-based class; however, the students and instructor are not all in one place.

The correct coding of online courses is required for federal and state reporting, correct bursar billing of tuition and fees, accreditation, international student tracking and veteran's services benefits processing.

**NOTE:** Institutions must distinguish its distance and correspondence education courses using the federal definition below. The key distinction between distance and correspondence education is whether the courses are self-paced and the interaction with faculty is student-initiated. Courses of this nature are correspondence education regardless of whether they are delivered electronically or through any other mechanism. Kent State has NOT received approval by the Ohio Department of Higher Education and the Higher Learning Commission to offer correspondence education courses.

"**Correspondence Education:** Courses in which the institution provides instructional materials and examinations by mail or electronic transmission to students who are separated from the instruction. Interaction between the instructor and the student is not regular and substantive, and it is primarily initiated by the student. Correspondence courses are typically self-paced. <u>Correspondence education is not distance education.</u>"

> Source: Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education

For more information on XXX [reference new policy]

### **COURSE PREREQUISITES**

The Ohio Department of Higher Education requires a minimum prerequisite of "graduate standing" for all master's degree level courses (50000 and 60000 levels) and "doctoral standing" for all doctorate level courses (70000 and 80000 levels). Kent State requires the statement of "none" in the course description for all undergraduate courses (00000 to 40000 levels) with no prerequisite.

### FUNCTIONAL PREREQUISITES

Prerequisites must be tangible to be functional in Banner. Examples of intangible are listed below. Intangible prerequisites that are necessary to be informative (e.g.," students taking this course should be fluent in Russian") will be listed as the last sentence of the course description.

### EXAMPLES OF INTANGIBLE PREREQUISITES <u>NOT</u> ACCEPTED BY BANNER

- 1. "First-year core requirements"
- 2. "High school algebra"
- 3. "6 credit hours of education courses"
- 4. "One law course"
- 5. "Language proficiency"
- 6. "Knowledge of computer programming"
- 7. "Successful completion of introductory course"
- 8. "Completion of major requirements"

### TANGIBLE PREREQUISITES ACCEPTED BY BANNER

- Specific course(s) or a range of courses or credit hours (e.g., ENG 21011, 6 credits of FIN courses, one PSYC course, three lower-division courses) that can be identified as a <u>prerequisite</u> (i.e., must be taken in a prior term), <u>corequisite</u> (i.e., must be taken in same term) or <u>pre/corequisite</u> (i.e., must be taken in either a prior or the same term)
- 2. **Test score** that is standard (e.g., ACT, ALEKS) or unique to a group of students (e.g., audition, portfolio review, advanced study)
- 3. Student level (e.g., senior standing, graduate)
- 4. College, department, campus or program (e.g., major, concentration, minor, School of Music)
- 5. Overall GPA of the student; wARNING! this restriction does not work well in some instances; contact

Curriculum Services to discuss

6. **Special approval** (aka permission), which prohibits all students from registering unless they seek a permit override from the course's academic department/faculty

#### PREREQUISITE GROUPING ACCEPTED BY BANNER

- 1. Courses, test scores, student level, college, department, campus, program connected by "AND"
  - a. Example: MUS 10001 and audition passage (using a test score applied to student) and major or minor in music and junior standing
- 2. Courses, test scores connected by "OR"
  - a. Example: MATH 11010 or MATH 11022; and MATH 12001 or minimum 67 ALEKS mathematics score

### PREREQUISITE GROUPING <u>NOT</u> ACCEPTED BY BANNER

- 1. Courses/test scores, student level, college, department, campus, program connected by "OR" Example: ECON 22003 or Economics major or sophomore standing
- Special approval connected with any other prerequisite by "OR" Example: Graduate standing <u>or</u> special approval (any course prerequisite can be overridden with departmental/faculty approval; therefore, this prerequisite is not needed)
- GPA connected with any other prerequisite by "OR" Example: 2.5 overall GPA or NURS 20000
- 4. Different set of prerequisites for different set of students. Example: ENTR 27056 for Entrepreneurship majors or FDM 35280 for Fashion majors (however, ENTR 27056 or FDM 35280 is accepted)

### NOTES ON PREREQUISITE CHECKING FOR REGISTRATION

 Banner is programmed to include the student's in-progress term when checking prerequisites for a course registration. If the student no longer meets the course's prerequisite after a successful registration, Banner does not deregister the student from the course. It is the responsibility of academic units to deregister students who do not meet prerequisites after registration.

<u>Example</u>: a student taking Accounting I in fall semester registers for Accounting II in November for spring semester. Accounting I is a prerequisite for Accounting II. Later, the student withdraws from Accounting I (or fails or receives a below-acceptable grade). Banner does not deregister automatically the student from Accounting II.

All undergraduate course prerequisites will have a default minimum D grade, and all graduate course
prerequisites will have a default minimum C grade, unless requested otherwise by faculty through the course
approval process.

# LARGE-SCALE COURSE CHANGES

If identical changes are needed for numerous courses, contact Curriculum Services for assistance, as one largescale proposal documenting the changes may be sufficient. Examples of such large-scale changes are revising a course subject (e.g., 20 MIS courses revised to HRM courses) or revising prerequisites (e.g., all JMC courses now have a minimum 2.500 overall GPA for registration).

# HOLD POLICY FOR COURSES NOT TAUGHT

It is important that Kent State's *University Catalog* reflect actual curricula being taught. For that reason, 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 and still will be displayed in the *University Catalog*. However, their status in the Banner course inventory will change from "active" to "hold." 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. <u>I</u>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 can notify Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If 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, and the course inactivation will be included on an EPC agenda.

# ADVICE FOR SUCCESSFUL COMPLETION OF COURSE PROPOSALS

- **Programs affected** by course revisions or inactivation need to be considered. Please confirm that prerequisites for courses required in a program are included in the total program hours, and that credit-hour revisions do not change total program hours for graduation. Notify other academic units who use the revised course in their programs or course prerequisites.
- **Prerequisites** must be tangible to be functional in Banner. More information on course prerequisites can be found on pages 47-48.
- Encroachment or duplication issues must be documented in the proposal. Communicate with appropriate academic units when establishing or revising a course that may be similar to an existing course or that overlap disciplines.
- Equivalency of a course and its revised version should be considered. Equivalency between courses is a powerful function in Banner and affects students' degree progress, GPA, hours toward graduation and federal financial eligibility. See pages 31-32 for more information.
- **Course numbers** that end in 89 to 99 are reserved for specific course types (e.g., special topics, internship). If a course is revised to the point where faculty do not consider the revised equivalent to the current course, the course number must be changed (see page 30). Course numbers that have been inactivated may not be reassigned, ever, to a different course. Contact Curriculum Services to find available course numbers under the desired course subject.
- Cross-listed and slashed courses must be identical with the exception of a few fields. Separate proposals must be submitted for each cross-listed or slashed course. See pages 30-31.
- **Special course fee** proposals are submitted separately to the Provost's Office and approved by the Kent State Board of Trustees in the spring for the subsequent academic year. Contact Academic Budget and Resource Management for more information about the process, paperwork and deadlines.

# **OHIO ARTICULATION AND TRANSFER POLICY**

The Ohio Articulation and Transfer policy was developed in 1990 to facilitate the transfer of students and credits from any state-assisted college or university to another. It encourages faculty recognition of comparable and compatible learning experiences and expectations across institutions. It also encourages students to complete "units" of educational experience as they progress (e.g., transfer assurance guides, transfer modules, associate and bachelor's degrees).

The policy generally preserves the college or university's practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines and payment of fees. However, it does specifically require that Ohio residents with a completed associate degree and a completed transfer module be admitted to all state-assisted institutions provided that their GPA is at least 2.0 for previous college-level courses. Further, these students shall have admission priority over out-of-state associate degree graduates and transfer students.

Although admission to a given institution does not guarantee admission to all degree granting programs, majors, minors or fields of concentration, incoming transfer students shall be able to compete for admission to specific programs on the same basis as students native to the receiving institution.

The policy distinguishes between the acceptance of credit by the receiving institution and the application of credit to the student's chosen program. Transfer credits will be <u>accepted</u> by the receiving institution and posted to the student's record and transcript. Transfer students will receive transfer credit for all college-level courses they have passed. From among the credits which have been posted to the student's record and appear on the student's transcript, the receiving institution, within the provisions of this policy, will determine how credits will or will not, be applied toward degree requirements at the receiving institution.

Upper- or lower-division credit is awarded for transfer based upon the level of course to which it is equated at the receiving institution.<u>-a. A</u> course completed at one institution and transferred to Kent State is applied to the student's degree audit in the same manner as its equivalent course at Kent State. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course at Kent State, it will be counted as upper-division credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division credit. Visit www.ohiohighered.org/transfer/policy for more information on the state policy.

#### TRANSFER ASSURANCE GUIDES (TAG)

Transfer Assurance Guides (TAG) are groups of foundational courses that represent a commonly accepted pathway to the bachelor's degree. Courses or course sequences identified as being a part of the TAG may be offered at any public higher education institution in Ohio and are guaranteed to transfer and apply toward the major. For more information and a list of TAG-approved courses, visit www.ohiohighered.org/transfer/tag.

#### **OHIO TRANSFER MODULE (OTM)**

The Ohio Transfer Module (OTM) is a set or subset of the general education requirements of a college. The OTM consists of 36-40 credit hours of specific course credits in composition, mathematics, arts and humanities, social and behavioral sciences, natural or physical sciences and interdisciplinary coursework. The OTM was developed to assist movement of students from one Ohio public college or university to another and to avoid duplication of course requirements for transfer students.

Students who successfully complete the OTM at one college will have met the OTM requirements of the institution to which they transfer. Students may be required to meet additional general education requirements that are not included in the OTM, as long as those requirements are identical to those of native students. For more information and a list of OTM-approved courses, visit www.ohiohighered.org/transfer/transfermodule.

#### CAREER TECHNICAL ASSURANCE GUIDES (CTAG)

Career-Technical Assurance Guides (CTAG) allow students who successfully complete a specified technical program at a high school or career center to transfer agreed-upon courses (that adhere to recognized industry standards) to Ohio public colleges and universities and have them applied toward an academic program. For more information and a list of CTAG-approved courses, visit www.ohiohighered.org/transfer/ct2.

#### ADVANCED PLACEMENT (AP)

Beginning in 2009, students in Ohio who take a College Board Advanced Placement (AP) examination and earn a minimum 3 score are guaranteed college credit, usually towards their general education (Kent Core) curriculum, at Kent State. For more information and a list of credit awarded at each of Ohio's public colleges and university, visit www.ohiohighered.org/transfer/advancedplacement.

#### MILITARY ASSURANCE GUIDES (MTAG)

Beginning in 2016, students who completed military training, experience or coursework will be guaranteed college credit for specific courses at any Ohio public institution. This initiative is still in the planning stages. For more information, visit www.ohiohighered.org/transfer/military.

# **IV. POLICIES**

### ACADEMIC POLICIES

Academic policies pertain to regulations or procedures developed to maintain academic standards while assuring fair and consistent treatment of students. **These policies are exclusive of degree requirements.** Some examples of academic policies include those relating to grading and GPA, dismissal, and instructional credit. Academic policies are found in the *University Catalog* (catalog.kent.edu).

The term "policy" also includes university policies, administrative policies and operational policies, which are found in the *University Policy Register* (www.kent.edu/policyreg).

### UNIVERSITY POLICIES

University policies directly affect the educational mission of the university (i.e., broad application across the entire campus system) a. Are defined as policy statements, rules and regulations governing instructional and educational programs, university research, student life, administrative operation, finance and personnel management that have broad application for the entire university community.

University policies require approval of the appropriate executive officer, the president and <u>the bBoard of Trustees</u> <u>before implementation</u>. Some academic policies are also considered university policies and published in both the <u>University Catalog and Policy Register</u>.

### ADMINISTRATIVE POLICIES

Administrative policies govern the internal operations, rules and regulations of the university as provided for by a <u>current university policy</u> are defined as rules and regulations governing internal operations in concert with <u>university policies</u>. These policies often clarify the roles and responsibilities of administrators, staff, faculty and students relative to a specified subject matter, as well as to in addition to providing guidance on general procedural matters.

Administrative policies require the approval of the appropriate executive officer<u>and review by the President's</u> <u>Cabinet before implementation-a. And the president and Nn</u>otification of the <u>boardBoard of Trustees may follow</u> the effective date.

### **OPERATIONAL POLICIES**

Operational policies are defined asprovide a very specific sets of instructions or procedures to be followed in support of a related administrative policy, necessary to implement a policy or program at the university. As the university is often changing the department-level procedures to ensure operational efficiency, this policy format should be used sparingly and only if absolutely necessary to carry out a specific process vital to the mission of the university. Otherwise, a department-level policy document should be sufficient.

Operational policies require notification of the president President's Cabinet and board before implementation. Notification of the Board of Trustees may follow the effective date.
## **V. LINKS TO RESOURCES**

Approval Flowchart for Course Changes: provostdata.kent.edu/roadmapweb/06/approval-flowchart-courses.pdf

Approval Flowchart for Program and Policy Changes: provostdata.kent.edu/roadmapweb/06/approval-flowchartprogram-policy.pdf

Approval Flowchart for Academic Administrative Structures: provostdata.kent.edu/roadmapweb/06/approval-flowchart-structure.pdf

Board of Trustees: www.kent.edu/bot

Catalog: catalog.kent.edu

Classification of Instructional Programs (CIP): nces.ed.gov/ipeds/cipcode

Curriculum Services: www.kent.edu/provost/curriculum

Curricular Bulletin (archives of curricular actions): www.kent.edu/provost/curriculum/archives

Curriculum Guidelines: www.kent.edu/provost/curriculum/guidelines

Curriculum Deadlines: www.kent.edu/provost/curriculum/curriculum-deadlines

Curricular Forms: www.kent.edu/provost/curriculum/curricular-forms

Educational Policies Council: www.kent.edu/provost/curriculum/educational-policies-council

Administrative Policy and Procedures Regarding the Educational Policies Council: www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-educational-policies-council

Agendas and Schedule: www.kent.edu/provost/curriculum/epc-meeting-schedule-agendas

EPC Members: www.kent.edu/provost/curriculum/epc-members

Faculty Senate: www.kent.edu/provost/faculty-senate

Faculty Senate Charger: www.kent.edu/policyreg/faculty-senate-charter

Faculty Senate Bylaws: www.kent.edu/policyreg/faculty-senate-bylaws

Higher Learning Commission: www.hlcommission.org

Kent State Academic Programs (KSU log-in required): visit www.kent.edu/provost/curriculum and click on the link

Ohio Department of Higher Education: www.ohiohighered.org

Credit Transfer Policies (e.g., CTAG, OTM, TAG): www.ohiohighered.org/transfer

Guidelines and Procedures for Academic Program Review: www.ohiohighered.org/sites/ohiohighered.org/files/Academic-Program-Review-Guidelines\_FINAL\_042915.pdf

Guidelines and Procedures for Review and Approval of Graduate Degree Programs: www.ohiohighered.org/sites/ohiohighered.org/files/CCGS%20Guidelines%20-%20Final%2001.22.2018%20.pdf

Policy Register: www.kent.edu/policyreg

Provost: www.kent.edu/provost

## VI. GLOSSARY OF ACRONYMS AND INITIALS

**BDS – Basic Data Sheet:** former name of proposals for courses that listed the basic information about the course, including number, title, credits, description, prerequisites, learning outcomes, course contents (topics), etc.

**CCC – College Curriculum Committee:** the college-level curriculum body that reviews and recommends action to the college dean

**CCGS – Chancellor's Council on Graduate Studies:** state-wide committee comprising graduate deans of Ohio public universities and charged by the Ohio Department of Higher Education to assess, recommend and report new graduate degree programs to the chancellor

**CCP – Certification of Curriculum Proposal:** provides a brief summary of the proposal and contains approval signatures from the administrators for the affected department/chair, campus, college; final signature is the provost (or designee)

**CCU – Course Catalog Update:** previously-used electronic workflow (available in FlashLine) to submit a proposal for courses; replaced by CIM

**CIM – Curriculum** Inventory Information Management: electronic workflow to submit a proposal for a course, program or policy (replaces the CCU workflow for courses and paper documents for programs)

**CIP – Classification of Instructional Programs:** taxonomy of academic disciplines at colleges and universities that allows federal, state and other agencies to understand the programs that institutions offer, regardless of the unique names each institution may title their programs

**EPC – Educational Policies Council:** committee of the Faculty Senate charged with long-range academic planning and overall curriculum and academic policy guidelines for the university

**GDAC – Graduate Dean's Advisory Council:** primary academic advisory body to the dean of graduate studies on matters involving graduate programs, policies and procedures

**GPS – Graduation Planning System:** Kent State's degree audit, which is the official list of all degree requirements merged with a student's academic record to provide a real-time assessment of student progress toward graduation

**GSAAC – Graduate Studies Administrative Advisory Council:** former name of the Graduate Dean's Advisory Council (GDAC)

**HLC – Higher Learning Commission:** one of six regional institutional accreditors in the United States, which accredits degree-granting, post-secondary educational institutions in 19 states, including Ohio; the gatekeeper for federal financial aid

**OBR – Ohio Board of Regents:** former name of the Ohio Department of Higher Education (ODHE)

**ODHE – Ohio Department of Higher Education:** cabinet-level agency for the governor that oversees higher education for the state, including authorizing and approving new degree programs, managing state-funded financial aid programs and developing and advocating policies to maximize higher education's contributions to the state and its citizens

**PDP – Program Development Plan:** first step before a full proposal in the process to establish a new graduate degree or major; the PDP is a concise description of the proposed program

**RACGS – Regents' Advisory Council on Graduate Studies:** former name of the Chancellor's Council on Graduate Studies (CCGS)

**UDC – Undergraduate Deans Council:** studies and recommends solutions to improve undergraduate academic and administrative policies and procedures

**URCC – University Requirements Curriculum Committee:** EPC subcommittee charged with assessment, evaluation and approval of university-wide curricular requirements for undergraduate students (e.g., Kent Core)

513119

5,21,19

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	e <b>21-Mar-19</b>	Curriculum Bulletin	
Effective Date	Fall 2020	Approved by EPC	

Department	Health Sciences				
College	EH - Education, Health and Human Services				
Degree	BS - Bachelor of Scier	ice			
Program Name	Sports Medicine	Program Banner Code SPMD			
Concentration(s)	Concentratio	on(s) Banner Code(s)			
Proposal	Establish program				

Description of proposal:

The purpose of this proposal is to establish a major in Sports Medicine. Kent State University seeks to establish a B.S. degree in Sports Medicine.

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):

This program will not impact existing programs as it is a degree that will be implemented to attract similar students as did the existing B.S. Athletic Training major which will be inactived when this new major becomes effective.

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

Exercise Physiology/Exercise Science, Integrated Health Sciences, Nutrition, Health Education, Biological Sciences, Chemistry, Physics

**REQUIRED ENDORSEMENTS** 

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Department Chair / School Director

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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 Establishment of a new B.S. Sports Medicine Major

#### **Description of Action, Including Intended Effect**

t

The purpose of this proposal is to establish a major in Sports Medicine. Kent State University seeks to establish a B.S. degree in Sports Medicine [BS SPMD] to be offered on the Kent Campus by the School of Health Sciences [HS] in the College of Education, Health and Human Services [EH].

Sports medicine majors are designed to develop research skills and integrate theory to practice through experiential learning activities, including laboratories and internships. The core content in most sports medicine programs focus on cognitive content and applied skills related to the human body, human performance and human movement.

The program will be designed to prepare students for careers and/or graduate studies in a broad array of sports-related, medically-oriented professions, including, but not limited, to athletic trainer, emergency care specialist, rehabilitation specialist, biomechanist, orthotist, prosthetist, pedorthotist, kinesiologist, kinesiotherapist, physical therapist, sports psychologist, sports medicine physician and durable medical equipment seller and designer.

Sports medicine professionals treat amateur athletes, those who want better results from their exercise program, people who have suffered injuries and are trying to regain full function and those with disabilities who are trying to increase mobility and capability. Many careers in this field require advanced degrees and certification.

The College of Education, Health and Human Services currently offers four undergraduate sportsrelated majors: Athletic Training, Exercise Science, Physical Education and Sports Administration. In 2015, the Commission on Accreditation of Athletic Training Education announced the elevation of accredited athletic training programs from the bachelor's to the master's level, to become effective in 2022. Kent State University was approved to offer the master's degree in athletic training in fall 2018 and will inactivate the bachelor's degree in athletic training [BS ATTR] in the near future.

The B.S. degree in Sports Medicine will focus on the knowledge and skills that are required for sports medicine and athletic training professionals with specific coursework in anatomy, physiology, kinesiology, biomechanics, chemistry, physics, basics of sports medicine, strength and conditioning, first aid, pathologies of injury and illness, pathologies of general medical conditions, pharmacology, therapeutic intervention in health care (including modality application and rehabilitation), healthcare organization and management, emergency medical skills, documentation and record keeping in health care and psychology.

Students completing this program will gain experience in direct patient care and patient care skills, preparing them for their specific career path. Direct patient care skills taught and evaluated include, but are not limited to, first aid and CPR, assessment of biomechanics, gait analysis, goniometry, manual muscle testing, postural assessment, palpation, auscultation, emergency management, and obtaining medical and family histories through patient encounters.

5

See attached Higher Learning Commission Substantive Change Application, Addendum, and Appendices for detailed curriculum, student learning outcomes, fiscal impact statement, and internal memos of support.

### Impact on Other Programs, Course Offerings, Students, Faculty, Staff

This program will not impact existing programs as it is a degree that will be implemented to attract similar students as did the BS ATTR which will be inactivated. The issue of duplication has been discussed at FAC in the School of Health Sciences and this degree is declared to not impact other programs. The program will be open to all students at Kent State University who meet the requirements for admission to the university as the SPMD major is not a selective admission program.

The following program areas gave approval to use their courses in this major: Biological Sciences, Chemistry, Exercise Science, Nutrition, Physics, and Psychology.

### Fiscal, Enrollment, Facilities and Staffing Considerations

As the existing BS ATTR program tapers down, the new SPMD major will taper up and there will be sufficient faculty and lab space to accommodate this program (and six new courses) with its predicted 50-100 students. Existing lab spaces will be used and faculty loads will be shifted from the BS ATTR to the BS SPMD as it becomes active.

### Evidence of Need and Sustainability if Establishing

This program is unique and needed. There are no prerequisites to declare the major. It aligns with the 120-credit hour major guidelines at Kent State University. Sports medicine is a growth industry, encompassing an "interdisciplinary team of professionals including physicians..., physician assistants, physical therapists, occupational therapists, athletic trainers, nurses and others." Explore Health Careers calls it a fast-growing field because sports medicine doctors, trainers and other professionals treat both athletes and non-athletes, which expands the scope of their practices and the number of people they serve.

The Occupational Information Network (O\*NET) from the U.S. Department of Labor assigns a "bright outlook" forecast for many occupations under sports medicine, including sports medicine physicians, athletic trainers, physical therapists, orthotists and prosthetists, fitness trainers and equipment salespersons.

The proposed Sports Medicine major will fill a gap at Kent State by focusing on direct patient care skills and knowledge that are specific to a student's desired profession under the sports medicine umbrella. The program also will be the optimal choice for students who wish to seek admission into the master's degree in athletic training and other graduate programs related to sports medicine.

#### **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 2020. The following is the anticipated schedule: ATTR program approval: Spring 2019 HS SCC approval: May 3, 2019 presented to EHHS for approval: May 17, 2019 presented to EPC for approval: August 19, 2019 Faculty Senate: July 2019 Board of Trustees: September 2109 ODHE Chancellor: Dec 2019-February 2020 Higher Learning Commission

Submitted by: Kimberly S. Peer, EdD, AT, FNATA Athletic Training Program Coordinator kpeer@kent.edu/330-672-0231



## **New Programs**

## Substantive Change Application

Institution: Kent State University City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: AVP, Curriculum Planning and Administration Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted: to come

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. Excluding attachments, the completed application form should be no more than 10–12 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer 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 an application form was accessed more than 90 days prior to filing, please visit the <u>Institutional Change section of HLC's website</u> to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file using HLC's Document Submission form.

## **Part 1: General Questions**

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

Kent State University seeks to establish a B.S. degree in Sports Medicine. The degree program will be offered on the Kent Campus by the School of Health Sciences in the College of Education, Health and Human Services. The proposed program will replace the B.S. degree in Athletic Training, which is being phased out (itself being replaced by a master's degree in the discipline).

## 2. Is this application being submitted in conjunction with another application?

🗌 Yes

If yes, please explain:

Not applicable.

🖂 No

3.	Cla No HL	assification of Chang te: not every institutional C's website to make cert	<b>e Request.</b> change requires prior re ain that current HLC pol	eview and icy require	approval. Visi is the institution	it the Institutional Change se on to seek approval.	ection of
	Ne	ew academic program(s	s):				
		Associate's	🛛 Bachelor's	[	Master's	or specialist	
		Doctorate	Certificate or diplo	oma (	🗌 New deg	iree level	
4.	Sp No	<b>ecial conditions.</b> Indi b). If Yes, explain the si	cate whether any of th tuation in the space p	e conditio rovided.	ons identifie	d below fit the institution (	Yes or
	a)	Is the institution, in its currently under or rec sanction, warning, sh	relations with other re commended for a nega ow-cause)?	egional, s ative statu	pecialized, c is or action (	or national accrediting age e.g., withdrawal, probatio	encies, n,
		No.					
	b)	Is the institution now restrictions from the L	undergoing or facing s J.S. Department of Ed	ubstantia ucation o	al monitoring or other feder	, special review, or financ ral or state government aç	ial gencies?
		No.					
	c)	Has the institution's s or removals in the past	enior leadership or bo st year?	ard mem	bership expe	erienced substantial resig	nations
		No.					
	d)	Is the institution expe state of exigency, a d year, or consecutive of	riencing financial diffic eficit of 10% or more, deficits in the two mos	ulty throu a default t recent y	igh such cor or failure to ears?	nditions as a currently dec make payroll during the p	lared bast
		No.					
	e)	Is the institution expe (e.g., a collective barg	riencing other pressur gaining dispute or a sig	es that m gnificant l	ight affect its awsuit)?	s ability to carry out the pr	roposal
		No.					
5.	Ap •   •	provals. Mark whethe f approval is required: f approval is not requir	er each type of approve Attach documentation ed: Attach evidence th	al is requi of the ap nat appro	ired prior to i proval. val is not ne	implementing proposed cl eded.	hange.
	Int	ernal (faculty, board) a	pprovals	🛛 Yes	🗌 No		
	Sy	stem approvals		🗌 Yes	🗌 No	🛛 Not Applicable	
	Sta	ate approval		🛛 Yes	🗌 No		
	Fo	reign country(ies) appr	ovals	🗌 Yes	🗌 No	🛛 Not Applicable	

Audience: Institutions	
Published: September 2018 © Higher Learning Commission	

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.

Not applicable. Specialized accreditation is not required for employment in this field at the bachelor's degree level.

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.)

Not applicable. This proposal does not require a campus or location visit.

- 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 Change Visit: Required Materials and Submission Procedures 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. 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 program will be a Bachelor of Science degree in Sports Medicine. The assigned six-digit CIP code will be the following:

**51.2311 Kinesiotherapy/Kinesiotherapist.** A program that prepares individuals, under the direction of physicians, to treat the effects of disease, injury, and congenital disorders through therapeutic exercise and education. Includes instruction in human anatomy, human physiology, kinesiology, biomechanics, therapeutic exercise and adapted physical education, human growth and development, motor learning and performance, testing and measurement, first aid and cardiopulmonary resuscitation, psychology, rehabilitation procedures, patient assessment and management, and professional standards and ethics.

b) Total credit hours (indicate whether semester or quarter) for completion of the program

The degree program is 120 semester credit hours, comprising 53 credit hours of major courses and 67 credit hours of science courses, general education (Kent Core) and 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 implementation is the fall 2020 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 primary target audience is full-time traditionally aged college students who wish to pursue a degree in sports medicine to prepare for graduate work in related fields or secure immediate employment in the field. Although full-time students of traditional age are the target audience, part-time and transfer students will be accepted and advised regarding time to completion requirements. Students from underrepresented groups will be a target audience to contribute to the expansion initiative of diverse students in health care professions.

f) Whether the program will be part of contractual arrangement (see HLC's website for a definition of contractual arrangements)

🛛 No 👘 Yes

If yes, complete the Contractual Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required. If contractual approval is required: Complete the full contractual application and submit it in conjunction with this application. If approval is not required: Attach the confirmation email from HLC to this application.

g) Whether the program will be part of a consortial arrangement (see HLC's website for a definition of consortial arrangements)

🛛 No 🛛 🗌 Yes

If yes, complete the Consortial Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required. If consortial approval is required: Complete the full consortial application and submit it in conjunction with this application. If approval is not required: Attach the confirmation email from HLC to this application.

- h) Whether the program will be offered as distance education or correspondence education (see HLC's website for definitions of distance and correspondence education)

*If yes, check the institution's distance delivery stipulation in its Institutional Status and Requirements Report. If this program does not fit within the institution's current stipulation, submit a distance delivery application in conjunction with this application.* 

 Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request. Note: A change in stipulation requires an on-site visit by HLC peer reviewers. If the institution is requesting a new stipulation, please complete Section 1, Question 7.

Not applicable.

## Section B. Institution's History With Programs

3. 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, the only program that Kent State University offers under the same four-digit CIP (51.23 Rehabilitation and Therapeutic Professions) is a master's degree in rehabilitation counseling. The proposed B.S. degree in Sports Medicine will not replace the existing graduate program.

4. 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.

At the bachelor's degree level, Kent State offers 10 majors under the same two-digit CIP (51 Health Professions and Related Programs), of which the following two had the highest number of graduates in fiscal year 2018:

- Nursing (B.S.N. degree): 502 graduates
- Public Health (B.S.P.H. degree): 187 graduates

## Section C. Institutional Planning for Program Change

5. 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?

Not applicable.

6. Describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

Kent State's College of Education, Health and Human Services currently offers four undergraduate sports-focused majors: Athletic Training, Exercise Science, Physical Education and Sports Administration. In 2015, the Commission on Accreditation of Athletic Training Education announced the elevation of accredited athletic training programs from the bachelor's to the master's level, to become effective in 2022. Kent State University was approved to offer the master's degree in athletic training in fall 2018 and will inactivate the bachelor's degree in athletic training by 2022.

Athletic training faculty worked collaboratively in developing the proposed Sports Medicine major to fill a gap at Kent State by focusing on direct patient care skills and knowledge that are specific to a student's desired profession under the sports medicine umbrella. The program also will be the optimal choice for students who wish to seek admission into the master's degree in athletic training and other graduate programs related to sports medicine.

In addition to being approved by the faculty and the director of the School of Health Sciences (the program's administrative home), the Sports Medicine major was approved by the Curriculum Committee in the College of Education, Health and Human Services; *to come* the Educational Policies Council, a subcommittee of the Faculty Senate; and the Faculty Senate. The Kent State University Board of Trustees approved the program on *date to come*. See Appendix A for the board's resolution. 7. 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.

Once the undergraduate Athletic Training major is phased out (admission to the major was suspended starting fall 2020), its undergraduate courses will be transitioned to the proposed Sports Medicine major. Equipment and laboratory and classroom space dedicated for the undergraduate Athletic Training major currently will be used to support both the undergraduate Sports Medicine and the graduate Athletic Training programs in the future.

8. 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?

Faculty have designed the Sports Medicine major to prepare students for careers and/or graduate studies in a broad array of sports-related, medically oriented professions. Job postings on the website for the American Academy of Sports Medicine (ACSM)<sup>1</sup> represent the far-reaching scope of sports medicine and reflects both academic and industry needs for sports medicine-trained professionals (e.g., athletic trainers; fellowships in cognitive neuroscience, motor behavior and family medicine; assistant professor of kinesiology; instructor in biomechanics; and assistant/associate professor of health and human performance).

Sports medicine is considered a growth industry, encompassing an "interdisciplinary team of professionals including physicians..., physician assistants, physical therapists, occupational therapists, athletic trainers, nurses and others."<sup>2</sup> Explore Health Careers calls it a fast-growing field because sports medicine doctors, trainers and other professionals treat both athletes and non-athletes, which expands the scope of their practices and the number of people they serve.<sup>3</sup>

The Occupational Information Network (O\*NET) from the U.S. Department of Labor assigns a "bright outlook" forecast for many occupations under sports medicine, including sports medicine physician, athletic trainer, physical therapist, orthotist, prosthetist, fitness trainer and equipment sales.<sup>4</sup>

The College of Education, Health and Human Services has offered a Sports Medicine undergraduate minor for many years. The minor program has averaged 20 enrolled students each semester for the past five years, which is notable as the curriculum is more than 30 credit hours, much larger than the typical minor (typical is 15-18 credit hours).

- 1. American College of Sports Medicine. (2019). Career center. Retrieved from careers.acsm.org/jobs.
- 2. Study.com (n.d.). Sports medicine career options and employment outlook. Retrieved from <u>study.com/sports medicine career.html</u>.
- 3. Explore Health Careers (2018). Liaison International. Sports medicine overview. Retrieved from <u>explorehealthcareers.org/field/sports-medicine</u>.
- 4. National Center for O\*NET Development (n.d.). Occupations for sports medicine. Retrieved from <u>www.onetonline.org/find/result?s=sports%20medicine&a=1</u>.

9. 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?

With admission suspended for the undergraduate Athletic Training major starting in fall 2020, it is projected that prospective students who would have chosen that major will declare, instead, the proposed Sports Medicine major. The B.S. degree in Athletic Training averaged 136 enrolled students each fall semester over the past five years, of which, an average 60 students were freshmen (15<sup>th</sup> day census). The college will accommodate this growth by offering the courses with existing, full-time athletic training faculty (and limited part-time faculty).

Unlike the Athletic Training major, the Sports Medicine major will not have specialized accreditation; therefore, course enrollment can be larger because the student-to-faculty ratio will not be prescribed as is done under athletic training accreditation. Should the program grow more than expected after the initial three-year transition, long-term staffing will be discussed with the School of Health Sciences director to establish a plan to ensure quality of instruction in the program's course offerings.

10. 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? Submit a three-year budget projection for the proposed program with the application.

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 Sports Medicine major will be no exception and will undergo the same scrutiny as others.

Since the program primarily will use existing courses, faculty, facilities and other resources that have been used for the undergraduate Athletic Training major (and will be used for the graduate Athletic Training major), fiscal projections show no overall change in revenue or expenses from the current baseline. See Appendix B for a fiscal impact statement.

11. 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 College of Education, Health and Human Services 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, including the Kent State website.

## Section D. Curriculum and Instructional Design

12. 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.

Six new courses will be established at implementation. See Appendix C for courses comprising the program and their description.

13. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

The B.S. degree in Sports Medicine will focus on the knowledge and skills that are required for sports medicine and athletic training professionals with specific coursework in anatomy, physiology, kinesiology, biomechanics, psychology, chemistry, physics, basics of sports medicine, strength and conditioning, first aid, pathologies of injury and illness, pathologies of general medical conditions, pharmacology, therapeutic intervention in health care (including modality application and rehabilitation), healthcare organization and management, emergency medical skills, and documentation and record keeping.

See Appendix D for catalog copy, including admission and course requirements.

## Section E. Institutional Staffing, Faculty, and Student Support

14. 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?

Five full-time faculty from the School of Health Sciences will be the primary instructors of the major coursework. One of the four is a tenured professor who will also serve as the program coordinator (12 credit-hour course load each semester). The remaining four are non-tenure track with a 15 credit-hour course load each semester. Four master's degree candidates are teaching assistants to support the major laboratory work. Part-time faculty will be hired when needed in the first several years of the program; however, it is expected that this need will reduce significantly after the undergraduate Athletic Training major is completely phased out.

15. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names, 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, each faculty member's course load in the new program, and the course work each currently teaches at the institution. If faculty have not yet been hired, please include an advertisement for the position and a job description for the position. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member or provided in a faculty chart.)

A summary of qualifications of faculty teaching the major courses for the Sports Medicine program are in Appendix E.

**Catherine (Cary) Hale, M.S.** *(non-tenure track, 15 credit load)*: Certified athletic trainer who will serve primarily as an instructor for the B.S. degree in Sports Medicine. She also teaches anatomy and physiology courses as part of Kent State's Kent Core (general education) and master's level pharmacology courses for the M.S. degree in Exercise Physiology.

Hannah Harnar, M.S. (*non-tenure track, 15 credit load*): Certified athletic trainer with expertise in clinical education, she will serve as the clinical coordinator for the B.S. degree in Sports Medicine. In addition, she will teach introductory courses for the Sports Medicine major and supervise the clinical capstone and clinical practicum courses for the M.S. degree in Athletic Training. She is expected to graduate with her Ed.D. degree from Findlay University in 2019.

**Jeffery Huston, Ed.D.** *(non-tenure track, 15 credit load)*: Certified athletic trainer with a strong background in educational leadership and anatomy and physiology. He will teach courses for B.S. degree in Sports Medicine and the M.S. degree in Athletic Training.

Jay Jonas, Ph.D. (*non-tenure track, 15 credit load*): Certified athletic trainer with expertise in biomechanics, modalities and advanced clinical practice. He will teach courses for B.S. degree in Sports Medicine and the M.S. degree in Athletic Training.

**Kimberly Peer, Ed.D.** *(tenured, 2-3 load for 12 hours)*: Certified athletic trainer and fellow of the National Athletic Trainers' Association, she will serve as program coordinator for the B.S. degree in Sports Medicine. With over 30 years of experience, she has expertise in educational administration and ethics education.

16. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

17. 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 Kent State University Libraries provide on-ground and online access to thousands of journals, books and databases to students across all eight campuses (through KentLink). Kent State is a member of OhioLink, which gives students access to library materials and electronic research databases from 120 academic libraries in Ohio. Kent State also maintains a license with Safari Books, a digital library of more than 40,000 books, videos and interactive tutorials. University Libraries provide instructional services, including workshops and in-class visits, to educate students on finding and using information effectively and ethically.

A subject librarian works with the College of Education, Health and Human Services to create awareness of library resources and programs and to build library collections appropriate for the department's programs and curriculum.

In addition, the Instructional Resource Center provides access to a collection of educational books and materials as well as equipment and testing materials to students, faculty and staff in the College of Education, Health and Human Services. Kent State University already has strong holdings for the sports medicine field due to the Athletic Training major. The electronic databases and resources available through PubMed, ERIC, Sport Discus, and Cinhal provide rich access to comprehensive, contemporary literature in the field.

## Section F. Evaluation

18. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

Student progress in the Sports Medicine major will be monitored through coursework and competency assessments throughout each semester. Faculty will employ a variety of evaluation tools, including, but not limited, to course grades, competency skills scores, case reviews and analysis and semester-end portfolios. At the end of each semester, students will be surveyed on their course instructor/instruction. At the end of the program, students will complete a graduate survey identifying strengths and weaknesses of the program.

Self-assessment is also an integral part of the program since students evaluate their own performance. Portfolio assessments will provide a comprehensive, on-going evolution of student skills and performance.

See Appendix F for the program's student learning outcomes.

19. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

Student learning will be assessed using didactic and clinical assessments. Student learning will be measured through performance evaluations on course examinations and projects, lab activities, clinical competencies and practical evaluations, including case analysis and portfolio assessments. Persistence and completion will be measured through retention and progression data for the major students within the program as generated by the university. Persistence and retention will be supported through individualized faculty advising, mentoring during class offerings and individualized competency assessment and remediation, if needed, for most of the applied courses.

#### Appendices

- A Resolution from the Kent State University Board of Trustees
- B Fiscal impact statement
- C Program course descriptions
- D Catalog copy of program admission and course requirements
- E Program faculty qualifications
- F Program student learning outcomes

Appendix A

# Board of Trustees Resolution to come

Fiscal Impact Statement – B.S. Degree in Sports Medicine EPC Agenda | 19 August 2019 | Attachment 5 | Page 17

		Year 1		Year 2		Year 3		Year 4
I. Projected Enrollment	<u> </u>							
Headcount full-time		50		75		100	<u> </u>	1
Headcount part-time	<u> </u>							
Full-time equivalent (FTE) enrollment	<u> </u>							
II. Projected Program Income								
Tuition	\$	322,400	\$	483,600	\$	644,800	\$	644,80
Expected state subsidy	\$	133,750	\$	200,625	\$	267,500	\$	267,50
Externally funded stipends, as applicable	\$	-	\$	-	\$	-	\$	-
Other Income	\$	-	\$	-	\$	-	\$	-
Total Projected Program Income	\$	456,150	\$	684,225	\$	912,300	\$	912,30
III. Program Expenses	├──						├──	
New personnel:							<u> </u>	
- Instruction							<u> </u>	
Full-time: (include #)	\$	-	\$	-	\$	-	\$	-
Part-time: (include #)	\$	-	\$	-	\$	-	\$	-
-Non-instruction	† †		,		Ť		·	
Full-time: (include #)	\$	-	\$	-				
Part-time: (include #)	\$	-	\$	-	\$	-	\$	-
Current personnel:								
- Instruction								
Full-time: (include #) 5	\$	356,438	\$	363,567	\$	370,838	\$	378,25
Part-time: (include #) 2 / 1	\$	6,150	\$	6,150	\$	6,150	\$	3,07
-Non-instruction								
Full-time: (include #)	\$	-	\$	-	\$	-	\$	-
Part-time: (include #)	\$	-	\$	-	\$	-	\$	-
Benefits for all personnel	\$	134,943	\$	137,624	\$	140,358	\$	142,68
New facilities/building/space renovation (describe in narra	\$	-	\$	-	\$	-	\$	-
Scholarship/stipend support	\$	-	\$	-	\$	-	\$	-
Additional library resources	\$	-	\$	-	\$	-	\$	-
Additonal technology or equipment needs	\$	-	\$	-	\$	-	\$	-
Other expenses (see below)	\$	278,252	\$	417,377	\$	556,503	\$	556,50
Total Projected Program Expenses	\$	775,783	\$	924,718	\$	1,073,849	\$	1,080,51
Projected Program Net	\$	(319,633)	\$	(240,493)	\$	(161,549)	\$	(168,21
	—						_	
Other Expenses	<u>م</u>		¢		¢		¢	
Allocation of expenses covered by general fee	3	-	\$	-	\$	-	\$	407.00
RUM overhead - estimated at 48%	3	218,952	\$	328,428	\$	437,904	\$	437,90
EHHS Overnead - estimated at 13%	3	59,300	\$	88,949	\$	118,599	\$	118,55
Professional development	3	-	\$	-	\$	-	\$	-
Supplies (office, computer software, duplication, printing)	3	-	\$ ¢	-	\$	-	\$	-
I elephone, network, and lines	3	-	\$	-	\$	-	\$	-
Uther Into and communication pool	3	-	\$	-	\$	-	\$	-
i otal Otner Expenses	\$	278,252	\$	417,377	\$	556,503	\$	556,50

## **BUDGET NARRATIVE:**

[This section is for describing facilities, scholarship/stipend support, library resources, additional technology, etc., if applicable.] The following assumptions were made:

No increase in fixed cohort tuition rate across the 4-year analysis

2% salary increase each year for FT faculty

RCM rate fixed at 48% (this is likely to be reduced slightly in the next four years)

EHHS overhead rate 13% (target rate set by Dean Hannon)

Appendix C

#### ATTR 15002 Introduction to Sports Medicine Careers (2 credit hours) NEW

An overview of the profession of athletic training as well as other similar sports medicine fields; including employment opportunities, academic preparation and clinical preparation. Emphasis on leadership, mentoring, ethics and research from an introductory perspective.

#### ATTR 15012 Documentation in Health Care (2 credit hours) NEW

Addresses clinical writing skills associated with documentation in health care. Addresses the legal, ethical, and practical needs for proper documentation in health care. Focus is on reading, writing and interpreting various forms of medical documentation including but not limited to SOAP notes, progress notes, treatment notes, clinical record keeping, and facility records. Electronic medical record techniques and other clinical record methods will be addressed.

#### ATTR 20001 Sociocultural Aspects of Health Care (3 credit hours) NEW

Advanced examination of the sociocultural aspects of healthcare careers. Specific emphasis will be placed of the recognition of diverse patient populations and effectively addressing their unique needs. Cultural competence will be the focus of the course and will address various aspects of sociocultural diversity; including but not limited to racial, ethnic, religious, socioeconomic, regional beliefs, and alternative approaches to healthcare.

#### ATTR 25036 Responding to Emergencies (3 credit hours) REVISED

Principles of emergency care including prevention, management, and administrative aspects associated with injury and trauma. Practical competency in emergency care and first aid; American Red Cross Professional Rescuer Certification for CPR and AED.

## ATTR 25037 Physical Assessment Techniques and Kinesiology for the Lower Extremity and Spine (3 credit hours) *REVISED*

Anatomical, clinical assessment and kinesiology related to injuries and illnesses common in athletic training and sports medicine. Emphasis on orthopedic assessment and kinesiology concepts of the lower extremity and spine.

## ATTR 25038 Physical Assessment Techniques and Kinesiology for the Upper Extremity, Head and Neck (3 credit hours) *REVISED*

Anatomical, clinical assessment and kinesiology related to injuries and illnesses common in athletic training and sports medicine. Emphasis on orthopedic assessment and kinesiology concepts of the upper extremity, health and neck.

#### ATTR 25057 Human Anatomy and Physiology I (4 credit hours)

Comprehensive examination of anatomy and physiology related to the organization of the body and basic cell and tissue types. Specific structure and function of the muscular, skeletal, integumentary and nervous systems are addressed.

#### ATTR 25058 Human Anatomy and Physiology II (4 credit hours)

Comprehensive examination of anatomy and physiology related to the human body under rest and exercise conditions. Specific structure and function of the metabolic, endocrine, lymphatic, digestive, urinary and reproductive systems are addressed. Advanced coverage of neurological, cardiovascular and respiratory systems are also addressed.

#### ATTR 35037 Advanced Physical Assessment Techniques (3 credit hours)

Anatomical, medical and clinical assessment techniques for injuries and illnesses common to the physically active. Emphasis on neurological and non-orthopedic assessment strategies for proper referral and care.

#### ATTR 35040 Strength and Conditioning I (2 credit hours)

Demonstrate didactic understanding and clinical application of energy systems, anatomy and proper techniques for strength and conditioning exercises for practical applications with athletes.

Appendix C

#### ATTR 35050 Neurological Process for the Healthcare Professional (3 credit hours)

Advanced cognitive content in the areas of normal and pathological function of the nervous system and its components. Specific emphasis on the neurophysiological basis for motor learning, special senses, and memory serves to address the central and peripheral nervous system structure and function. Growth and Development and pathological responses to hypoxia, microbiologic agents, genetic derangements, nutritional deficiencies, chemicals, drugs and aging are addressed.

#### ATTR 35054 Biomechanics (3 credit hours)

Anatomical and mechanical bases of human movement. Emphasis is placed on tools and techniques for motion analysis, mechanical concepts, forces and performance analysis. Lecture and laboratory.

#### ATTR 35062 Evidence-Based Research in Health Care (3 credit hours) NEW

An examination of evidence-based practice and evidence-based research in health care. The focus of the course will include understanding literature, research questions, methods of research, and how evidence-based research and evidence-based practice play a vital role in the delivery or modern-day healthcare. Emphasis will be placed upon the process of evidence-based research, utilizing the outcomes of evidence-based research and the utilization of outcomes assessment in healthcare.

#### ATTR 43018 Ethical Leadership for Health Care (3 credit hours) REVISED

Examination of specific situations in healthcare from an ethical sensitivity, reasoning and decision-making perspective. A problem-oriented case study approach based on contemporary moral issues and moral theory related to clinical and academic health professions. An examination and assessment of leadership styles and methods as they pertain to healthcare and healthcare administration.

#### ATTR 45019 Professional Responsibility and Management in Health Care (3 credit hours) NEW

An investigation of the issues affecting the entry level healthcare providers. Professional development issues and career advancement are included. Investigation into current philosophies and legal aspects of healthcare management. Organization and administrative concepts and models will focus on the advancement of patient-based healthcare.

#### ATTR 45040 Pathology and Pharmacology for Allied Healthcare Providers (3 credit hours)

Investigation of specific pathological conditions presented by professionals, including physicians and pharmacists. Will discuss common pathologies, associated pharmacological treatment and physiologic effects for various afflictions.

#### ATTR 45041 Advanced Therapeutic Interventions (3 credit hours)

Addresses the physiological considerations of specific injuries and conditions commonly encountered in the athletic training profession. Focus is on contemporary rehabilitative programming for all of the major body regions. Specific units on Aquatic therapy and rehabilitation, Neurological considerations for rehabilitation, Return to Running Considerations, and Return to Throwing protocols are included.

#### ATTR 45492 Inter-Professional Internship in Sports Medicine (3 credit hours) NEW

Inter-professional internship experience in a sports medicine discipline. An internship experience in a sports medicine facility focusing on inter-professional dynamics and aspects of the discipline. A comprehensive clinical experience will be supported by engagement in the inter-professional environment through projects and professional development experiences. Integration of professionalism, professional development, and transition to practice in a sports medicine discipline drives this internship.

#### 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.

#### BSCI 30130 Human Physiology (3 credit hours)

Integrating mechanisms, pharmacological and pathological considerations for selected organ systems.

Appendix C

#### 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.

#### 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 departmentally approved placement assessment prior to the start of the term.

#### 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.

#### EXSC 35068 Statistics for Exercise Scientist (3 credit hours)

Measurement and statistics applied to physical education and exercise/sport sciences; laboratory experiences in statistics test construction and administration and evaluation.

#### EXSC 45080 Physiology of Exercise (3 credit hours)

Response of the human to acute and chronic exercise with emphasis on the underlying physiological mechanisms.

#### MATH 11010 Algebra for Calculus (3 credit hours)

Course includes an extensive and rich immersion into the structure of functions. Routine analysis includes discussion of domain, range, zeros, general function behavior (increasing, decreasing, extrema, etc.). Operations with functions, including addition, subtraction, multiplication, division, composition and inversion. Functions are studied as a tool to analyze rates of change in real-world scenarios. Emphasis is on linear, polynomial, exponential and rational functions, with an extensive problem-solving component.

#### MATH 11022 Trigonometry (3 credit hours)

Solution of triangles, trigonometric equations and identities.

#### NUTR 23511 Science of Human Nutrition (3 credit hours)

Basic concepts and principles in the science of human nutrition, energy balance and weight control, individual nutrient needs, diet selection, nutrition related metabolism and physiological functions, nutritional diseases and current human nutrition controversies.

#### PHY 13001 General College Physics I (4 credit hours)

Principles of mechanics, heat and sound.

#### 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.

#### 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.

## DESCRIPTION

The B.S. degree in Sports Medicine will focus on the knowledge and skills that are required for sports medicine and athletic training professionals with specific coursework in anatomy, physiology, kinesiology, biomechanics, chemistry, physics, basics of sports medicine, strength and conditioning, first aid, pathologies of injury and illness, pathologies of general medical conditions, pharmacology, therapeutic intervention in health care (including modality application and rehabilitation), healthcare organization and management, emergency medical skills, documentation and record keeping in health care and psychology.

Students completing this program will gain experience in direct patient care and patient care skills, preparing them for their specific career path. Direct patient care skills taught and evaluated include, but are not limited to, first aid and CPR, assessment of biomechanics, gait analysis, goniometry, manual muscle testing, postural assessment, palpation, auscultation, emergency management, and obtaining medical and family histories through patient encounters.

### **Fully Offered At:**

Kent Campus

## ACCREDITATION

None

## ADMISSION REQUIREMENTS

Standard admission criteria for the bachelor's degree at the Kent State University.

## **PROGRAM LEARNING OUTCOMES**

Graduates of this program will be able to:

- 1. Develop foundational knowledge for admission to advanced studies in graduate athletic training programs or employment in associated sports medicine fields
- Demonstrate sound decision-making through analysis and application in the prevention, management, and resolution of health-related issues associated with sports medicine issues
- 3. Engage in comprehensive sports medicine care while integrating disciplined-specific, synthesized, creative, respectful and ethical elements
- 4. Develop confidence and competence to successfully transition into practice and/or higher education programs in sports medicine

## **PROGRAM REQUIREMENTS**

## **Major Requirements**

Major Requirements (courses count in major GPA) 53 credit hou				
Course	Title		Credits	
ATTR 15002	Introduction to Sports Medicine Careers	new	2	
ATTR 15012	Documentation in Health Care	new	2	
ATTR 20001	Sociocultural Aspects of Health Care	new	3	
ATTR 25036	Responding to Emergencies	revised	3	
ATTR 25037	Physical Assessment Techniques and Kinesiology for the Lower Extremity and Spine	revised	3	
ATTR 25038	Physical Assessment Techniques and Kinesiology for the Upper Extremity, Head and Neck	revised	3	
ATTR 25057	Human Anatomy and Physiology I		4	
ATTR 25058	Human Anatomy and Physiology II		4	
ATTR 35037	Advanced Physical Assessment Techniques		3	
ATTR 35040	Strength and Conditioning I		2	
ATTR 35050	Neurological Process for the Healthcare Professional		3	
ATTR 35054	Biomechanics		3	
ATTR 35062	Evidence-Based Research in Health Care	new	3	
ATTR 43018	Ethical Leadership for Health Care (Writing Intensive)	revised	3	
ATTR 45019	Professional Responsibility and Management in Health Care	new	3	
ATTR 45040	Pathology and Pharmacology for Allied Healthcare Providers		3	
ATTR 45041	Advanced Therapeutic Interventions		3	
ATTR 45492	Inter-Professional Internship in Sports Medicine (ELR)	new	3	
Additional Red	quirements (courses do not count in major GPA)	67 cred	it hours	
Course	Title		Credits	
BSCI 10120	Biological Foundations (Kent Core Basic Sciences)		4	
BSCI 30130	Human Physiology		3	
BSCI 30140	Cell Biology		4	
CHEM 10060	General Chemistry I (Kent Core Basic Sciences)		4	
CHEM 10061	General Chemistry II (Kent Core Basic Sciences)		4	
CHEM 10062	General Chemistry I Laboratory (Kent Core Basic Sciences)		1	
CHEM 10063	General Chemistry II Laboratory (Kent Core Basic Sciences)		1	
EXSC 35068	Statistics for Exercise Scientist		3	
EXSC 45080	Physiology of Exercise		3	
NUTR 23511	Science of Human Nutrition (Kent Core Basic Sciences)		3	
MATH 11010	Algebra for Calculus (Kent Core Mathematics and Critical Reasoning,	)	3	
MATH 11022	Trigonometry (Kent Core Mathematics and Critical Reasoning)		3	
PHY 13001	General College Physics I (Kent Core Basic Sciences)		4	
PSYC 11762	General Psychology (Kent Core Social Sciences)		3	
UC 10097	Destination Kent State: First Year Experience		1	
Kent Core Corr	nposition		6	
Kent Core Hurr	anities and Fine Arts (minimum one course from each)		9	
Kent Core Soci	al Sciences (must be from two disciplines)		3	
General Electiv	es (total credit hours depend on earning 120 credit hours, including 39	upper-	5	
division credit h	nours)			
	Minimum Total Credit	Hours:	120	

## **Graduation Requirements**

Minimum Major GPA: 2.500

Minimum Overall GPA: 2.500

## ROADMAP

0		
Semester One ATTR 15002 ATTR 15012 BSCI 10120 MATH 11010 PSYC 11762 UC 10097	Introduction to Sports Medicine Careers Documentation in Health Care Biological Foundations Algebra for Calculus General Psychology Destination Kent State: First Year Experience	2 2 4 3 3 1 1 <b>lit Hours: 15</b>
Semester Two		
ATTR 25036 CHEM 10060 CHEM 10062 MATH 11022 NUTR 23511 Kent Core Requ	Responding to Emergencies General Chemistry I General Chemistry I Laboratory Trigonometry Science of Human Nutrition uirement Cred	3 4 1 3 3 3 1 it Hours: <b>17</b>
Semester Thre	90	
ATTR 20001 ATTR 25057 CHEM 10061 CHEM 10063 Kent Core Requ	Sociocultural Aspects of Health Care Anatomy and Physiology I General Chemistry II General Chemistry II Laboratory uirement	3 4 1 3 lit Hours: <b>15</b>
Semester Four	r	
ATTR 25058 ATTR 35040 PHY 13001 Kent Core Requ Kent Core Requ	Anatomy and Physiology II Strength and Conditioning I General College Physics I uirement uirement Credit	4 2 4 3 3 t Hours: 16
Semester Five	•	
ATTR 25037 ATTR 35062 BSCI 30140 EXSC 35058 Kent Core Requ	Physical Assessment Techniques and Kinesiology f Lower Extremity and Spine Evidence-Based Research in Health Care Cell Biology Statistics for Exercise Scientist uirement	for the 3 3 4 3 3 1 <b>it Hours: 16</b>
Semester Six		
ATTR 25038 ATTR 35037	Physical Assessment Techniques and Kinesiology f Upper Extremity, Head and Neck Advanced Physical Assessment Techniques	For the 3
Kent Core Requ General Elective	uirement /e Cred	3 3 1it Hours: 15
Semester Seve	en	
ATTR 35054 ATTR 45019 BSCI 30130 General Elective	Biomechanics Professional Responsibility and Management in He Human Physiology re	3 alth Care 3 3 2
	Credit	t Hours: 11
Semester Eigh ATTR 43018 ATTR 45040 ATTR 45041 ATTR 45492 EXSC 45080	nt Ethical Leadership in Health Care Pathology and Pharmacology for Allied Healthcare Advanced Therapeutic Interventions Inter-Professional Internship in Sports Medicine Physiology of Exercise Cred	3 Providers 3 3 3 1it Hours: 15

#### Program Faculty Qualifications - B.S. Degree in Sports Medicine Appendix E

Faculty listed below teach the required courses in the major. Additional course requirements are taught by faculty from their respective departments for this and other degree programs.

Faculty/Title	Terminal Degree	Courses Faculty Teach in Program
<b>Catherine Hale</b> Associate Lecturer (non-tenure track)	M.S., Athletic Training, Indiana University-Bloomington, 1995 <i>Certified Athletic Trainer</i>	<ul> <li>ATTR 25036 Responding to Emergencies *</li> <li>ATTR 25038 Physical Assessment Techniques and Kinesiology for the Upper Extremity, Head and Neck</li> <li>ATTR 25058 Human Anatomy and Physiology II *</li> <li>ATTR 35037 Advanced Physical Assessment Techniques</li> <li>ATTR 45040 Pathology and Pharmacology for Allied Healthcare Providers</li> </ul>
Hannah Harnar Lecturer (non-tenure track), Clinical Coordinator	M.S., Exercise Physiology, Kent State University, 2013 <i>Certified Athletic Trainer</i>	<ul> <li>ATTR 15002 Introduction to Sports Medicine Careers</li> <li>ATTR 15012 Documentation in Health Care</li> </ul>
<b>Jeffery Huston</b> Professor (non-tenure track)	Ed.D., Educational Leadership, Capella University, 2017 ** <i>Certified Athletic Trainer</i>	<ul> <li>ATTR 25037 Physical Assessment Techniques and Kinesiology for the Lower Extremity and Spine *</li> <li>ATTR 25057 Human Anatomy and Physiology I *</li> <li>ATTR 45492 Inter-Professional Internship in Sports Medicine</li> </ul>
<b>Jay Jonas</b> Professor (non-tenure track)	Ph.D., Exercise Physiology, Kent State University, 2018 <i>Certified Athletic Trainer</i>	<ul> <li>ATTR 25036 Responding to Emergencies *</li> <li>ATTR 35050 Neurological Process for the Healthcare Professional</li> <li>ATTR 35054 Biomechanics *</li> <li>ATTR 45041 Advanced Therapeutic Interventions</li> </ul>
<b>Robert Lemieux</b> Assistant Athletic Director for Sports Performance, Department of Athletics	B.S., Physical Education, Kent State University, 1998 <i>Certified: Collegiate Strength and</i> <i>Conditioning Coaches Association,</i> <i>National Strength and Conditioning</i> <i>Association, USA Weightlifting, Titleist</i> <i>Performance Institute</i>	<ul> <li>ATTR 35040 Strength and Conditioning I</li> </ul>
<b>Kimberly Peer</b> Professor (tenured), Program Coordinator	Ed.D., Higher Education Administration, University of Akron, 2001 <i>Certified Athletic Trainer</i> <i>Fellow, National Athletic Trainers'</i> <i>Association</i>	<ul> <li>ATTR 20001 Sociocultural Aspects of Health Care</li> <li>ATTR 35062 Evidence-Based Research in Health Care</li> <li>ATTR 43018 Ethical Leadership for Health Care</li> <li>ATTR 45019 Professional Responsibility and Management in Health Care</li> </ul>

Course is also taught by graduate teaching assistants
 Credential has not been verified by Kent State Office of Academic Personnel

## Student Learning Outcomes – B.S. Degree in Sports Medicine

Appendix F

	Student Learning Outcome 1: Develop foundational knowledge through the engagement of active learning in clinical and didactic educational content for admission to advanced studies in graduate athletic training programs or immediate employment in associated sports medicine fields as measured by graduate placement, employment data, clinical evaluations and performance on credentialing exams.			Student Le Integrate cr students de decision ma and applica manageme health relate with sports evidence th examinatior projects, an	tudent Learning Outcome 2: tegrate critical thinking so udents demonstrate sound ecision making through analysis nd application in the prevention, anagement, and resolution of ealth related issues associated ith sports medicine issues as vidence through practical caminations, cross-curricular ojects, and portfolios.			students fessional a h to d by s, inter- eriences, ons.	
Major Course	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered
ATTR 15002 Introduction									
to Sports Medicine Careers	v			v			v		
ATTR 15012									
Documentation in Health	✓			<ul> <li>✓</li> </ul>			✓		
Care									
ATTR 20001 Sociocultural									
Aspects of Health Care	✓			✓			✓		
ATTP 25026 Peoponding									
to Emorgonaioa	<ul> <li>✓</li> </ul>			✓			✓		
ATTD 25027 Develoal									
ATTR 25037 Physical									
Assessment Techniques		✓			✓			✓	
and Kinesiology for the									
Lower Extremity and Spine									
ATTR 25038 Physical									
Assessment Techniques									
and Kinesiology for the		v			v			•	
Upper Extremity, Head and									
NECK									
ATTR 25057 Human		✓			✓			✓	
Anatomy and Physiology I									
ATTR 25058 Human		✓			✓			✓	
Anatomy and Physiology II									
ATTR 35037 Advanced									
Physical Assessment		✓			✓			✓	
Techniques									
ATTR 35040 Strength and		✓			✓			✓	
Conditioning I									
ATTR 35050 Neurological									
Process for the Healthcare		✓			✓				
Professional									
ATTR 35054 Biomechanics		✓			✓			✓	
ATTR 35062 Evidence-									
Based Research in Health			- ✓		✓				✓
Care									
ATTR 43018 Ethical									
Leadership for Health Care		•				•			•
ATTR 45019 Professional									
Responsibility and									
Management in Health			*			*			•
Care									
TTR 45040 Pathology and									
Pharmacology for Allied		✓			✓			✓	
Healthcare Providers									
ATTR 45041 Advanced		1							
Therapeutic Interventions		<b>✓</b>			<b>✓</b>			<b>✓</b>	
ATTR 45492 Inter-									
Professional Internship in			✓			✓			✓
Sports Medicine									

#### Student Learning Outcomes – B.S. Degree in Sports Medicine

Appendix F

	Student Learning Outcome 4:			Student Learning Outcome 5:			
	Engage in co	mprenensive s	ports	Develop confid	dence and com	petence to	
	medicine can	e while integra	ling	successfully tr	ansition into pra	actice and/or	
	disciplined sp	becilic, synthes	izeu,	migner educati	videnced by or	sports	
	in order to su		cal elements	data cortificat	ion and croden	tipling data	
	clinical practi	ce or advance	higher	and graduate	school admissi	naing uala,	
	educational r	rograms as as	sessed by	and graduate	3011001 20111331	5113.	
	alumni surve	vs portfolio pro	piects and				
	employment	data.	jooto, ana				
Major Course	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered	
ATTR 15002 Introduction to Sports Medicine							
Careers	v			v			
ATTR 15012 Documentation in Health Care	✓			✓			
ATTR 20001 Sociocultural Aspects of Health	1			1			
Care	•			•			
ATTR 25036 Responding to Emergencies	✓				✓		
ATTR 25037 Physical Assessment Techniques							
and Kinesiology for the Lower Extremity and		~			✓		
Spine							
ATTR 25038 Physical Assessment Techniques		,					
and Kinesiology for the Upper Extremity, Head		✓			✓		
and Neck							
ATTR 25057 Human Anatomy and Physiology I		✓					
ATTR 25058 Human Anatomy and Physiology		✓					
		-					
ATTR 35037 Advanced Physical Assessment		✓					
ATTR 35040 Strength and Conditioning I		✓			✓		
ATTR 35050 Neurological Process for the		✓					
Healthcare Professional	-						
ATTR 35054 Biomechanics		✓			✓		
ATTR 35062 Evidence-Based Research in						✓	
ATTR 42019 Ethical Locdorphin for Llocith							
			✓			✓	
ATTR 45010 Professional Responsibility and							
Management in Health Care			$\checkmark$			✓	
TTR 45040 Pathology and Pharmacology for							
Allied Healthcare Providers		✓			✓		
ATTR 45041 Advanced Therapeutic							
Interventions		v			•		
ATTR 45492 Inter-Professional Internship in						1	
Sports Medicine			-			•	

## Summary of Program Assessment Plan

#### **PROGRAM MISSION:**

The mission of the B.S. degree in Sports Medicine will focus on the knowledge and skills that are required for sports medicine and athletic training professionals with specific coursework in anatomy, physiology, kinesiology, biomechanics, chemistry, physics, basics of sports medicine, strength and conditioning, first aid, pathologies of injury and illness, pathologies of general medical conditions, pharmacology, therapeutic intervention in health care (including modality application and rehabilitation), healthcare organization and management, emergency medical skills, documentation and record keeping in health care and psychology.

Students completing this program will gain experience in direct patient care and patient care skills, preparing them for their specific career path. Direct patient care skills taught and evaluated include, but are not limited to, first aid and CPR, assessment of biomechanics, gait analysis, goniometry, manual

### Student Learning Outcomes – B.S. Degree in Sports Medicine

Appendix F

muscle testing, postural assessment, palpation, auscultation, emergency management, and obtaining medical and family histories through patient encounters.

#### STUDENT LEARNING OUTCOMES:

Student Learning Outcome 1: Develop foundational knowledge through the engagement of active learning in clinical and didactic educational content for admission advanced studies in graduate athletic training programs or immediate employment in associated sports medicine fields.

- Method of Assessment: Measured by graduate placement, employment data, clinical evaluations and performance on credentialing exams.
- Achievement Target: Graduate placement over 90% in sports medicine fields at graduation; 100% of the majors challenging and passing at least one Sports Medicine credentialing exam preceding or within 1 year of graduation.

Student Learning Outcome 2: Integrate critical thinking so students demonstrate sound decision making through analysis and application in the prevention, management, and resolution of health related issues associated with sports medicine issues.

- Method of Assessment: Practical examinations, cross-curricular projects, and portfolios.
- Achievement Target: Practical examinations in at least 80% of the major courses; Crosscurricular collaboration in at least 50% of the major courses; and completion of semester and summative portfolios in 80% of major courses.

Student Learning Outcome 3: Create opportunities for students to collaborate in interprofessional education to encourage a comprehensive approach to health-care.

- Method of Assessment: service learning projects, inter-professional clinical experiences, and practical examinations.
- Achievement Target: 100% participation by all majors in at least 1 service project per year; 100% participation in sports medicine related clinical experience in senior year; practical examinations in at least 80% of major courses.

Student Learning Outcome 4: Engage in comprehensive sports medicine care while integrating disciplined specific, synthesized, creative, respectful and ethical elements in order to successfully transition to clinical practice or advanced higher educational programs.

- Method of assessment: Alumni surveys, portfolio projects, and employment data
- Achievement target: Alumni and employer surveys administered at 1, 3 and 5 years post graduation to identify migration into SPMD professions and employer satisfaction with graduates; Portfolio projects in at least 80% of major courses with artifacts and narratives; and

Student Learning Outcome 5: Develop confidence and competence to successfully transition into practice and/or higher education programs in sports medicine.

- Methods of Assessment: employment data, certification and credentialing data, and graduate school admissions
- Achievement Target: See outcome 4 above garnered through alumni and employer surveys and exit surveys prior to graduation

#### **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).

Programmatic information will be used to guide revisions (if necessary) in the courses and sequencing of the major courses. Employer and alumni information will facilitate industry standards review to ensure graduates are meeting the needs of those employing them. Student feedback throughout the course of the year will guide program improvement. An annual pre-semester meeting and post-semester strategic planning meetings are held where information will be reviewed by the faculty as presented and coordinated by the Program Coordinator.



April 30, 2019

To Whom It May Concern,

This letter is to document the Department of Biological Sciences support of the proposed changes to the Athletic Training program that is housed in the School of Health Science within the College of Education, Health and Human Services. We understand that students in the Sports Medicine major (BS SPMD) will take Biological Foundations (BSCI 10120), Cell Biology (BSCI 30140), and Human Physiology (BSCI 30130).

We have no course issues with his request and the degree program does not duplicate or encroach on our offerings.

Sincerely,

Lan Ly

Laura G. Leff, Ph.D. Professor Chair, Department of Biological Sciences

## AUGUSTINE, SUSAN

To:PEER, KIMBERLYSubject:RE: Please look over new AT major

From: "Ridgel, Angela" <<u>aridgel@kent.edu</u>> Date: Tuesday, April 30, 2019 at 8:59 AM To: Kimberly Peer <<u>kpeer@kent.edu</u>> Subject: Re: Please look over new AT major

Thank you Kim-Exercise Science declares no course issues with this request for the new major. We also confirm that this degree program is not a duplication or encroachment.

Please keep us informed about any further changes or edits that might affect our program. Good luck.

Angela L. Ridgel, PhD, C-EP, FACSM Associate Professor and Program Coordinator Exercise Science/Physiology School of Health Sciences Kent State University 350 Midway Dr., 163F MACC Annex Kent, OH 44242 330.672.7495 http://www.kent.edu/ehhs/hs/exph/motor-control-lab

From: KIMBERLY PEER <<u>kpeer@kent.edu</u>> Date: Tuesday, April 30, 2019 at 5:36 AM To: Angela Ridgel <<u>aridgel@kent.edu</u>> Subject: Re: Please look over new AT major

Please see the full attached document – We had to go with the ATTR prefix at the last minute due to some overlap issues in the transition of the ATTR BS. Thanks for your <u>prompt consideration</u>.

Kimberly S. Peer, EdD, AT, FNATA Professor, Athletic Training UG and Graduate Program Coordinator 350 Midway Drive Room 266A MACC Annex Kent State University Kent, OH 44242 Phone 330 672 0231 kpeer@kent.edu Please visit the MS AT Program Page at https://www.kent.edu/ehhs/hs/attr

## AUGUSTINE, SUSAN

To:AUGUSTINE, SUSANSubject:RE: Here is the catalog copy

From: AUGUSTINE, SUSAN Sent: Tuesday, April 30, 2019 11:02 AM To: BUCKEYE, LAURA <lbuckeye@kent.edu> Cc: PEER, KIMBERLY <kpeer@kent.edu> Subject: Fwd: Here is the catalog copy

Laura,

You were being notified because IHS 44010 is listed as an either-or required course in the current program but will not be required in the new major. Also, I believe to affirm that you have no concerns about the new major itself. Kim can send you the proposed catalog copy if you want to see it. -Susan

From: "BUCKEYE, LAURA" <<u>lbuckeye@kent.edu</u>> Date: Tuesday, April 30, 2019 at 10:07 AM To: Kimberly Peer <<u>kpeer@kent.edu</u>> Subject: Re: Here is the catalog copy

Hi Kim

I'm not seeing the catalog copy but if you are asking for approval to use the ATTR prefix, I'm fine with that. If there's anything else, let me know. Thanks! Laura

Laura Buckeye, Program Director Integrated Health & Educational Studies Programs Kent State University, 320 White Hall Kent, Ohio 44242 Ibuckeye@kent.edu

From: PEER, KIMBERLY Sent: Tuesday, April 30, 2019 5:37:43 AM To: BUCKEYE, LAURA Subject: Here is the catalog copy

Laura,

We needed to use the ATTR prefix for our ATTR accreditation on some of the overlap courses – please consider a prompt reply so we can move forward. Thanks..

Kimberly S. Peer, EdD, AT, FNATA Professor, Athletic Training UG and Graduate Program Coordinator 350 Midway Drive Room 266A MACC Annex <u>kpeer@kent.edu</u> Subject: Sports Medicine Proposal

Date: Thursday, May 10, 2018 at 12:49:59 PM Eastern Daylight Time

From: HUSTON, JEFFERY L.

To: BUCKEYE, LAURA

Laura,

As the BS AT program phases out we will be developing a new Sports Medicine major.

We would like to let you know that at this time we do not have plans to utilize any Integrated Health Studies courses in the new major. This should help free up seats that you need in your Stats course.

This new major will be aimed at preparing students for admission to professional Athletic Training programs that will all be housed at the Masters Level. We will of course welcome and provide an opportunity for feedback during the full proposal.

Jeff

Jeffery L. Huston Ed.D., AT, FNS Professor - NTT Undergraduate Coordinator Graduate Coordinator Athletic Training Program Kent State University Kent, Ohio jhuston2@kent.edu

## **AUGUSTINE, SUSAN**

Subject: FW: BS SPMD - REQUEST RESPONSE

From: "CAINE, NATALIE" <<u>ncaine@kent.edu</u>> Date: Friday, April 26, 2019 at 7:23 AM To: Kimberly Peer <<u>kpeer@kent.edu</u>> Subject: Re: BS SPMD - REQUEST RESPONSE

The nutrition program has no concerns over the courses for the ATTR program.

Have a wonderful day.

Natalie Caine-Bish PhD, RD, LD Associate Professor 128 Nixson Hall Nutrition and Dietetics School of Health Sciences Kent State University Phone: 330-672-2148 Fax: 330-672-2194 email: ncaine@kent.edu

From: PEER, KIMBERLY Sent: Friday, April 26, 2019 6:09 AM To: Ridgel, Angela; CAINE, NATALIE; TAYLOR, LAURA Subject: BS SPMD - REQUEST RESPONSE

Dear Laura, Angie, and Natalie

As you know, the Athletic Training program that is housed in the School of Health Science within the College of Education, Health and Human Services is moving a Sports Medicine major (BS SPMD) forward. We may be using some of your courses in our extradepartmental requirements.

Due to accreditation action mandating a change to MS AT for all future programs, we will be replacing our BS ATTR program with this program. The students in ATTR currently these courses so that number will not likely be impacted as we are phasing out one program and transitioning the other. We expect approximately 25 students per year. We will no longer be needing the I H S stats course beyond 2022 as we transition our UG AT Program out and this new one in.

Please provide confirmation via email BY MAY 3, 2019 that your department declares no course issues with this request. Further, please signify that the attached degree program is not a duplication or encroachment. Thank you for your time.

NOTE: I realize a note was sent in 2017 by Jeff Huston, however, we will need confirmation due to the time from that request and the nature of the request. Thank you.

Kimberly S. Peer, EdD, AT, FNATA Professor, Athletic Training UG and Graduate Program Coordinator 350 Midway Drive Room 266A MACC Annex Kent State University Phone 330 672 0231 kpeer@kent.edu

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#### AUGUSTINE, SUSAN

Subject: FW: BS Sports Medicine - Response Requested

From: Clarissa Thompson <<u>cthomp77@kent.edu</u>> Date: May 6, 2019 at 4:11:23 PM EDT To: <u>kpeer@kent.edu</u> Cc: "Zaragoza, Maria" <<u>mzaragoz@kent.edu</u>> Subject: Re: BS Sports Medicine - Response Requested

> Hi, Dr. Peer. We would be happy for your students to take our General Psych course! Best, Clarissa

#### Clarissa A. Thompson, Ph.D. Associate Professor

Undergraduate Curriculum Coordinator Department of Psychological Sciences P.O. Box 5190 228 Kent Hall Addition Kent, OH 44242 (330) 672-3948 www.clarissathompson.com

#### From: PEER, KIMBERLY Sent: Friday, April 26, 2019 6:13 AM To: ALMASAN, CARMEN; HUGHES, JOEL Subject: BS Sports Medicine - Response Requested

Dear Drs: Carmen and Hughes

The Athletic Training program that is housed in the School of Health Science within the College of Education, Health and Human Services is moving a Sports Medicine major (BS SPMD) forward. We will be using GENERAL PSYCH and GENERAL PHYSICS In our extra-departmental requirements.

Due to accreditation action mandating a change to MS AT for all future programs, we will be replacing our BS ATTR program with this program. The students in ATTR currently take these courses as Kent Core so that number will not likely be impacted as we are phasing out one program and transitioning the other. We expect approximately 25 students per year.

Please provide confirmation via email BY **MAY 3, 2019** that your department declares no course issues with this request. Further, please signify that the attached degree program is not a duplication or encroachment.

Thank you for your time.

Kimberly S. Peer, EdD, AT, FNATA Professor, Athletic Training

<BS SPMD HLC APP APPENDIX XX CATALOG COPY 4 19.docx>

## TILLETT, THERESE

From:	AUGUSTINE, SUSAN
Sent:	Thursday, May 30, 2019 12:25 PM
То:	Kellogg, Jennifer; TILLETT, THERESE
Subject:	FW: Course Consideration - Sports Medicine Major

From: Alemagno, Sonia <salemagn@kent.edu>
Sent: Friday, May 24, 2019 11:39 AM
To: PEER, KIMBERLY <kpeer@kent.edu>; SERPE, RICHARD <rserpe@kent.edu>; AUGUSTINE, SUSAN
<saugusti@kent.edu>; CROWE, ALICIA <acrowe@kent.edu>
Subject: RE: Course Consideration - Sports Medicine Major

These competencies are covered in our Social Determinants of Health course, but Public Health has no objection to the course.

Sonia Alemagno

## Sonia Alemagno, Ph.D.

Dean and Professor, Health Policy and Management College of Public Health Kent State University Mailing Address: 800 Hilltop Drive, Moulton Hall P.O. Box 5190 Kent, OH 44242-0001 Office Location: 131 Moulton Hall Phone: 330-672-6501



Learn about our 100% Online MPH specializing in Health Policy & Management



From: PEER, KIMBERLY <<u>kpeer@kent.edu</u>>
Sent: Friday, May 24, 2019 11:37 AM
To: SERPE, RICHARD <<u>rserpe@kent.edu</u>>; AUGUSTINE, SUSAN <<u>saugusti@kent.edu</u>>; CROWE, ALICIA
<<u>acrowe@kent.edu</u>>;
Cc: Alemagno, Sonia <<u>salemagn@kent.edu</u>> Subject: Course Consideration - Sports Medicine Major

Dear Drs. Serpe and Alemgno,

I am writing to inform you of a course in the new Sports Medicine major that will be offered in the College of Education, Health and Human Services for major only students. The information about the course is provided below. It has passed unanimously through SHS and EHHS curriculum committees.

# ATTR 20001: Sociocultural Aspects of Health Care Careers

Advanced examination of the sociocultural aspects of healthcare careers. Specific emphasis will be placed of the recognition of diverse patient populations and effectively addressing their unique needs. Cultural competence will be the focus of of the course and will address various aspects of sociocultural diversity; including but not limited to racial, ethnic, religious, socioeconomic, regional beliefs, and alternative approaches to healthcare.

Kimberly S. Peer, EdD, AT, FNATA Professor, Athletic Training UG and Graduate Program Coordinator 350 Midway Drive Room 266A MACC Annex Kent State University Kent, OH 44242 Phone 330 672 0231 <u>kpeer@kent.edu</u> Please visit the MS AT Program Page at <u>https://www.kent.edu/ehhs/hs/attr</u>

# TILLETT, THERESE

From:	AUGUSTINE, SUSAN
Sent:	Thursday, May 30, 2019 2:42 PM
То:	Kellogg, Jennifer; TILLETT, THERESE
Cc:	PEER, KIMBERLY
Subject:	FW: Course Consideration - Sports Medicine Major

### Therese/Jennifer,

Here is the other email you requested, for the new Sports Medicine major. Please let us know if you need anything else. -Susan

Susan Augustine Curriculum Coordinator College of Education, Health, & Human Services Kent State University 409 White Hall 330-672-2187 FAX: 330-672-2285 saugusti@kent.edu

From: STACEY, CLARE <cstacey@kent.edu>
Sent: Thursday, May 30, 2019 2:36 PM
To: AUGUSTINE, SUSAN <saugusti@kent.edu>; PEER, KIMBERLY <kpeer@kent.edu>; SERPE, RICHARD
<rserpe@kent.edu>; CROWE, ALICIA <acrowe@kent.edu>
Cc: Alemagno, Sonia <salemagn@kent.edu>; Adams, Richard <radams12@kent.edu>
Subject: Re: Course Consideration - Sports Medicine Major

Hello Kimberly and all:

I have reviewed the BDS and spoken to Dr. Serpe, chair of Sociology, and see no encroachment issues. Looks like a great course.

Best, Clare

Clare L. Stacey, Ph.D. Associate Professor and Undergraduate Coordinator (SOC) Department of Sociology Kent State University, Kent, OH 44240 Office: 330-672-2044 Email: <u>cstacey@kent.edu</u>

From: "PEER, KIMBERLY" <<u>kpeer@kent.edu</u>>
Date: Friday, May 24, 2019 at 12:03 PM
To: Richard Serpe <<u>rserpe@kent.edu</u>>, "AUGUSTINE, SUSAN" <<u>saugusti@kent.edu</u>>, "CROWE, ALICIA"
<<u>acrowe@kent.edu</u>>
Cc: "Alemagno, Sonia" <<u>salemagn@kent.edu</u>>, Clare <<u>cstacey@kent.edu</u>>, "Adams, Richard"
<<u>radams12@kent.edu</u>>
Subject: Re: Course Consideration - Sports Medicine Major

Dear Richard and Sonia,

Thanks for your response. I am asking that Susan Augustine forward the approved BDS sheet to you for consideration. We did review these courses and find that we have a specific niche relative to socio-cultural issues in Sports Medicine that may not be addressed in your courses. We have a considerable cultural competence piece that will address specific issues encountered in Sports Medicine venues that may be unique to our discipline.

Further, we are on a very tight timeline to get this major approved due to an accreditation action eliminating our former program (as the degree level has been changed from the BS to MS degree). I would respectfully ask if there is concern, can we process electronically as to not have to wait the entire summer for a response?

Susan, can you please forward the BDS to Richard and Sonia for consideration. Thank you.

Kimberly S. Peer, EdD, AT, FNATA Professor, Athletic Training UG and Graduate Program Coordinator 350 Midway Drive Room 266A MACC Annex Kent State University Kent, OH 44242 Phone 330 672 0231 kpeer@kent.edu Please visit the MS AT Program Page at https://www.kent.edu/ehhs/hs/attr

From: "SERPE, RICHARD" <<u>rserpe@kent.edu</u>>
Date: Friday, May 24, 2019 at 11:44 AM
To: Kimberly Peer <<u>kpeer@kent.edu</u>>, "AUGUSTINE, SUSAN" <<u>saugusti@kent.edu</u>>, "CROWE, ALICIA"
<<u>acrowe@kent.edu</u>>
Cc: "Alemagno, Sonia" <<u>salemagn@kent.edu</u>>, "STACEY, CLARE" <<u>cstacey@kent.edu</u>>, "Adams, Richard"
<<u>radams12@kent.edu</u>>
Subject: RE: Course Consideration - Sports Medicine Major

Kimberly,

The Sociology department's curriculum committee will need to review the proposed course. Given the list of topic, I believe there is a great deal of overlap been our courses. Can you please send the syllabus for the course? That we can make a more informed response.

Thanks,

Richard

Richard T. Serpe, Ph.D. Chair and Professor of Sociology Department of Sociology Kent State University P.O. Box 5190 Kent, OH <u>44242-0001</u> Email: <u>rserpe@kent.edu</u> Voice: <u>(330) 672-4896</u> Fax: <u>(330) 672-4724</u> From: PEER, KIMBERLY
Sent: Friday, May 24, 2019 11:37 AM
To: SERPE, RICHARD <<u>rserpe@kent.edu</u>>; AUGUSTINE, SUSAN <<u>saugusti@kent.edu</u>>; CROWE, ALICIA
<<u>acrowe@kent.edu</u>>; CROWE, ALICIA
Cc: Alemagno, Sonia <<u>salemagn@kent.edu</u>>
Subject: Course Consideration - Sports Medicine Major

Dear Drs. Serpe and Alemgno,

I am writing to inform you of a course in the new Sports Medicine major that will be offered in the College of Education, Health and Human Services for major only students. The information about the course is provided below. It has passed unanimously through SHS and EHHS curriculum committees.

ATTR 20001: Sociocultural Aspects of Health Care Careers

Advanced examination of the sociocultural aspects of healthcare careers. Specific emphasis will be placed of the recognition of diverse patient populations and effectively addressing their unique needs. Cultural competence will be the focus of of the course and will address various aspects of sociocultural diversity; including but not limited to racial, ethnic, religious, socioeconomic, regional beliefs, and alternative approaches to healthcare.

Kimberly S. Peer, EdD, AT, FNATA Professor, Athletic Training UG and Graduate Program Coordinator 350 Midway Drive Room 266A MACC Annex Kent State University Kent, OH 44242 Phone 330 672 0231 kpeer@kent.edu Please visit the MS AT Program Page at https://www.kent.edu/ehhs/hs/attr

# Analysis of the Kent Core assessment method,

# with a recommendation and plan for reform

# Prepared by the University Requirements Curriculum Committee (URCC)

# for the Kent State University Office of Accreditation, Assessment and Learning

# April 2nd, 2019

# **Executive Summary**

The University Requirements Curriculum Committee (URCC) has conducted a study of the current assessment method used in the Kent Core, the university's general education program. This study is in response to a request from the Higher Learning Commission (HLC) to Kent State to provide more information on the assessment process. This request coincides with new changes to the general education program in Ohio, as promoted by the Ohio Department of Higher Education (ODHE). The URCC conducted inventories and analyses of the past five years of assessment data derived from the 124 courses that compose the Kent Core. Also, surveys were conducted with the faculty of all 8 campuses, as well as students and advisors. All these sources of data were used in our analysis of the success of the assessment of the Kent Core.

The URCC learned that despite the best intentions of all involved, there is considerable variability in how and when assessments are conducted in the Kent Core courses, and how and where those data are stored. The URCC recommends three key changes to the Kent Core assessment process:

- 1) Paired assessment should occur as a first assessment in students' first course in their majors, and a second assessment in a senior level course in their majors, not within the Kent Core courses themselves.
- KSU should make use of the LEAP Essential Outcomes and the VALUE Rubrics, which are freely available from AAC&U and have national recognition, instead of using internal assessment rubrics.
- 3) Assessment data should be delivered to a new faculty committee that sits above the college level, the Kent Core Assessment Council, which could assess the data, make recommendations on changes, and provide those assessments back to the departments and their faculty as well as to the university's office of Accreditation, Assessment and Learning. This feature will allow a clear path for "closing the loop", bringing the assessment data forward to consider in curriculum changes and student success.

These three recommended changes will allow KSU to meet the recommendations of both the HLC and the ODHE, and expand the ability of the university to more easily adjust and reform the Kent Core itself.

# I. Introduction

The Higher Learning Commission's letter of August 8th, 2016 to President Warren requested further information on implementation of the planned improvement of university-wide assessment. This report documents the analysis of the past five years of assessment data for the general education program (the Kent Core) and proposes changes to meet the evolving needs of our students and the recommendations of both the Higher Learning Commission (HLC) and the Ohio Department of Higher Education (ODHE). Specifically, HLC concerns rested upon KSU's ability to demonstrate that the general education program itself was successful through standard assessment measures (HLC report, 2016). Assessment in this context refers specifically to "activities directly related to measuring student learning through systematic means, analyzing the data derived from these activities, and using those data to make improvements in programming or other areas that affect student learning" (HLC, 2016). Standard assessment measures for general education include, but are not limited to, paired assessments, use of recognized rubrics, clear link to the institution's mission, review of learning outcomes, and "closing the loop" by using results to improve the students' learning experience and improve the program(s) (HLC, 2019).

Recently, the Ohio Department of Higher Education proposed changes to the ways students are presented with general education programs at state colleges and universities (ODHE, 2019). These proposed changes include, among others:

- publishing a straightforward, easily understood statement of institutional intent;
- linking general education to the student's major; and
- establishing explicit continuity between general education and the major.

Many of these changes are consistent with the HLC list of recommendations for general education programs (HLC Criteria for Accreditation, 2019).

Taken together, the structural and pedagogical recommendations from both the Higher Learning Commission (HLC report, 2016; HLC Criteria for Accreditation, 2019) and the Ohio Department of Higher Education (ODHE, 2019) promote a reform of Kent State's current assessment practice used in the Kent Core, and indeed serve as the drivers of a reform of the university's general education program.

This report addresses the plan to reform the assessment process of general education at Kent State, which in turn is the basis for the overall reform currently underway of the general education program.

# II. Kent Core Assessment: Background

Kent State University follows the State of Ohio general education requirements (ODHE, 2015). General education courses are offered in the range of subject areas required by the state, and our 124 courses are offered in the lower division (10,000 to 20,000 course number level) throughout the eight-campus system. The KSU general

education program follows a breadth model rather than an integrative model, with a distribution of choices in seven areas: basic sciences, social sciences, fine arts, humanities, critical reasoning, composition, and "additional". From 2011--13, the Faculty Senate approved the assessment plan for these 124 courses. This assessment plan was the result of intense planning and discussion by the faculty, who chose to assesses the general education courses as part of the course delivery. Each course made use of a rubric with 11 learning objectives from which particular learning objectives could be selected by the departments housing the courses. These rubrics were approved for the 124 courses by the University Requirements Curriculum Committee (URCC), the Educational Policy Council (EPC), and the Faculty Senate. Assessment tools were then created within the departments and were originally planned as paired or end of term assessments. For paired assessments, first assessments were conducted at the beginning of a semester and a second assessment was conducted towards the end of each semester for each of the Kent Core courses offered. For the five years since 2012 and to this present time, we have been using the 124 courses with their general education rubrics, learning outcomes and within-course assessment tools in our general education program.

# III. Assessing the Success of the Kent Core Assessment

In Fall of 2017 the University Requirements Curriculum Committee (URCC) was charged by the Provost's office to address the HLC concerns about the Kent Core assessment process. The URCC is a university-wide committee composed of faculty and college administrators, and is responsible for reviewing, recommending changes, and assessing those courses that are university-wide requirements, such as the Kent Core. The URCC then implemented several actions in order to collect and analyze data:

# URCC Actions Taken:

- Inventory of Kent Core courses and their learning objectives;
- Inventory and summary of five years of assessment results for all Kent Core courses;
- Independent analysis of summary of five years of assessment results for all Kent Core courses;
- All Faculty All Campus Survey on their perceptions of the Kent Core;
- Survey of All College Advisors regarding advising in the Kent Core;
- Survey of current undergraduates regarding value of the Kent Core;
- Comparative study of general education assessment best practices within Ohio and nationally;
- Discussion with ODHE and workshops with AAC&U regarding general education assessment.

Based upon the data and analyses generated by these actions, the URCC looked at the existing assessment process in the Kent Core. Here we summarize our findings:

# III.1. Who teaches the Kent Core?:

The Kent Core courses are taught by all cohorts of our faculty: tenure-track, nontenure-track, and part-time/adjunct instructors. On the Kent Campus, a few of these courses are taught by graduate students. Although the numbers within each cohort vary from campus to campus within the eight-campus system, 37% of the Kent Core courses are taught by adjunct/part time instructors, 30% by the NTT faculty, and 26% by the Tenure-Track & Tenured faculty. This is a solid indicator that not only do all undergraduates experience the Kent Core, but all faculty cohorts are engaged in Kent Core instruction (**Figure 1**).



Figure 1: Distribution of Kent Core instructors by campus and cohort

# III.2. Which learning objectives are used in the assessment of the Kent Core?

There are eleven learning objectives, which represent essential learning outcomes. Department faculty chose at least one and as many as all eleven learning objectives to use in the assessments. The list is as follows:

- 1. Acquire critical-thinking and problem-solving skills;
- 2. Apply principles of effective written and oral communication;
- 3. Broaden their imagination and develop their creativity;
- 4. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge;
- 5. Develop competencies and values vital to responsible uses of information and technology;

- 6. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens;
- 7. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance;
- 8. Increase their awareness of ethical implications of their own and others' actions;
- 9. Integrate their major studies into the broader context of a liberal education
- 10. Strengthen quantitative reasoning skills;
- 11. Understand basic concepts of the academic disciplines.

# III.3 How are the 11 learning objectives distributed in the Kent Core courses overall?

For most of the 124 courses, selection of learning objectives is heavily skewed towards basic knowledge and critical thinking. Overwhelmingly, 70% of the Kent Core courses are assessed in these two areas. In many cases, only these two objectives were selected (**Figure 2**). In contrast, some learning objectives were only rarely selected.



Figure 2: Distribution of 11 Learning Objectives used in the Kent Core

# III.4 How successful was the implementation of the course assessments over the five years?

Only 30% of all Kent Core courses had five years of assessment data without breaks or gaps. High variability exists in how and when assessment occurs, and how and where the data are stored. Although designed with the best of intentions, the method of conducting assessments within the Kent Core courses was marked by a lack of continuity from one semester or year to the next. Departments did make use of these assessment data to make improvements in their Kent Core courses and in the assessment instruments themselves.

# III.5 What types of issues were identified with the completed assessments?

The URCC invited an independent assessment of the summaries of five years of Kent Core assessment data from specialists in Assessment and Evaluation in Higher Education, within the Kent State University College of Education, Health and Human Services. The following seven issues were identified, which confirmed our own findings:

1. Due to the overwhelming selection of "Basic Knowledge" as a Learning Objective (> 70% of courses), assessments of course content are dominant.

2. Varying measurement quality exists. Some assessment tools (questions,quizzes, writing samples) are indirect assessments (e.g. asking about students' perceptions of learning which is not the same as assessing whether they learned).

3. Many assessments used a single measurement approach, not a pre/post survey of student knowledge, which is recommended because it provides richer data and a means of comparison.

4. Often, written prompts were assessed without a rubric, and therefore these assessments only provide indirect data.

5. Written prompts were most common in assessing "Basic Knowledge" (course content), but were less used in assessing other Kent Core outcomes.

6. Variable oversight of course assessment may have contributed to gaps and lapses in coverage within and between years.

7. Departments each store assessment data differently, a concern for operational effectiveness as well as college & institutional access.

# III.6 What is the faculty perception of the value of the Kent Core to students?

In a survey delivered to all faculty across all campuses in Fall, 2018, faculty members were asked a series of questions concerning their perceptions of the value of the Kent Core. Of the 2,723 faculty members in the 8 campus system, 16% responded. In terms of the 3 faculty cohorts, we had 23% of the Tenured & Tenure-Track faculty, 19% of the Non-Tenure Track faculty, and only 10% of the Part Time-Adjunct faculty responding.

Respondents agree slightly that the Kent Core reflects the university's description of the Kent Core (as printed in the catalog and on the website), and agree the described goals are clear and appropriate. All respondents agree strongly that general education requirements are an important part of an undergraduate education (**Figure 3**). However, only 50% or less of the Tenure-Track and NTT respondents view the current assessment process as adequate. (**Figure 4**). This compares closely with the 53% of all faculty responding in written statements that the Kent Core needs to be adjusted and updated in order to improve the assessment process and provide a better student experience.



\* Low numbers of respondents --interpret with caution

Figure 3: Faculty survey responses regarding value of the Kent Core



\* Low numbers of respondents -interpret with caution

Figure 4: Faculty survey responses regarding Kent Core assessment

# IV. What We Learned About the Current Assessment Process:

The URCC concluded from these data that the present Kent Core assessment process was in need of revision, and that this revision was fundamental to a refreshment of the Kent Core itself. In particular, the URCC noted that:

1) there was too much variability in how and when assessments were conducted within the Kent Core courses, including low numbers of paired assessments;

2) the assessments were not based on nationally recognized standards, making it difficult to compare outcomes with national outcomes;

3) the assessments were skewed towards assessment of course content because of the high number of courses with both "basic knowledge' and "critical thinking" as learning outcomes;

4) the number of learning outcomes (11) is unusually high. Best practices currently make use of 3 to 5 broadly themed learning outcomes, which are easier for students to relate to their majors;

5) there was not a clear and straightforward link for students to find between the Kent Core courses, learning outcomes, assessments, and their majors. Specifically there was no obvious link to the university mission;

6) there was too much variability in the ways that assessment results reached administrative offices; and

7) there was too much variability in "closing the loop", that is, using the results of the assessments to make needed changes in the curriculum, budgetary planning relative to curriculum, and students' learning experience that could impact student success and retention.

Following extensive discussions with KSU faculty, administrators, students, and advisors over the past 18 months, as well as discussions with ODHE, University of Cincinnati, and workshop instructors in AAC&U, the URCC developed a new model for general education assessment that is consistent with ODHE and HLC recommendations. The model presented here is based on best practices from peer institutions within the state (e.g., University of Cincinnati, Miami University of Ohio), recommendations from ODHE and expectations of the Higher Learning Commission.

# V. Building an assessment model for the Kent Core

Based on the seven conclusions made by the URCC about the current Kent Core assessment process, we propose the following changes:

# V.1. Reducing the number of learning objectives from 11 to 4

Currently, the 11 learning objectives are confusing to students examining their Kent Core choices. Also, the presence of "basic knowledge" within the list of learning objectives has tended to drive the assessment tools towards a focus on course content. Some of the 11 learning objectives are only rarely selected. For all these reasons, the URCC looked at the option of reducing the number of learning objectives by making them much broader and more easily understood and valued.

Our Initial exploration used standard cluster analysis (farthest neighbor, agglomerative cluster, jaccard coefficient), (see Manly, 2004) to examine how the Kent Core courses were related based on their assigned learning objectives (**Figure 5**). The Kent Core courses cluster in four basic groups, based on their learning objectives. However, it was also apparent that when examining the distribution of learning objectives within the Kent Core course assessments, *Understanding Basic Knowledge* was ubiquitous and skewed the assessments towards course content testing, and other objectives, such as *Developing Creativity* and *Awareness of Ethics of Actions*, were rarely used. To better illustrate this problem, the same cluster analysis shown in **Figure 5** is shown in **Figure 6**, but with the 124 courses visible.



Example Cluster Analysis of the Kent Core with 11 Learning Objectives

*Figure 5: The Kent Core courses, based on their 11 learning objectives, cluster into four distinct groups.* 



Learning Objectives Key: 
Basic Knowledge; 
Critical Thinking; 
Written/Oral Communica.; 
Creativity; 
Lifelong
Learning; 
Responsible Use of Knowledge; 
Independent Thinking; 
Inclusion, Community, Tolerance; 
Ethics;
Integrate the major into Liberal Education; 
Quantitative Reasoning

*Figure 6: The same cluster analysis as shown in Figure 5 indicates with the red outlines a strong influence of the Basic Knowledge learning objective, and the rarity of other learning objectives.* 

Therefore, the URCC removed "Basic Knowledge" from the list of learning objectives, and also removed the two objectives which were rarely selected-these two can be included in broader objectives. When cluster analysis was performed on the remaining 8 learning objectives, the underlying structure of four clusters persisted (**Figure 7**).



Figure 7: A cluster analysis of the 124 Kent core courses following removal of 3 of the learning objectives (see text) shows the persistence of four clusters that can serve as four broad categories or learning outcomes.

These four clusters represent all 124 courses, and can serve as the basis for four broad learning objectives, to be named by the faculty. In other words, the general education courses could be cross-listed in these four broad categories. The categories could draw their names from the original learning objectives, e.g., Critical Thinking, Written & Oral Communication, etc, but broader titles could be identified that closely link to our university mission and goals.

# V.2. Mapping the LEAP Outcomes to the Kent Core

The nationally recognized LEAP (Liberal Education and America's Promise) Outcomes provide a common set of learning outcomes (<u>www.aacu.org/leap</u>):

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Following discussions with faculty we plan to map these outcomes to the four broad clusters, and this will link our learning goals directly to the VALUE rubrics. By doing

this, we will have internal consistency linking the general education courses to LEAP outcomes, and the LEAP outcomes to the VALUE rubrics (see below).

# V.3. Assessing General Education within the Majors using Paired Assessments

Paired assessments are important for an understanding how of learning is progressing. Our analysis of the past five years of Kent Core assessments indicate that we do not have reliable continuity in the area of giving paired assessments within the Kent Core courses. A better option is needed. The URCC proposes carrying out a <u>first assessment</u> of general education in the first course taken in a major by a student (but not one of the general education courses), and <u>a second assessment</u> during the senior year, in a course taken by most or all students in a major. This would provide the following benefits:

- The university would then be assessing our ability to reach the goals of general education within the majors, a new "best practice" as indicated by ODHE (2019);
- Reliable testing would be established for these paired assessments, as these courses in the majors are typically taught by full time faculty with the opportunity to develop continuity from one year to the next.

Alumni could then be surveyed in specific time windows following graduation, such as two and five years following graduation. These data could also be used in improving curriculum and increasing student success. (**Figure 8**).



Figure 8: The general structure of the proposed Kent Core assessment plan.

# V. 4. Using the AAC&U VALUE Rubrics

There is a distinct advantage in choosing nationally recognized rubrics for assessment of general education. The URCC recommends making use of the VALUE rubrics (Rhodes, 2010; AAC&U, 2010) which are freely available through the AAC&U and have been rigorously tested in a national setting through the LEAP initiative (www.aacu.org/leap).

One attractive aspect of making use of the VALUE rubrics is that faculty interested in publishing their pedagogical studies using these rubrics will be able to compare their results to results reported nationally. At present, our in-house rubrics do not have that capability. It is very likely that faculty will be keenly interested in this feature.

# V. 5. A Recommendation for encouraging innovative pedagogy in the Kent Core and beyond

With the proposed mapping of LEAP outcomes to the four broad clusters of general education courses comes an opportunity to provide workshops for instructional development for those teaching in the Kent Core, and for those working with the VALUE rubrics in the majors. The Center for Teaching and Learning (CTL) at KSU was established as part of the university-wide assessment improvement project and does this now for other types of pedagogical projects. We view this faculty enrichment program through the Center for Teaching and Learning as an important part of transitioning to an improved assessment process.

# V. 6. A recommendation for the formation of a Kent Core Assessment Council

The URCC expects that each department or program will discuss which of the VALUE rubrics is appropriate for the First Assessment and the Second Assessment in the major. The chosen rubric can then be adjusted to serve an assignment appropriate for the course. These assignments can be ranked and reported, with the data moving forward from the departments to a new central committee focused on the assessment of the Kent Core.

The URCC proposes the establishment of a council composed of faculty members interested in general education pedagogy and of specialists in assessment. Members should be drawn from all the colleges, include regional campus faculty, and serve on a two or three year rotation. It is important that this council sit above the level of the colleges, and not be composed of URCC members. This is because any course recommendations that come from this body would need to follow the established pathway of review by URCC, the EPC, and the Faculty Senate.

The council would be responsible for reviewing the paired assessments once a year and sending the review of these assessment outcomes to the university's office of Accreditation, Assessment and Learning and the University's Advisory Committee on Academic Assessment (ACAA), and also to the College Deans and Department Chairs. These data would then be available for distribution to the public through the university's office of Accreditation, Assessment and Learning, and to the colleges and departments to use as evidence for progress in student retention and student success, and to improve the curriculum. The council would also recommend and consider changes, deletions, and additions to the Kent Core, which would be passed to the appropriate colleges and their departments. Departments could then propose changes which would then follow the standard path to the URCC, EPC, and Faculty Senate (**Figure 9**).

"Closing the Loop" brings the results of assessment forward to use in budget planning, curriculum development, and student success. We foresee this process as one in which the Kent Core Assessment Council and the department faculty and chairs will be actively involved, and that a process known as "double loop learning" (**Figure 10**) best describes this activity (Argyris,2002; Senge, 2006)



Figure 9: A flow chart showing the student path and the assessment path for the proposed Kent Core assessment model. "Closing the loop" involves a detailed process illustrated below in Figure 10.



Expanded from Figure 9 Flow Chart: Double Loop Learning Model, modified after Senge, 2006,p.236 and based on Argyris, 2002.

Figure 10: "Closing the loop" involves bringing the assessment results forward to implement curriculum changes, propose ways to enhance student success, and, using the double loop learning method, make adjustments to the Kent Core.

# VI. Summary and Conclusion

A sound assessment process is central to the success of a general education program, and any reform of general education at this institution must begin with the assessment process. The URCC has analyzed and assessed the current assessment process used in our general education program, the Kent Core. We found opportunities to simplify and improve the assessment process, meet recommendations of HLC and ODHE, and make use of the assessment data to in order to improve general education curriculum and increase student success (**Table 1**).

Kent State is already a member of the LEAP Campus Action Network (<u>https://www.aacu.org/leap/can</u>), which includes more than 300 universities, including the University of Cincinnati, Miami University of Ohio, Bowling Green University, and Cleveland State University. In examining the assessment processes within this network, we found many useful approaches, particularly with the University of Cincinnati's model (<u>https://www.uc.edu/gened.html</u>). Our proposed path to a simplified,

paired assessment plan embedded in the majors is similar to the approach taken by the University of Cincinnati.

# Table 1:

# Summary Table of Proposed Outcomes of the Kent Core Assessment Revision

HLC and ODHE	Current	Proposed Assessment
Recommended Assessment	Assessment	Process
Attributes	Process	

Paired Assessment	variable	yes
Assessment of General Education within the Majors	no	yes
Link of General Education to the University Mission	yes	yes
"Closing the Loop"- Assessment data circles back to be used in improving the curriculum, retention and student success	variable	yes
<i>Ability to Link assessment outcomes to nationally recognized LEAP learning outcomes</i>	no	yes

Thinking ahead to the reform of the Kent Core program, the university expects to continue the process of reforming the Kent Core for 21st century students, and addressing topics such as upper division general education courses integrated with tools for information literacy and design innovation. Our goal is to make sure the general education program is relevant to student learning and success and will deliver a distinctive Kent State experience. Designing a meaningful assessment is the first step in this reform process.

# VI.1 Timeline:

Here, the URCC has presented a plan for reforming the assessment of the Kent Core, which is one step in the process of reforming the entire general education program. These kinds of changes take time to implement. We expect the process to unfold along a timeline of 3 years, including the year we have spent on the assessment revision project. Below is our expected timeline for the reform of general education assessment and programming (**Figure 11**). Our implementation of the new assessment plan for the Kent Core is targeted for Fall, 2020 and the revised Kent Core Program should be operational as early as Fall, 2021.



Figure 11: A timeline for implementation of the new Kent Core assessment plan and also the expected revision of the Kent Core program itself.

# VII. References

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Mike DeWine, Governor Randy Gardner, Chancellor

# PROGRAM INACTIVATION FORM

Date of submission: 31 July 2019

Name of institution: Kent State University

Title of program to be inactivated: B.S.E. degree in Trade and Industrial Education

Date that the inactivation received final approval from the appropriate institutional committee: [Board of Trustees approval anticipated in December 2019]

Primary institutional contact for the notification:

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

## **Educator Preparation Programs:**

Leads to licensure:	⊠ Yes	🗆 No
Leads to endorsement:	🗆 Yes	🛛 No

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

The Bachelor of Science in Education (B.S.E.) degree in Trade and Industrial Education was established in 1990 to serve as an articulation to a bachelor's degree for teachers who completed the coursework for a Career-Technical Education license via an alternative pathway.

Over the past decade, an increasingly number of students declared in the Trade and Industrial Education major changed to the B.S. degree in Educational Studies. The curriculum for the Educational Studies major is designed to be flexible, which makes it attractive for students who want to design their program for the skills and competencies required in their career. Kent State offers an undergraduate certificate in career-technical teacher education, which aligns well with the Educational Studies major.

In spring 2000, there were 30 enrolled students in the Trade and Industrial Education major. Ten years later, there were 11 enrolled students, and in spring 2015, there were five enrolled students. Graduation numbers since 2000 has averaged 2.4 degree earners each year (total 39 graduated students over 16 years).

For fall 2015, the College of Education, Health and Human Services suspended admission to the Trade and Industrial Education major. Per the Kent State suspension policy, programs that are suspended for five years are inactivated by the provost. College administration has indicated that there are no plans to reopen admission to the major at this time.

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

Last enrollment in the program was one student in spring 2016. The last student to graduate from the program was in fall 2014.

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

Not applicable.

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.

Outside of recent faculty retirements, there is no loss of faculty or staff with this inactivation. Courses in the major are offered, and will continue to be offered, for the Career-Technical Teacher Education undergraduate certificate.

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 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 university websites and materials. Further written concurrent communications will be sent out to key staff 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 2020.

Respectfully,

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

# KSU/AAU-Prague Agreement Background Information for EPC Meeting on August 19, 2019 Information Only Item

# Goal:

To increase international enrollment by developing a partnership between Kent State and Anglo-American University in Prague (AAU).

# **Partnership Overview:**

The KSU/AAU partnership is a study abroad opportunity for international students to be admitted to KSU and then be enrolled in a KSU study abroad course to study at AAU-Prague for their first two years.

Students will take a general curriculum that positions them to complete one of three degrees at KSU within four years: digital sciences, computer sciences, and computer information system. Once they successfully complete the first two years, the students will transition to KSU to complete their degree.

Students wishing a major outside of these identified majors may need to take additional program requirements, possibly extending their time for degree completion. This will be made clear to the students at the time of application.

# **Assumptions:**

- I. Courses will be offered in the traditional semester format
- 2. Students will begin the program in the fall 2020 semester
- 3. AAU will hire local faculty for instruction
- 4. The courses will be AAU courses with AAU courses numbers and will be articulated directly to KSU to match our degree requirements
- 5. KSU students will have the opportunity to study abroad for a semester in Prague, but our goal is to first increase international enrollment.
- 6. Target markets are: Czech Republic, Eastern European Countries, India, China and Vietnam.
- 7. Our goal is to have 25 students in the first year with an enrollment goal of 100 students in five years.

# **Process:**

An implementation team with members of both KSU and AAU has been established to address operational issues to include: academics, marketing and recruitment, legal, financial, admissions, financial aid, and registration. Meetings occur regularly that include all parties.

# About AAU:

Established in 1990, Anglo-americká vysoká škola, z.ú (Anglo-American University) is a nonprofit private higher education institution located in the urban setting of the large city of Prague (population range of 1,000,000-5,000,000 inhabitants). Officially accredited and/or recognized by the Ministerstvo školství, mládeže a telovýchovy (Ministry of Education, Youth and Sports, Czech Republic), Anglo-americká vysoká škola, z.ú (AAU) is a very small (uniRank enrollment range: 500-999 students) coeducational higher education institution. Anglo-americká vysoká škola, z.ú (AAU) offers courses and programs leading to officially recognized higher education degrees in several areas of study. AAU offers a wide range of undergraduate and graduate programs in five Schools of Study: <u>School of Business Administration</u>, <u>School of Humanities &</u> <u>Social Sciences</u>, <u>School of International Relations & Diplomacy</u>, <u>School of Journalism</u>, <u>Media and</u> <u>Visual Arts</u>, and <u>the John H. Carey II School of Law</u>.

With more than 80% international students, AAU is the most international institution in the Czech Republic and was recently recognized by the European Association for International Education as an innovative leader in internationalization on the global stage.

AAU is one of few universities globally—and the first institution in Europe— to have received the prestigious accreditation from the WASC Senior College and University Commission (WSCUC), an American accrediting agency recognized by the U.S. Department of Education.

# Proposed Prague Curriculum

Addresses Core and Introductory classes for: Computer Science, Digital Sciences, and Computer Information Systems

	COURSE			
		COURSE	SCH	TOTAL SCH
		Semester One	<u></u>	
us	10097	Eirst Vear Experience	1	
ENG	11011		י ג	
	11011	Algebra for Calculus	3	
MIS	24053	Intro to Computer Applications	3	
PSVC	11762	General Psychology	3	
ARTH	12001	Art as a World Phenomenon	3	16
	12001	Alt as a Wond I henomenon	5	10
		Semester Two		
FNG	21011	College Writing II	3	
MATH	11022	Trigonometry	3	
HIST	12071	Modern America	3	
ECON	22060	Microeconomics	3	
CS	13011	Computer Science 1A	2	
CS	13012	Computer Science 1B	2	16
			_	-
		Semester Three		
MATH	12002	Analytic Geometry and Calculus I	5	
ECON	22061	Macroeconomics	3	
CS	23001	Computer Science 11	4	
CS	23022	Discrete Structures for CS	3	
PHY	11030	Seven Ideas that Shook the Universe	3	18
		Semester Four		
MIS	24065	Web Programming	3	
UXD	20001	Intro to User Experience Design	3	
СОММ	15000	Introduction to Human Communication	3	
PHIL	21001	Introduction to Ethics	3	
GEOL	11042	Earth and Life Through Time	3	
GEOL	11043	Earth and Life Through Time Lab (online)	1	16
			•	. •
		Total Credit Hours	66	66





### Roadmap: Bachelor of Arts – Computer Science College of Arts and Sciences

ANGLO AMERICAN UNIVERSITY - PRAGUE	
<u>Semester One – 16 credit hours</u>	
UC 10097: First Year Experience	(1)
ENG 11011: College Writing I	(3)
MATH 11010: Algebra for Calculus	(3)
MIS 24053: Intro to Computer Applications	(3)
PSYC 11762: General Psychology	(3)
ARTH 12001: Art as a World Phenomenon	(3)
Semester Two – 16 credit hours	
ENG 21011: College Writing II	(3)
MATH 11022: Trigonometry	(3)
HIST 12071: Modern America	(3)
ECON 22060: Microeconomics	(3)
CS 13011: CS IA	(2)
CS 13012: CS 1B	(2)
<u>Semester Three – 18 credit hours</u>	
MATH 12002: Analytic Geometry and Calculus I	(5)
ECON 22061: Macroeconomics	(3)
CS 23001: CS II	(4)
CS 23022: Discrete Structures for CS	(3)
PHY 11030: Seven Ideas that Shook the Universe	(3)
<u>Semester Four – 16 credit hours</u>	
MIS 24065: Web Programming	(3)
UXD 20001: Intro to User Experience Design	(3)
COMM 15000: Introduction to Human Communication	(3)
PHIL 21001: Introduction to Ethics	(3)
GEOL 11042: Earth and Life Through Time	(3)
GEOL 11043: Earth and Life Through Time Lab (online)	(1)
KENT STATE – KENT CAMPUS	
<u>Semester Five – 15 credit hours</u>	
CS 35101: Computer Architecture	(3)
CS 33211: Operating Systems	(3)
Upper Division Elective	(3)
General Electives	(6)
<u>Semester Six – 15 credit hours</u>	
CS 33101: Structure of Program Languages	(3)
CS Upper Division Electives	(6)
Upper Division Electives	(3)
General Elective	(3)
<u>Semester Seven – 12 credit hours</u>	
CS Upper Division Electives	(9)
Upper Division Electives	(3)
<u>Semester Eight – 12 credit hours</u>	
CS 44901: Software Development Project	(4)
CS Upper Division Elective	(3)
Upper Division Elective	(2)
General Elective	(3)





### Roadmap: Bachelor of Business Administration – Computer Information Systems **College of Business Administration**

ANGLO AMERICAI	N UNIVERSITY - PRAGUE
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<u>Semester One – 16 credit hours</u>	
UC 10097: First Year Experience	(1)
ENG 11011: College Writing I	(3)
MATH 11010: Algebra for Calculus (minimum C)	(3)
MIS 24053: Introduction to Computer Applications (minimum C)	(3)
PSYC 11762: General Psychology	(3)
ARTH 12001: Art as a World Phenomenon	(3)
Semester Two – 16 credit hours	
ENG 21011: College Writing II (minimum C)	(3)
MATH 11022: Trigonometry	(3)
HIST 12071: Modern America	(3)
ECON 22060: Principles of Microeconomics	(3)
CS 13011: CS IA	(2)
CS 13012: CS 1B	(2)
Semester Three – 18 credit hours	
MATH 12002: Analytic Geometry and Calculus I	(5)
ECON 22061: Principles of Macroeconomics	(3)
CS 23001: CS II	(4)
CS 23022: Discrete Structures for CS	(3)
PHY 11030: Seven Ideas that Shook the Universe	(3)
Semester Four – 16 credit hours	
MIS 24065: Web Programming (minimum C)	(3)
IVD 20001: Intro to User Experience Design	(3)
COMM 15000: Introduction to Human Communication (minimum C)	(3)
PHIL 21001: Introduction to Ethics	(3)
GEOL 110/2: Earth and Life Through Time	(3)
GEOL 11042: Earth and Life Through Time Lab (online)	(3)
OLOC 11045. La th and the milough mile tab (omile)	(1)

# GEOL 11043: Earth and Life Through Time Lab (online)

### **KENT STATE – KENT CAMPUS**

Required for progression in the major: Minimum 2.500 cumulative GPA, minimum C grade in COMM 15000, ENG 21011, MATH 11010; and a minimum C in both MIS 24053 and MIS 24065.

<u>Semester Five – 16 credit hours</u>	
ACCT 23020: Introduction to Financial Accounting	(3)
FIN 26074: Legal Environment of Business	(3)
MIS 24056: Business Analytics I	(3)
MIS 34068: Systems Analysis and Design	(3)
MIS: Major Elective	(3)
UC 10162: Introduction to Professional Development	(1)
<u>Semester Six – 15 credit hours</u>	
ACCT 23021: Introduction to Managerial Accounting	(3)
MIS 24163: Principles of Management	(3)
MIS 34070: Programming Theory and Applications	(3)
MIS 34156: Business Analytics II	(3)
MIS 44007: Project Management and Team Dynamics	(3)

### Semester Seven – 15 credit hours

Semester Eight – 15 credit hours	
MKTG 25010: Principles of Marketing	(3)
MIS: Major Elective	(3)
MIS 44048: Software Integration (minimum C)	(3)
MIS 44043: Database Management Systems	(3)
BUS 30062: Advanced Professional Development	(3)

FIN 36053: Business Finance	(3)
MIS 34060: Operations Management	(3)
MIS 44285: Integrated Business Policy and Strategy	(3)
MIS 44292: Business Experience and Internship	(3)
MIS: Major Elective	(3)





### Roadmap: Bachelor of Science – Digital Sciences (no concentration), Minor – User Experience Design College of Communication and Information

ANGLO AMERICAN UNIVERSITY - PRAGUE		
<u>Semester One – 16 credit hours</u>		<u>Fulfills</u>
UC 10097: First Year Experience	(1)	UC 10097
ENG 11011: College Writing I	(3)	KC Comp I
MATH 11010: Algebra for Calculus	(3)	KC Math/Crit Reas I
MIS 24053: Introduction to Computer Applications (min C)	(3)	Major Req
PSYC 11762: General Psychology	(3)	KC Soc Sci I
ARTH 12001: Art as a World Phenomenon	(3)	KC FA I
<u>Semester Two – 16 credit hours</u>		
ENG 21011: College Writing II	(3)	KC Comp II
MATH 11022: Trigonometry	(3)	KC Additional
HIST 12071: Modern America	(3)	KC Hum I
ECON 22060: Principles of Microeconomics	(3)	KC Soc Sci II
CS 13011: CS IA	(2)	Add'l Major Reg
CS 13012: CS 1B	(2)	Add'l Major Req
Semester Three – 18 credit hours		
MATH 12002: Analytic Geometry and Calculus I	(5)	General Elective
ECON 22061: Principles of Macroeconomics	(3)	KC Additional
CS 23001: CS II	(4)	Add'l Major Reg
CS 23022: Discrete Structures for CS	(3)	Add'l Major Reg
PHY 11030: Seven Ideas that Shook the Universe	(3)	KC Bas Sci I
Semester Four – 16 credit hours		
MIS 24065: Web Programming (min C)	(3)	Major Reg
UXD 20001: Intro to User Experience Design	(3)	CCI Core I and Minor
JMC 20001: Media, Power and Culture (not COMM 15000)	(3)	CCI Core II
PHIL 21001: Introduction to Ethics	(3)	KC Hum II
GEOL 11042: Earth and Life through Time	(3)	KC Bas Sci II
GEOL 11043: Earth and Life through Time Lab (online)	(1)	KC Bas Sci Lab
KENT STATE – KENT CAMPUS		
Semester Five – 15 credit hours		
DSCI 13210: Design Processes and Principles	(3)	Major Reg
DSCI 15310: Computational Thinking and Programming	(3)	Major Reg
VCD 34004: Visual Ethics	(3)	Minor
CCI 12001: Photography	(3)	CCI Core III
General Electives	(3)	
Semester Six – 12 credit hours		
DSCI 41510: Project Management & Team Dynamics	(3)	Major Reg, WIC, Prereg for Capstone
DSCI 33310: Human-Computer Interaction	(3)	Major Reg
TECH 46411: Requirements in Engineering & Analysis	(3)	Major Reg, Prereg for Capstone
MIS 44043: Database Management Systems	(3)	Add'l Major Req, Prereq for Capstone

<u>Semester Seven – 13 credit hours</u>		
DSCI 41610: Digital Systems Security	(3)	Major Req
DSCI 34410: Digital Information Management & Processing	(3)	Major Req
DSCI 49992: Internship in Digital Sciences	(1)	Major Req, ELR
CCI 46001: Responsive Web Design	(3)	Add'l Major Req and Minor
VCD 34006: Motion Design	(3)	Minor
<u>Semester Eight – 14 credit hours</u>		
DSCI 40910: Capstone in Digital Sciences	(3)	ELR
CCI 46002: Advanced Responsive Web Design	(3)	Add'l Major Req and Minor
VCD 43001: Interaction Design	(3)	Minor
General Electives	(5)	

Graduation Requirements: 2.000 Major GPA; 2.700 Minor GPA; 2.000 Overall GPA

# KENT STATE UNIVERSITY

) - - 1 ) 1		) ; ; ; ; ;	2
		Semester One	
SN	10097	First Year Experience	-
ENG	11011	College Writing I	ω
MATH	11010	Algebra for Calculus	ω
CIS	24053	Intro to Computer Applications	ω
SOC	12050	Introduction to Sociology	ω
SNW	22111	Understanding of Music	ω
		Semester Two	
ENG	21011	College Writing II	З
MATH	11022	Trigonometry	ω
HIST	11051	World History Modern	з
ECON	22060	Microeconomics	з
CS	13011	Computer Science 1A	2
CS	13012	Computer Science 1B	2
		Semester Three	
MATH	12002	Analytic Geometry and Calculus I	თ
ECON	22061	Macroeconomics	з
CS	23001	Computer Science 11	4
CS	23022	Discrete Structures for CS	ы
PHY	11030	Seven Ideas that Shook the Universe	3
		Semester Four	
CIS	24165	Cloud Systems Computing	ω
UXD	20001	Intro to User Experience Design	ы
COMM	15000	Introduction to Human Communication	3
PHIL	11020	Introduction to World Religions	ω
GEOL	11042	Earth and Life Through Time	ω
GEOL	11043	Earth and Life Through Time Lab (online)	-

# ANGLO-AMERICAN UNIVERSITY

COURSE COLLEGE NUMBER COURSE

SCH NOTES

Reviewed and articulated	Comparative Religion	140	REL
Reviewed and articulated	Public Speaking	110	COM
Reviewed and articulated	Intro to Macroeconomics	110	ECO
Reviewed and articulated	Intro to Microeconomics	120	ECO
Reviewed and articulated	World History II	104	SIH
Reviewed and articulated	Composition 2	102	COM
Reviewed and articulated	European Music History Appreciation	200	SSH
Reviewed and articulated	Introduction to Sociology	100	SOC
Reviewed, but not a 1 to 1What's missing?	Computer Information Systems	161	CIS
Reviewed and articulated	Composition 1	101	COM
Should we delete this?			



Mike DeWine, Governor Randy Gardner, Chancellor

# CHANGE REQUEST: TITLE AND CURRICULUM MODIFICATIONS

Date of submission: to come

Name of institution: Kent State University

Approved title: Master of Technology degree, Technology major

Proposed new title: Master of Engineering Technology degree, Engineering Technology major

Implementation date: Fall 2020

Date that the request received final approval from the appropriate institutional committee: Kent State University Board of Trustees approved the revisions on *date to come* 

# Primary institutional contact for the request:

Name:	Cynthia R. Stillings
Title:	Dean of Graduate Studies (Interim)
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

# **Educator Preparation Programs:**

Leads to licensure:	$\Box$ Yes	🛛 No
Leads to endorsement:	🗆 Yes	🛛 No

# Explain the rationale for title and curricular changes:

Kent State has offered a master's degree in technology for nearly 50 years, first as a Master of Arts degree and then (since 2000) as the Master of Technology degree. The shift from "technology," which is broad and not well defined, to "engineering technology" with four concentrations, will align the program with the current language of the discipline and better facilitate focused studies for students while retaining the overall engineering technology discipline. The Master of Technology degree seems unique to Kent State; the name is not well understood and difficult for prospective students and employers to identify easily its objectives and instruction.

Internationally, the Master of Technology degree has experienced enrollment loss recently due to a lack of specificity. The proposed curricular revisions will allow for more specialization while retaining the academic core.

These changes also will allow Kent State to apply the program for ABET accreditation.

# Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

The CIP code for Kent State's Technology major is *15.000 Engineering Technology, General*, description below. This CIP code will <u>not</u> change with the new program name and curriculum.

A program that generally prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in a wide variety of projects. Includes instruction in various engineering support functions for research, production, and operations, and applications to specific engineering specialties.

# Describe how the title and curricular changes will affect students in the current program.

Students admitted to the Master of Technology degree will not be affected by these changes because courses in their curriculum will continue to be offered. Students may update their catalog to the new program name and curriculum, but are not required to do so to graduate. In spring 2019 (15<sup>th</sup> day census), there were 38 students enrolled in the degree program.

# Describe any faculty, administrative or support service changes occurring along with the title and curriculum changes.

All courses in the revised curriculum, with the exception of a new culminating requirement, are existing and taught regularly. Therefore, there is no need to change existing resources.

# Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Kent State will apply for ABET accreditation after the proposed changes have been implemented.

# Describe how the effectiveness of the new curriculum will be monitored over time.

The efficacy of the new curriculum will be monitored over time, in a similar manner as in the past, which is through careful monitoring of student satisfaction inventories, securing regular feedback from faculty as courses are taught, examination of student assessment to ensure high-quality work, follow-up data on graduates and the rates at which they secure full-time employment. The College of Aeronautics and Engineering will monitor enrollment, re-connect with global partners and reach-out domestically in Northeast Ohio to be sure graduates are being employed.

# Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Synopsis between current and proposed curriculum:

- Core requirements (12 credit hours) are unchanged
- A capstone requirement (3 credit hours) is added as the program's culminating requirement
- Technology electives (21 credit hours) are decreased to one course (3 credit hours)
- Students will declare a transcriptable concentration (12 credit hours), from the following:
  - Computer Engineering Technology
  - Engineering Management Technology
  - Mechanical Engineering Technology
  - Quality Engineering

Master of Technology Degree: Previously Authorized Curriculum	
Major Requirements	12
TECH 60000 Project Management in a Technological Environment (3)	
TECH 60001 Quantitative Methods in Technology (3)	
TECH 60078 Research Methods in Technology (3)	
TECH 67010 Ethics, Technology and the Environment (3)	
Technology (TECH) Electives	21
Students are encouraged to choose a specialization within these elective choices.	
Recommendations in the past included aeronautics, mechatronics, quality systems,	
applied technology, sustainable systems, radiation processing, manufacturing systems,	
mechanical engineering, construction management, computer engineering technology,	
computer and electronics technology and engineering and technology management.	
Minimum Total Credit Hours:	33

Master of Engineering Technology Degree: Proposed Curriculum	
Major Requirements	12
TECH 60000 Project Management in a Technological Environment (3)	
TECH 60001 Quantitative Methods in Technology (3)	
TECH 60078 Research Methods in Technology (3)	
TECH 67010 Ethics, Technology and the Environment (3)	
Technology (TECH) Elective	3
Culminating Requirement	3
ENGR 61099 Engineering Technology Capstone (3) <b>NEW COURSE</b>	
Concentration Requirement (students select one)	12
Computer Engineering Technology	
TECH 53222 Computer Hardware Engineering and Architecture (3)	
TECH 56312 Wireless Network and Telecommunications Systems (3)	
TECH 56350 Network Management and Design Technology (3)	
TECH 63010 Computer Hardware (3)	
Engineering Management Technology	
TECH 60003 Six-Sigma: Tools and Applications for Technology Management (3)	
TECH 63050 TRIZ: Theory of Inventive Problem-Solving (3)	
TECH 65700 Applied Reliability Engineering (3)	
TECH 65800 Burn-In/Stress-Testing for Reliability (3)	
Mechanical Engineering Technology	
TECH 53700 Computer Integrated Manufacturing (3)	
TECH 63041 Motors and Controllers (3)	
TECH 63045 Mechatronics (3)	
TECH 63100 Computer-Aided Design (3)	
Quality Engineering	
TECH 60020 Quality Standards (3)	
TECH 67220 Life Cycle Design I (3)	
TECH 67221 Life Cycle Design II (3)	
TECH 65500 Quality Systems and Industrial Productivity (3)	
Minimum Total Credit Hours:	30

Course Descriptions: <u>Technology (TECH)</u>
Kent State University | Name and Curriculum Change Request | Master of Technology Degree | Page 4

Describe changes to the following because of the request (if applicable):

- Total number of credit hours for program completion Total credit hours for the program have decreased, from 33 to 30.
- Time to complete program Time to completion is unchanged at two years.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings Dean, Graduate Studies (Interim) and Associate Dean for Graduate Education, College of the Arts Kent State University

# Ohio

Higher Education

**Department of** 

Mike DeWine, Governor Randy Gardner, Chancellor

# REQUEST FOR SUSPENSION OF ADMISSIONS TO OR DISCONTINUATION OF A GRADUATE PROGRAM

#### □ 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 years of the suspension, 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: 30 July 2019

Implementation date: Fall 2020

Name of institution: KENT STATE UNIVERSITY

Degree designation: M.S. and Ph.D. degrees in Biomedical Sciences–Biomedical Mathematics

#### Primary institutional contact for this request:

Name:	Cynthia R. Stillings
Title:	Dean of Graduate Studies (Interim)
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

# 1. Provide a rationale for the suspension of admission or immediate discontinuation of the program.

Admission to the Biomedical Sciences–Biomedical Mathematics degree programs was suspended in fall 2010. Since then, there has been no interest from faculty in reopening this program. Per the Kent State suspension policy, programs suspended for five years are inactivated (discontinued) by the provost.

The M.S. and Ph.D. degrees in Biomedical Sciences–Biomedical Mathematics were established in 1986. However, they never became fully operational. Only four students, total, enrolled in the program, and there is no evidence that any student graduated with a degree from this program.

Kent State's biomedical sciences graduate programs are administered by the School of Biomedical Sciences, which partners with faculty from several Kent State departments and with faculty from the University of Akron, Cleveland Clinic Foundation and the Northeast Ohio Medical University. The school offers graduate degree programs in pharmacology, neurosciences, interdisciplinary physiology, human evolutionary biology and cellular and molecular biology.

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

No students have been enrolled in this program since 2013.

3. Describe how the suspension of admissions and any plan for discontinuation of program affects 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.

There have been no students in the program in the past six years.

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 or staff with this discontinuance. No faculty have been attached to the program in many years. Kent State's Department of Mathematics offers master's and doctoral degree programs.

5. Describe the plan for communicating the suspension of admissions or discontinuation.

The program has not been listed on any Kent State websites or in marketing materials in many years.

The signature below verifies that this request has received the necessary institutional approval and that this information is truthful and accurate.

Respectfully,

Cynthia R. Stillings Dean of Graduate Studies (Interim) Kent State University

#### New Graduate Degree Program Development Plan Master of Science & Doctor of Philosophy in Aerospace Engineering

The PDP should address, in a summary narrative of no more than five pages (exclusive of appendices, which should be kept as brief as possible), the following concerns:

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 programs are Master of Science in Aerospace Engineering and Doctor of Philosophy in Aerospace Engineering. These designations are appropriate to complement the existing Bachelor of Science degree Kent State University. These designations provide industry, government, and academic recognition and is easily identifiable by students and their potential employers. Such degrees will attract the highest-quality students and research faculty.

Currently there are no graduate engineering degrees at Kent State University. There is a Master of Technology (MTEC) degree. The MTEC is considered a professional degree.

The focus of these degrees is to provide graduate students a theoretical and/or research-oriented curriculum that provides significant depth in aerospace-specific disciplines. Establishment of these degrees allows the university to compete with other institutions offering engineering graduate degrees.

The purpose, significance, and importance of aerospace engineering in today's society is immeasurable. The aerospace and defense industries touch or affects almost every other discipline on Earth. Humankind's continued progress as well as protection of the planet requires engineers with specialized knowledge in aerodynamics, air propulsion, electric propulsion, wind propulsion, flight mechanics, system design and optimization, telecommunications, stability and control, orbital mechanics, space structures, and rocket propulsion.

2. Description of the proposed curriculum including identification of any specializations intended to appear on the student transcript (see Section IV).

<u>M.S.</u> The proposed MS curriculum requires 31.0 credits with the 1.0 credit AE graduate seminar requirement. Students can select a thesis or non-thesis option. The thesis option is recommended for students who anticipate future doctoral study. The non-thesis option is recommended for those who do not anticipate pursuing a doctoral program.

Торіс	Thesis	Non-Thesis	
AE Graduate Seminar	1.0	1.0	
Advanced Mathematics <sup>1</sup>	6.0	6.0	
Graduate Engineering Core (to be established)	9.0	9.0	
Thesis / Research Credits <sup>2</sup>	9.0	3.0	
CAE Graduate Engineering Credits	6.0	12.0	
Total	31.0	31.0	
<sup>1</sup> students select two from a pre-approved list of mathematics courses.			
<sup>2</sup> thesis option consists of 6.0 thesis credits and 3.0 research credits for a total of 9.0 credit hours. Non-			

#### Master of Science – Aerospace Engineering

<sup>2</sup>thesis option consists of 6.0 thesis credits and 3.0 research credits for a total of 9.0 credit hours. Non-thesis option consists of 3.0 graduate research credits.

<u>Ph.D.</u> The proposed curriculum requires 90 credit hours beyond the baccalaureate degree and 60 credit hours beyond the master's degree. The curricular requirements for both post-baccalaureate and post-masters options are provided in the following table.

Торіс	Post-baccalaureate	Post-masters	
AE Graduate Seminar (Repeating 1.0 credit hour course)	3.0	3.0	
Graduate Mathematics <sup>*</sup>	9.0	3.0	
Research – Dissertation (30.0 max) & Research Credits	48.0	39.0	
CAE Graduate Engineering Credits	30.0	15.0	
Total	90.0	60.0	
*students select from a pre-approved list of mathematics courses.			

#### Doctor of Philosophy – Aerospace Engineering

In addition to the course requirements, the Ph.D. requires the successful completion of three exams: (1) qualifying exam, (2) preliminary exam, also known as a dissertation proposal, and (3) final examination, also known as a dissertation defense.

<u>Information for both programs</u>. No specializations will appear on the student transcript for either degree. The college will work with the Department of Mathematics to select appropriate graduate courses for these degrees.

Graduate courses in the following areas will be established. Most courses do not currently exist.

- Aerodynamics & fluid mechanics
- Mechanics & dynamics of aerospace vehicles
- System design & optimization
- Controls & autonomous systems

As research areas expand, the following areas may be considered.

- Structural mechanics & materials
- Propulsion & combustion

Course names and descriptions will follow in the full proposal. The college expects a majority of the coursework in both degrees to be combined 60000/70000 courses. The MS degree might have some 50000-level coursework, but these instances will be very limited.

3. Description of a required culminating, or integrated learning, experience.

<u>M.S.</u> The master-of-science degree requires a research component, both in the thesis and nonthesis option. For the thesis option, the culminating experience consists of 9.0 credit hours of thesis research in consultation with a thesis advisor and committee. The committee approves both the thesis topic and then accepts the final thesis after a successful thesis defense.

For the non-thesis option, the culminating experience consists of 3.0 research credit hours in consultation with a faculty advisor. At the discretion of the advisor, design and creativity projects may satisfy this requirement. At a minimum, the non-thesis activity requires a report, and a presentation and/or demonstration. A course will be established for non-thesis research.

<u>Ph.D</u>. The culminating experience for the Ph.D. is specialized research, leading to a definitive contribution to the candidate's research focus-area. This contribution should be of sufficient

importance to warrant publication in a recognized journal. The candidate must successfully propose and defend their research dissertation in a public setting.

4. Administrative arrangements for the proposed program: department and school or college involved.

Both degrees will reside in the College of Aeronautics & Engineering. The faculty graduate coordinator provides oversight in conjunction with the faculty engineering coordinator. The Dean has committed administrative assistant support for the college's graduate programs. Graduate engineering faculty will serve as student advisors.

5. 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.

At the college level, this program is required to achieve university strategic priorities. The university prioritizes research and tenure-track faculty to increase its scholarly productivity. Tenure-track faculty have a research requirement. Research required graduate students. Graduate students require graduate programs. The college requires graduate engineering programs to attract quality faculty who can secure funding that will attract quality students to the program. Through the three previous tenure track faculty searches, every single interview candidate highlighted the paradox of a research requirement in spite of having no research-based graduate program.

The aerospace and defense industry is a significant force in the American economy. The attached graphic provides the annual statistics of the industry as compiled by the Aerospace Industries Association (AIA).<sup>1</sup>



<sup>&</sup>lt;sup>1</sup> "2018 Facts and Figures." Aerospace Industries Association, July 11, 2018, <u>https://www.aia-aerospace.org/report/2018-facts-figures/</u> [Accessed November 15, 2018].

The Bureau of Labor Statistics (BLS) provides its own measure of the industry, resulting in some slightly different statistics than AIA. BLS reports that the annual mean salary for 2017 was \$113,000, rather than the \$91,500 listed above. Additionally, the BLS reports that Ohio ranks #4 nationally in the number of aerospace jobs by state, rather than the #8 and #9 spots by AIA.

BLS also predicts a 6% growth in the number of aerospace engineering jobs over the next 10 years. This is consistent with the national average.<sup>2</sup> Regardless of the reporting organization, the statistics show a strong and vibrant industry with strong growth over the next 10 years.

Graduates of aerospace engineering programs are spearheading new aerospace frontiers at major manufacturers such as Boeing, Lockheed Martin, Northrup Grumman, Airbus, Bell Helicopter, Amazon, SpaceX, and Blue Origin. These rely on a host of companies as suppliers such as GE Aviation and Pratt & Whitney among hundreds of other smaller component companies. Governmental aerospace and defense agencies such as NASA and the Department of Defense employ large numbers of aerospace engineers.

Currently, the only public institutions within the state of Ohio offering graduate degrees in aerospace engineering are Ohio State University and the University of Cincinnati. Other top-tier institutions within the region offering this degree are Penn State University, Purdue University, and the University of Michigan. Case Western Reserve University offers a graduate degree in aerospace engineering, although they are a private institution. If accepted, Kent State University would be the only public institution in the northern third of Ohio to offer a graduate degree in aerospace engineering.

6. Prospective enrollment.

In only its third year of existence, the Bachelor of Science in Aerospace Engineering has an enrollment of 44 students. As these students graduate, the expectation is that some of them will continue into the graduate program. A conservative estimate of initial enrollment would begin with 10 graduate students per year for the first four years. Once a full complement of faculty is assembled with adequate research capabilities, that number could double to approximately 20 students per year.

7. Special efforts to enroll and retain underrepresented groups in the given discipline.

The college already takes great efforts to recruit, enroll, and retain under-represented groups in the discipline. This begins through the continuous recruitment of diverse faculty members into the college. The college has already established student organizations supporting under-represented groups and annually celebrates its international students. The college will emphasize diversity through its seminar series, by inviting diverse members of academia and industry to discuss diverse topics relevant to the college.

8. Availability and adequacy of the faculty and facilities available for the new degree program.

There are currently eight faculty members (including the Dean) with doctoral degrees in engineering, physics, or applied sciences who can support this program in some capacity. An additional faculty member is joining the faculty at the start of the 2019 spring semester.

<sup>&</sup>lt;sup>2</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Aerospace Engineers, on the Internet at <u>https://www.bls.gov/ooh/architecture-and-engineering/aerospace-engineers.htm</u> [Accessed *November 04, 2018*].

However, given the academic rigor of graduate engineering coursework, additional faculty are required to support this program, while supporting the undergraduate programs already in place. Currently, the college has three open tenure-track faculty positions to support our engineering programs. The successful candidates for these positions will also have the credentials to support the proposed degree.

The current facilities are not adequate to support the program, but plans are in place to address facility shortcomings.

9. Need for additional facilities and staff and the plans to meet this need.

There is a planned wing annex already approved for the Aeronautics & Technology Building, which will provide an additional 17,000 square feet of faculty, classroom, and research space. The university is in the process of fundraising with projected groundbreaking in 2019. With the addition of this space, current university research allocation initiatives, and additional collaborative space available through the university's design and innovation initiative, the facility issues should be adequately addressed.

10. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

Projected additional costs include those associated with additional faculty, recruiting, and moving some content online.

The following are examples of institutional commitment.

- The college has current open positions for new tenure-track engineering faculty.
- The college provides a start-up package to its tenure-track faculty and provides professional development funding for all faculty and staff.
- In Fall 2018, the college embarked on a re-structuring initiative to ensure that it operates in a manner consistent with other engineering colleges at other institutions.
- The college has launched two new undergraduate engineering programs since 2016, the first engineering programs in the history of Kent State University.
- The university conducted a thorough review of the college in 2016, which resulted in the current name and structure of the college.
- The college conducted a national dean search in 2017/18 to provide the visionary leadership necessary for achieving institutional goals.
- College infrastructure projects are among the top five infrastructure goals of the university, with construction already begun on the Airport Academic Complex, with development and fundraising of the college building extension continuing toward groundbreaking next year.



то:	Educational Policies Council
FROM:	Interim Senior Vice President and Provost Melody J. Tankersley
SUBJECT:	Agenda for Monday, 16 September 2019 3:20 p.m., Room 313, Kent Student Center
DATE:	Monday, 9 September 2019

If any of the action items require corrections or create consequences not addressed in the proposal, 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 Curriculum Services by Friday, 13 September 2019, to ensure that the materials are available at the meeting for review.

# UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

#### ACTION ITEM

#### University Requirements Curriculum Committee (presented by Dean Alison J. Smith)

Report: Analysis of the Kent Core Assessment Method, which includes recommendations to

 (a) decrease learning objectives;
 (b) map the Association of American Colleges and
 University's (AACU) LEAP outcomes to the Kent Core;
 (c) assess Kent Core with the majors
 using paired assessment;
 (d) assess the Kent Core with AACU's VALUE rubices;
 (e) include
 innovative pedagogy in the Kent Core; and (f) establish a Kent Core assessment council.



# Educational Policies Council Minutes of the Meeting Monday, 16 September 2019

**Ex-Officio Members present (or represented):** Interim Provost Melody J. Tankersley; Co-Chair Pamela E. Grimm; Deans Sonia A. Alemagno (represented by Tom Brewer), James L. Blank (represented by Mary Ann Haley), Barbara A. Broome, Kenneth J. Burhanna, John R. Crawford-Spinelli, James C. Hannon (represented by Alicia Crowe), Nathan Ritchey, Alison J. Smith, Deborah F. Spake, Cynthia R. Stillings; Associate Dean Babacar M'Baye

**Ex-officio Members not present (or not represented):** Deans Mark S. Mistur, Eboni J. Pringle, Amy L. Reynolds; Senior Associate Dean Vincent J. Hetherington; Associate Deans Cathy L. Dubois, Jocelyn Harrison, Miriam L. Matteson, Maureen McFarland, Stephen A. Mitchell, Kara L. Robinson, Wendy A. Umberger, William T. Willoughby

**Faculty Senate-Appointed Representatives present (or represented):** Professors Darci L. Kracht, Donald L. White; Associate Professors Jennifer M. Cunningham, Helen Piontkivska

**Faculty Senate-Appointed Representatives not present (or not represented):** Professors Edward Dauterich, Robert J. Twieg; Associate Professors Ann Abraham, Jeff Ciesla

**Council Representatives present (or represented):** Associate Professors Ivan Bernal, Jonathan F. Swoboda; Associate Lecturer Mary F. Kutchin

**Council Representatives not present (or not represented):** Dean Amy L. Reynolds; Professors Michael W. Chunn, Richard L. Mangrum, Christopher Rowan; Associate Professors Natalie Caine-Bish, Duane J. Ehredt, Nadia Greenhalgh-Stanley, Derek Kingsley, Jooyoun Park; Assistant Professors Lindsay C. Baran, Sara Bayramzadeh, Yafen Wang

Observers not present: Drake Wartman, Morgan Stilgenbauer

**Consultants and Guests present:** Aimee J. Bell, Alicia R. Crowe, Larry G. Froehlich, Mary Ann Haley, Jennifer S. Kellogg, Christa N. Ord, Gail M. Rebeta, Hollie B. Simpson, Elizabeth A. Sinclair, Linnea C. Stafford, Therese E. Tillett, Marie Bukowski, Mike Fisch, Katherine Null

Interim Provost Melody J. Tankersley called the meeting to order at 3:20p.m., on Monday, 19 August 2019, in room 319 of the Kent State Student Center.

#### Undergraduate EPC Action Item I: Report: Analysis of the Kent Core Assessment Method.

Associate Dean Alicia R. Crowe made a motion to approve and Dean Kenneth J. Burhanna seconded.

Dean Alison J. Smith presented on the URCC report and assessment of the Kent Core.

#### **Presentation Topics**

0

- Report and Recommendation on the Assessment of the Kent Core
  - Assessment report to the Higher Learning Commission
  - Recommendation for Revision of the Kent Core
- Kent Core Assessment
  - Currently assessed with 11 possible learning objectives and offered in 7 categories.
    - 11 Learning Objectives
      - Understand Basic Knowledge
      - Critical Thinking
      - Written Communication
      - Develop Creativity
      - Lifelong Learning
      - Responsible Use
      - Informed Citizens
      - Inclusion, Community, Tolerance
      - Ethics of Actions
      - Liberal Education
      - Quantitative Skills
    - 7 Categories
      - Composition
      - Math/Critical Reasoning
      - Humanities
      - Fine Arts
      - Social Sciences
      - Basic Sciences
      - Additional
    - Proposing to reduce 11 learning objectives to 4 broad learning outcomes.
      - Broad Learning Outcomes
        - Outcome 1: Community & Inclusion, Liberal Education
        - Outcome 2: Independent Thinking, Responsibility, Lifelong Learning
        - Outcome 3: Written/Oral Communication, Quantitative Reasoning
        - Outcome 4: Critical Thinking
    - Faculty Survey of Kent Core
      - Adjustments and updates needed—37%
      - New courses should be added—15%
      - No change needed—20%
      - Comment not applicable—26%
      - Rebuild of core needed—37%
    - o Student Survey of Kent Core
      - Why did you choose specific Kent Core classes?
        - Interest—15%
        - Schedule Convenience—32%
        - Related to Major—11%
        - Only Interest and Major—15%
        - All These Reasons—27%
    - o Perceptions that a conversation occurs about the Kent Core and the major

- Advisors: Strongly Agree—80%
  - Students: Strongly Agree—40%
    - URCC Timeline Review of Kent Core
      - Fall 2017 to Fall 2018—Review began
      - Spring 2019—Submission report on Kent Core assessment
      - Fall 2019—Submission of plan to EPC
      - Fall 2021—Projected start of the plan

#### **Discussion Topics**

Co-Chair Grimm stated that this model would provide limited, but effective control of the Kent Core for faculty. It also has potential for departments.

Dean Smith added that rubrics for assessment will be downloadable. Department faculty can agree on which part they will use and they can create an instrument in relation to the course.

An EPC member expressed concern for the ability to assess the effectiveness of the entire Kent Core.

Dean Smith replied that students will take the Kent Core courses and when they come into their major, they will be assessed on a broad learning outcome chosen by the department. When students finish the program, in their senior year, they will be assessed again. Should see an improvement from the earlier years.

An EPC member expressed concern for assessment of Kent Core if student is being assessed only in major courses.

Dean Smith stated that the assessment is not on the Core alone, but on the ideal of the Kent State student and what we are bringing them in their total experience. The outcome should be seen throughout their major.

An EPC member asked what departments with Kent Core courses should do with their Kent Core courses in relation to this model.

Dean smith responded that the model is assessing Kent Core courses on large concepts – outcomes. Additionally, feedback will be available for Kent Core offering departments. She explained that HLC wants to see the Kent Core tested as a whole rather than the courses.

An EPC member asked if the model will be used to help reshape the core?

Dean Smith replied, yes, over the years, members can expect there to be reshaping of the Kent Core. She explained that some Kent Core assessments are paired, but most are not. This model will help to assess and pair the Kent Core with the major courses.

An EPC member asked about the possibility of losing one class day from lower-level and upper-level courses.

Dean Smith replied that there should be a class day lost. She suggested the professors teaching the courses with the assessment discuss a rubric that allows an exercise that provides the assessment and relates to the course being taught.

An EPC member asked for clarification on reassessing the same outcome with students sophomore year and then senior year.

Dean Smith stated that the department will continue use the same assessment outcome. If and when they decide to use another outcome, they can do so. Therefore, the sophomore student will be assessed, no matter what, again in their senior year.

An EPC member stated that the assessment would need to be consistent since more than one professor will be teaching the courses within the department.

Plan is formed from the University of Cincinnati's assessment. They assess multiple experiences throughout a student's academic life and how they are integrative.

An EPC member expressed concern for the methods for separating the marginal impact of the core versus major classes.

Dean Smith replied that students would be measures three times—arrival, midway through and at the end. Response – measure three times.

A member asked about the possibility of students taking the assessment in two different courses.

Dean Smith replied that it would be happening at such a large scale that statistically, it will be okay. There may be people who will miss it entirely or people who take the assessment more than once. The model assessment is based on an overall performance. She explained that more models will be brought forward.

The item was passed with one no and one abstention.

With no requests for additional discussion, Interim Provost Tankersley adjourned the meeting at 4:45 p.m.

Respectfully submitted,

Christe n. Cy

Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost

# Analysis of the Kent Core assessment method,

# with a recommendation and plan for reform

# Prepared by the University Requirements Curriculum Committee (URCC)

### for the Kent State University Office of Accreditation, Assessment and Learning

#### April 2nd, 2019

#### **Executive Summary**

The University Requirements Curriculum Committee (URCC) has conducted a study of the current assessment method used in the Kent Core, the university's general education program. This study is in response to a request from the Higher Learning Commission (HLC) to Kent State to provide more information on the assessment process. This request coincides with new changes to the general education program in Ohio, as promoted by the Ohio Department of Higher Education (ODHE). The URCC conducted inventories and analyses of the past five years of assessment data derived from the 124 courses that compose the Kent Core. Also, surveys were conducted with the faculty of all 8 campuses, as well as students and advisors. All these sources of data were used in our analysis of the success of the assessment of the Kent Core.

The URCC learned that despite the best intentions of all involved, there is considerable variability in how and when assessments are conducted in the Kent Core courses, and how and where those data are stored. The URCC recommends three key changes to the Kent Core assessment process:

- 1) Paired assessment should occur as a first assessment in students' first course in their majors, and a second assessment in a senior level course in their majors, not within the Kent Core courses themselves.
- KSU should make use of the LEAP Essential Outcomes and the VALUE Rubrics, which are freely available from AAC&U and have national recognition, instead of using internal assessment rubrics.
- 3) Assessment data should be delivered to a new faculty committee that sits above the college level, the Kent Core Assessment Council, which could assess the data, make recommendations on changes, and provide those assessments back to the departments and their faculty as well as to the university's office of Accreditation, Assessment and Learning. This feature will allow a clear path for "closing the loop", bringing the assessment data forward to consider in curriculum changes and student success.

These three recommended changes will allow KSU to meet the recommendations of both the HLC and the ODHE, and expand the ability of the university to more easily adjust and reform the Kent Core itself.

## I. Introduction

The Higher Learning Commission's letter of August 8th, 2016 to President Warren requested further information on implementation of the planned improvement of university-wide assessment. This report documents the analysis of the past five years of assessment data for the general education program (the Kent Core) and proposes changes to meet the evolving needs of our students and the recommendations of both the Higher Learning Commission (HLC) and the Ohio Department of Higher Education (ODHE). Specifically, HLC concerns rested upon KSU's ability to demonstrate that the general education program itself was successful through standard assessment measures (HLC report, 2016). Assessment in this context refers specifically to "activities directly related to measuring student learning through systematic means, analyzing the data derived from these activities, and using those data to make improvements in programming or other areas that affect student learning" (HLC, 2016). Standard assessment measures for general education include, but are not limited to, paired assessments, use of recognized rubrics, clear link to the institution's mission, review of learning outcomes, and "closing the loop" by using results to improve the students' learning experience and improve the program(s) (HLC, 2019).

Recently, the Ohio Department of Higher Education proposed changes to the ways students are presented with general education programs at state colleges and universities (ODHE, 2019). These proposed changes include, among others:

- publishing a straightforward, easily understood statement of institutional intent;
- linking general education to the student's major; and
- establishing explicit continuity between general education and the major.

Many of these changes are consistent with the HLC list of recommendations for general education programs (HLC Criteria for Accreditation, 2019).

Taken together, the structural and pedagogical recommendations from both the Higher Learning Commission (HLC report, 2016; HLC Criteria for Accreditation, 2019) and the Ohio Department of Higher Education (ODHE, 2019) promote a reform of Kent State's current assessment practice used in the Kent Core, and indeed serve as the drivers of a reform of the university's general education program.

This report addresses the plan to reform the assessment process of general education at Kent State, which in turn is the basis for the overall reform currently underway of the general education program.

## II. Kent Core Assessment: Background

Kent State University follows the State of Ohio general education requirements (ODHE, 2015). General education courses are offered in the range of subject areas required by the state, and our 124 courses are offered in the lower division (10,000 to 20,000 course number level) throughout the eight-campus system. The KSU general

education program follows a breadth model rather than an integrative model, with a distribution of choices in seven areas: basic sciences, social sciences, fine arts, humanities, critical reasoning, composition, and "additional". From 2011--13, the Faculty Senate approved the assessment plan for these 124 courses. This assessment plan was the result of intense planning and discussion by the faculty, who chose to assesses the general education courses as part of the course delivery. Each course made use of a rubric with 11 learning objectives from which particular learning objectives could be selected by the departments housing the courses. These rubrics were approved for the 124 courses by the University Requirements Curriculum Committee (URCC), the Educational Policy Council (EPC), and the Faculty Senate. Assessment tools were then created within the departments and were originally planned as paired or end of term assessments. For paired assessments, first assessments were conducted at the beginning of a semester and a second assessment was conducted towards the end of each semester for each of the Kent Core courses offered. For the five years since 2012 and to this present time, we have been using the 124 courses with their general education rubrics, learning outcomes and within-course assessment tools in our general education program.

## III. Assessing the Success of the Kent Core Assessment

In Fall of 2017 the University Requirements Curriculum Committee (URCC) was charged by the Provost's office to address the HLC concerns about the Kent Core assessment process. The URCC is a university-wide committee composed of faculty and college administrators, and is responsible for reviewing, recommending changes, and assessing those courses that are university-wide requirements, such as the Kent Core. The URCC then implemented several actions in order to collect and analyze data:

#### URCC Actions Taken:

- Inventory of Kent Core courses and their learning objectives;
- Inventory and summary of five years of assessment results for all Kent Core courses;
- Independent analysis of summary of five years of assessment results for all Kent Core courses;
- All Faculty All Campus Survey on their perceptions of the Kent Core;
- Survey of All College Advisors regarding advising in the Kent Core;
- Survey of current undergraduates regarding value of the Kent Core;
- Comparative study of general education assessment best practices within Ohio and nationally;
- Discussion with ODHE and workshops with AAC&U regarding general education assessment.

Based upon the data and analyses generated by these actions, the URCC looked at the existing assessment process in the Kent Core. Here we summarize our findings:

#### III.1. Who teaches the Kent Core?:

The Kent Core courses are taught by all cohorts of our faculty: tenure-track, nontenure-track, and part-time/adjunct instructors. On the Kent Campus, a few of these courses are taught by graduate students. Although the numbers within each cohort vary from campus to campus within the eight-campus system, 37% of the Kent Core courses are taught by adjunct/part time instructors, 30% by the NTT faculty, and 26% by the Tenure-Track & Tenured faculty. This is a solid indicator that not only do all undergraduates experience the Kent Core, but all faculty cohorts are engaged in Kent Core instruction (**Figure 1**).



Figure 1: Distribution of Kent Core instructors by campus and cohort

#### III.2. Which learning objectives are used in the assessment of the Kent Core?

There are eleven learning objectives, which represent essential learning outcomes. Department faculty chose at least one and as many as all eleven learning objectives to use in the assessments. The list is as follows:

- 1. Acquire critical-thinking and problem-solving skills;
- 2. Apply principles of effective written and oral communication;
- 3. Broaden their imagination and develop their creativity;
- 4. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge;
- 5. Develop competencies and values vital to responsible uses of information and technology;

- 6. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens;
- 7. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance;
- 8. Increase their awareness of ethical implications of their own and others' actions;
- 9. Integrate their major studies into the broader context of a liberal education
- 10. Strengthen quantitative reasoning skills;
- 11. Understand basic concepts of the academic disciplines.

#### III.3 How are the 11 learning objectives distributed in the Kent Core courses overall?

For most of the 124 courses, selection of learning objectives is heavily skewed towards basic knowledge and critical thinking. Overwhelmingly, 70% of the Kent Core courses are assessed in these two areas. In many cases, only these two objectives were selected (Figure 2). In contrast, some learning objectives were only rarely selected.



Figure 2: Distribution of 11 Learning Objectives used in the Kent Core

All 124 Kent Core Course Assessment Plans

# III.4 How successful was the implementation of the course assessments over the five years?

Only 30% of all Kent Core courses had five years of assessment data without breaks or gaps. High variability exists in how and when assessment occurs, and how and where the data are stored. Although designed with the best of intentions, the method of conducting assessments within the Kent Core courses was marked by a lack of continuity from one semester or year to the next. Departments did make use of these assessment data to make improvements in their Kent Core courses and in the assessment instruments themselves.

#### III.5 What types of issues were identified with the completed assessments?

The URCC invited an independent assessment of the summaries of five years of Kent Core assessment data from specialists in Assessment and Evaluation in Higher Education, within the Kent State University College of Education, Health and Human Services. The following seven issues were identified, which confirmed our own findings:

1. Due to the overwhelming selection of "Basic Knowledge" as a Learning Objective (> 70% of courses), assessments of course content are dominant.

2. Varying measurement quality exists. Some assessment tools (questions,quizzes, writing samples) are indirect assessments (e.g. asking about students' perceptions of learning which is not the same as assessing whether they learned).

3. Many assessments used a single measurement approach, not a pre/post survey of student knowledge, which is recommended because it provides richer data and a means of comparison.

4. Often, written prompts were assessed without a rubric, and therefore these assessments only provide indirect data.

5. Written prompts were most common in assessing "Basic Knowledge" (course content), but were less used in assessing other Kent Core outcomes.

6. Variable oversight of course assessment may have contributed to gaps and lapses in coverage within and between years.

7. Departments each store assessment data differently, a concern for operational effectiveness as well as college & institutional access.

#### III.6 What is the faculty perception of the value of the Kent Core to students?

In a survey delivered to all faculty across all campuses in Fall, 2018, faculty members were asked a series of questions concerning their perceptions of the value of the Kent Core. Of the 2,723 faculty members in the 8 campus system, 16% responded. In terms of the 3 faculty cohorts, we had 23% of the Tenured & Tenure-Track faculty, 19% of the Non-Tenure Track faculty, and only 10% of the Part Time-Adjunct faculty responding.

Respondents agree slightly that the Kent Core reflects the university's description of the Kent Core (as printed in the catalog and on the website), and agree the described goals are clear and appropriate. All respondents agree strongly that general education requirements are an important part of an undergraduate education (**Figure 3**). However, only 50% or less of the Tenure-Track and NTT respondents view the current assessment process as adequate. (**Figure 4**). This compares closely with the 53% of all faculty responding in written statements that the Kent Core needs to be adjusted and updated in order to improve the assessment process and provide a better student experience.



\* Low numbers of respondents --interpret with caution

Figure 3: Faculty survey responses regarding value of the Kent Core



\* Low numbers of respondents –interpret with caution

Figure 4: Faculty survey responses regarding Kent Core assessment

#### IV. What We Learned About the Current Assessment Process:

The URCC concluded from these data that the present Kent Core assessment process was in need of revision, and that this revision was fundamental to a refreshment of the Kent Core itself. In particular, the URCC noted that:

1) there was too much variability in how and when assessments were conducted within the Kent Core courses, including low numbers of paired assessments;

2) the assessments were not based on nationally recognized standards, making it difficult to compare outcomes with national outcomes;

3) the assessments were skewed towards assessment of course content because of the high number of courses with both "basic knowledge' and "critical thinking" as learning outcomes;

4) the number of learning outcomes (11) is unusually high. Best practices currently make use of 3 to 5 broadly themed learning outcomes, which are easier for students to relate to their majors;

5) there was not a clear and straightforward link for students to find between the Kent Core courses, learning outcomes, assessments, and their majors. Specifically there was no obvious link to the university mission;

6) there was too much variability in the ways that assessment results reached administrative offices; and

7) there was too much variability in "closing the loop", that is, using the results of the assessments to make needed changes in the curriculum, budgetary planning relative to curriculum, and students' learning experience that could impact student success and retention.

Following extensive discussions with KSU faculty, administrators, students, and advisors over the past 18 months, as well as discussions with ODHE, University of Cincinnati, and workshop instructors in AAC&U, the URCC developed a new model for general education assessment that is consistent with ODHE and HLC recommendations. The model presented here is based on best practices from peer institutions within the state (e.g., University of Cincinnati, Miami University of Ohio), recommendations from ODHE and expectations of the Higher Learning Commission.

#### V. Building an assessment model for the Kent Core

Based on the seven conclusions made by the URCC about the current Kent Core assessment process, we propose the following changes:

#### V.1. Reducing the number of learning objectives from 11 to 4

Currently, the 11 learning objectives are confusing to students examining their Kent Core choices. Also, the presence of "basic knowledge" within the list of learning objectives has tended to drive the assessment tools towards a focus on course content. Some of the 11 learning objectives are only rarely selected. For all these reasons, the URCC looked at the option of reducing the number of learning objectives by making them much broader and more easily understood and valued.

Our Initial exploration used standard cluster analysis (farthest neighbor, agglomerative cluster, jaccard coefficient), (see Manly, 2004) to examine how the Kent Core courses were related based on their assigned learning objectives (**Figure 5**). The Kent Core courses cluster in four basic groups, based on their learning objectives. However, it was also apparent that when examining the distribution of learning objectives within the Kent Core course assessments, *Understanding Basic Knowledge* was ubiquitous and skewed the assessments towards course content testing, and other objectives, such as *Developing Creativity* and *Awareness of Ethics of Actions*, were rarely used. To better illustrate this problem, the same cluster analysis shown in **Figure 5** is shown in **Figure 6**, but with the 124 courses visible.



Example Cluster Analysis of the Kent Core with 11 Learning Objectives

*Figure 5: The Kent Core courses, based on their 11 learning objectives, cluster into four distinct groups.* 



Learning Objectives Key: 
Basic Knowledge; 
Critical Thinking; 
Written/Oral Communica.; 
Creativity; 
Lifelong
Learning; 
Responsible Use of Knowledge; 
Independent Thinking; 
Inclusion, Community, Tolerance; 
Ethics;
Integrate the major into Liberal Education; 
Quantitative Reasoning

Figure 6: The same cluster analysis as shown in Figure 5 indicates with the red outlines a strong influence of the Basic Knowledge learning objective, and the rarity of other learning objectives.

Therefore, the URCC removed "Basic Knowledge" from the list of learning objectives, and also removed the two objectives which were rarely selected-these two can be included in broader objectives. When cluster analysis was performed on the remaining 8 learning objectives, the underlying structure of four clusters persisted (**Figure 7**).



*Figure 7: A cluster analysis of the 124 Kent core courses following removal of 3 of the learning objectives (see text) shows the persistence of four clusters that can serve as four broad categories or learning outcomes.* 

These four clusters represent all 124 courses, and can serve as the basis for four broad learning objectives, to be named by the faculty. In other words, the general education courses could be cross-listed in these four broad categories. The categories could draw their names from the original learning objectives, e.g., Critical Thinking, Written & Oral Communication, etc, but broader titles could be identified that closely link to our university mission and goals.

## V.2. Mapping the LEAP Outcomes to the Kent Core

The nationally recognized LEAP (Liberal Education and America's Promise) Outcomes provide a common set of learning outcomes (<u>www.aacu.org/leap</u>):

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Following discussions with faculty we plan to map these outcomes to the four broad clusters, and this will link our learning goals directly to the VALUE rubrics. By doing

this, we will have internal consistency linking the general education courses to LEAP outcomes, and the LEAP outcomes to the VALUE rubrics (see below).

#### V.3. Assessing General Education within the Majors using Paired Assessments

Paired assessments are important for an understanding how of learning is progressing. Our analysis of the past five years of Kent Core assessments indicate that we do not have reliable continuity in the area of giving paired assessments within the Kent Core courses. A better option is needed. The URCC proposes carrying out a <u>first assessment</u> of general education in the first course taken in a major by a student (but not one of the general education courses), and <u>a second assessment</u> during the senior year, in a course taken by most or all students in a major. This would provide the following benefits:

- The university would then be assessing our ability to reach the goals of general education within the majors, a new "best practice" as indicated by ODHE (2019);
- Reliable testing would be established for these paired assessments, as these courses in the majors are typically taught by full time faculty with the opportunity to develop continuity from one year to the next.

Alumni could then be surveyed in specific time windows following graduation, such as two and five years following graduation. These data could also be used in improving curriculum and increasing student success. (**Figure 8**).



Figure 8: The general structure of the proposed Kent Core assessment plan.

#### V. 4. Using the AAC&U VALUE Rubrics

There is a distinct advantage in choosing nationally recognized rubrics for assessment of general education. The URCC recommends making use of the VALUE rubrics (Rhodes, 2010; AAC&U, 2010) which are freely available through the AAC&U and have been rigorously tested in a national setting through the LEAP initiative (www.aacu.org/leap).

One attractive aspect of making use of the VALUE rubrics is that faculty interested in publishing their pedagogical studies using these rubrics will be able to compare their results to results reported nationally. At present, our in-house rubrics do not have that capability. It is very likely that faculty will be keenly interested in this feature.

# V. 5. A Recommendation for encouraging innovative pedagogy in the Kent Core and beyond

With the proposed mapping of LEAP outcomes to the four broad clusters of general education courses comes an opportunity to provide workshops for instructional development for those teaching in the Kent Core, and for those working with the VALUE rubrics in the majors. The Center for Teaching and Learning (CTL) at KSU was established as part of the university-wide assessment improvement project and does this now for other types of pedagogical projects. We view this faculty enrichment program through the Center for Teaching and Learning as an important part of transitioning to an improved assessment process.

#### V. 6. A recommendation for the formation of a Kent Core Assessment Council

The URCC expects that each department or program will discuss which of the VALUE rubrics is appropriate for the First Assessment and the Second Assessment in the major. The chosen rubric can then be adjusted to serve an assignment appropriate for the course. These assignments can be ranked and reported, with the data moving forward from the departments to a new central committee focused on the assessment of the Kent Core.

The URCC proposes the establishment of a council composed of faculty members interested in general education pedagogy and of specialists in assessment. Members should be drawn from all the colleges, include regional campus faculty, and serve on a two or three year rotation. It is important that this council sit above the level of the colleges, and not be composed of URCC members. This is because any course recommendations that come from this body would need to follow the established pathway of review by URCC, the EPC, and the Faculty Senate.

The council would be responsible for reviewing the paired assessments once a year and sending the review of these assessment outcomes to the university's office of Accreditation, Assessment and Learning and the University's Advisory Committee on Academic Assessment (ACAA), and also to the College Deans and Department Chairs. These data would then be available for distribution to the public through the university's office of Accreditation, Assessment and Learning, and to the colleges and departments to use as evidence for progress in student retention and student success, and to improve the curriculum. The council would also recommend and consider changes, deletions, and additions to the Kent Core, which would be passed to the appropriate colleges and their departments. Departments could then propose changes which would then follow the standard path to the URCC, EPC, and Faculty Senate (**Figure 9**).

"Closing the Loop" brings the results of assessment forward to use in budget planning, curriculum development, and student success. We foresee this process as one in which the Kent Core Assessment Council and the department faculty and chairs will be actively involved, and that a process known as "double loop learning" (**Figure 10**) best describes this activity (Argyris,2002; Senge, 2006)



Figure 9: A flow chart showing the student path and the assessment path for the proposed Kent Core assessment model. "Closing the loop" involves a detailed process illustrated below in Figure 10.



Expanded from Figure 9 Flow Chart: Double Loop Learning Model, modified after Senge, 2006,p.236 and based on Argyris, 2002.

Figure 10: "Closing the loop" involves bringing the assessment results forward to implement curriculum changes, propose ways to enhance student success, and, using the double loop learning method, make adjustments to the Kent Core.

## VI. Summary and Conclusion

A sound assessment process is central to the success of a general education program, and any reform of general education at this institution must begin with the assessment process. The URCC has analyzed and assessed the current assessment process used in our general education program, the Kent Core. We found opportunities to simplify and improve the assessment process, meet recommendations of HLC and ODHE, and make use of the assessment data to in order to improve general education curriculum and increase student success (**Table 1**).

Kent State is already a member of the LEAP Campus Action Network (<u>https://www.aacu.org/leap/can</u>), which includes more than 300 universities, including the University of Cincinnati, Miami University of Ohio, Bowling Green University, and Cleveland State University. In examining the assessment processes within this network, we found many useful approaches, particularly with the University of Cincinnati's model (<u>https://www.uc.edu/gened.html</u>). Our proposed path to a simplified,

paired assessment plan embedded in the majors is similar to the approach taken by the University of Cincinnati.

#### Table 1:

#### Summary Table of Proposed Outcomes of the Kent Core Assessment Revision

HLC and ODHE	Current	Proposed Assessment
Recommended Assessment	Assessment	Process
Attributes	Process	

Paired Assessment	variable	yes
Assessment of General Education within the Majors	no	yes
Link of General Education to the University Mission	yes	yes
"Closing the Loop"- Assessment data circles back to be used in improving the curriculum, retention and student success	variable	yes
<i>Ability to Link assessment outcomes to nationally recognized LEAP learning outcomes</i>	no	yes

Thinking ahead to the reform of the Kent Core program, the university expects to continue the process of reforming the Kent Core for 21st century students, and addressing topics such as upper division general education courses integrated with tools for information literacy and design innovation. Our goal is to make sure the general education program is relevant to student learning and success and will deliver a distinctive Kent State experience. Designing a meaningful assessment is the first step in this reform process.

#### VI.1 Timeline:

Here, the URCC has presented a plan for reforming the assessment of the Kent Core, which is one step in the process of reforming the entire general education program. These kinds of changes take time to implement. We expect the process to unfold along a timeline of 3 years, including the year we have spent on the assessment revision project. Below is our expected timeline for the reform of general education assessment and programming (**Figure 11**). Our implementation of the new assessment plan for the Kent Core is targeted for Fall, 2020 and the revised Kent Core Program should be operational as early as Fall, 2021.



Figure 11: A timeline for implementation of the new Kent Core assessment plan and also the expected revision of the Kent Core program itself.

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то:	Educational Policies Council
FROM:	Interim Senior Vice President and Provost Melody J. Tankersley
SUBJECT:	Agenda for Monday, 21 October 2019 3:20 p.m., Room 319, Kent Student Center
DATE:	Tuesday, 15 October 2019

If any of the action items require corrections or create consequences not addressed in the proposal, 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 Friday, 18 October 2019, to ensure that the materials are available at the meeting for review.

#### **ACTION ITEMS**

- Minutes of meeting on 19 August 2019. Attachment 1
- 2. Minutes of meeting on 16 September 2019. Attachment 2

# UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

#### **ACTION ITEMS**

#### College of Arts and Sciences

 Inactivation of the Integrated Life Sciences [ILS] major within the Bachelor of Science [BS] degree. Admission to the program was suspended fall 2019 (19 November 2018 agenda), although the last cohort was admitted in 2016. There are nine active students enrolled in the program, with expected graduation dates of fall 2019, spring or summer 2020. All ILS courses (seven) are being inactivated with the program. Effective Fall 2020 | Attachment 3

#### College of Arts and Sciences, Department of Geography

 Establishment of an Environmental Studies [ENVS] minor to be offered at the Kent Campus and Stark Campus. Minimum total credit hours to program completion are 18.
 Effective Fall 2020 | Attachment 4

#### UNDERGRADUATE EPC AGENDA continued

#### LESSER ACTION ITEMS

#### **College of Applied and Technical Studies**

 Revision of progression requirements for the Physical Therapist Assistant Technology [PTST] major within the Associate of Applied Science [AAS] degree. Revision includes no longer requiring the completion of high school or college level physics and biology courses; and replacing the language " completion (or placement out) of developmental English and reading" with "completion (or placement out) of all prescribed developmental courses in order to take major courses. Effective Fall 2020

# College of Education, Health and Human Services, *School of Lifespan Development and Educational Sciences*

- Establishment of a Career Community Studies–College Preparation [CCSC] major within the [NDUG] non-degree. The two-year program will prepare students with intellectual and developmental disabilities for adult life through academic pursuits, peer socialization and career discovery and preparation. Minimum total credit hours to program completion are 60. Effective Fall 2020
- Establishment of a Career Community Studies–Employment Readiness [CCSE] major within the [NDUG] non-degree. The two-year program will prepare students with intellectual and developmental disabilities for employment. Minimum total credit hours to program completion are 60. Effective Fall 2020
- 4. Revision of course and graduation requirements for the Career Community Studies [CCC] major within the [NDUG] non-degree. Revision includes removing CCS 00215, CCS 00225, CCS 00325; adding CCS 00040, CCS 00140; increasing credit hours of special topic electives; and decreasing major and overall GPA for graduation, from 2.500 to 2.000. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

# GRADUATE EDUCATIONAL POLICIES COUNCIL

#### ACTION ITEMS

#### College of Architecture and Environmental Design

 Establishment of a Construction Management [COMA] major within the Master of Science [MS] degree, to be offered at the Kent Campus. Two courses (CMGT 62080, CMGT 65099) are established for the program. Minimum total credit hours to program completion are 35. Effective Fall 2020 pending final approvals | Attachment 5

#### College of Arts and Sciences, Department of Geography

Revision of degree name for the Geography [GEOG] major within the Master of Arts [MA] degree. Revised degree is Master of Science [MS]. Admission, course and graduation requirements are unchanged.

Effective Fall 2020 pending final approvals | Attachment 6

#### LESSER ACTION ITEMS

#### College of Communication and Information, School of Communication Studies

 Revision of admission and course requirements for the Communication Studies [COMM] major within the Master of Arts [MA] degree. Revision includes removing the GRE requirement; and decreasing electives, from 23 to 21 credit hours. Minimum total credit hours to program completion decrease, from 32 to 30. Effective Fall 2020 (effective spring 2021 for admission revision)

# College of Education, Health and Human Services, *School of Teaching, Learning and Curriculum Studies*

- Revision of admission requirements for the Physical Education Teacher Education [PETE] concentration in the Curriculum and Instruction [CI] major within the Master of Education [MED] degree. Revision includes replacing the GRE requirement with the Praxis Core tests; and applicants will be assessed holistically, considering several factors. Effective Spring 2021
- Revision of course requirements for the Reading Specialization [READ] major within the Master of Education [MED] degree. Revision includes adding CI 67396 as required; removing electives CI 67314 and CI 67315; and decreasing credit hours for CI 67692, from 4 to 3. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2020
- 4. Revision of admission requirements for the Secondary Education [SEED] major within the Master of Arts in Teaching [MAT] degree. Revision includes replacing the GRE requirement with the Praxis Core tests; and applicants will be assessed holistically, considering several factors.

Effective Spring 2021

# UNDERGRADUATE UNIVERSITY REQUIREMENT COURSE REVISIONS

### Kent Core—Course Revisions Effective Fall 2020

CHEM	10050	Fundamentals of Chemistry (3)	Revise
CHEM	10060	General Chemistry I (4)	Revise
ENG	11011	College Writing I (3)	Revise
ENG	21011	College Writing II (3)	Revise
	Writ	ing Intensive Course Requirement—Course Revisions Effective Fall 2020	
ATTR	43018	Ethics for Allied Health Professionals (3) to: Ethical Leadership for Health Care	Revise
	Exp	periential Learning Requirement—Course Approved Effective Fall 2020	
COMM	145903	Communication Campaigns (3)	Revise
ENVS	46092	Internship in Environmental Studies (1-6)	Revise
	Ex	periential Learning Requirement—Course Revisions Effective Fall 2020	
ENVS	56092	Internship in Environmental Studies (1-6)	New
ILS	21092	Integrated Life Sciences Seminar II (2)	Inactive
ILS	30392	Psychological Helping Skills for Medicine (3)	Inactive
ILS	32092	Integrated Life Sciences Seminar IV (2)	Inactive
ILS	40392	Practicum in Medical Psychology (3)	Inactive
ILS	42592	Medical Sociology Practicum (3)	Inactive
Writing Intensive Course Requirement—Course Revisions Effective Fall 2020			
ILS	42592	Medical Sociology Practicum (3)	Inactive

# **COURSE REVISIONS**

### **Course Revisions Effective Spring 2020**

ASTU	10102	The Foundation of the United States Air Force II (1) to: Heritage and ValuesRevise	e
ASTU	20102	Air Power II (1) to: Team and Leadership and FundamentalsRevise	e
ASTU	30102	Leadership Studies II (3) to: Leading People/Effective CommunicationRevise	e
ASTU	40102	Defense Studies II (3) to: Leading National Security/Leadership ResponsibilitiesRevise	e

# **Course Revisions Effective Fall 2020**

65300	Airline Transportation Operations (3) to: (2)	Revise
41000	Agricultural Price Analysis (3)	Revise
24028	Radiologic Pathology (3)	Revise
21008	Case Studies in Management Technology (3) to: Case Studies in Management and Entrepreneurship	Revise
31009	Seminar in Management Technology (3) to: Seminar in Management and Entrepreneurship	Revise
40380	Biogeochemistry (3)	Revise
50380	Biogeochemistry (3)	Revise
00025	Financial Literacy I (1) to: Financial Literacy I: Budgeting Personal Expenses in College	Revise
00040	Get Out of Your Comfort Zone I (3)	New
00125	Financial Literacy II (1) to: Financial Literacy II: Budgeting Personal Expenses After College	Revise
00140	Get Out of Your Comfort Zone II: Volunteering (3)	New
00205	Career Exploration I (1) to: (3)	Revise
00210	Academic Success I (4) to: (3)	Revise
00305	Career Exploration II (1) to: (3)	Revise
00310	Academic Success II (4) to: (3)	Revise
00605	Community Life I: Life After College (1) Community Life I: Prepare for Employment After College	Revise
00606	Community Life I Laboratory (3)	Revise
00705	Community Life II: Making Community Connections (1)	Revise
00706	Community Life II Laboratory (3)	Revise
67692	Clinical Practicum in Corrective Reading (4) to: (3)	Revise
77692	Clinical Practicum in Corrective Reading (4) to: (3)	Revise
44040	Programming for the Cloud (3)	Revise
21005 22102	Partnerships in Child Guidance (3) to	Revise
30105	Career Pathways in Environmental Studies (1)	New
49195	Special Topics in Environmental Studies (1-3)	New
59195	Special Topics in Environmental Studies (1-3)	New
42002	Energy Management Systems (3)	Revise
	<ul> <li>65300</li> <li>41000</li> <li>24028</li> <li>21008</li> <li>31009</li> <li>40380</li> <li>50380</li> <li>0025</li> <li>00040</li> <li>00125</li> <li>00140</li> <li>00205</li> <li>00210</li> <li>00205</li> <l< td=""><td><ul> <li>Airline Transportation Operations (3) to: (2)</li></ul></td></l<></ul>	<ul> <li>Airline Transportation Operations (3) to: (2)</li></ul>
## Course Revisions Effective Fall 2020 continued

GAE	42003	Lean Manufacturing, Six Sigma and Operations Technology (3) to:	
ENGT			Revise
GEOL	40380	Biogeochemistry (3)	New
GEOL	50380	Biogeochemistry (3)	New
HIST	62285	American Intellectual and Cultural History Since 1877 (3)	New
HIST	82285	American Intellectual and Cultural History Since 1877 (3)	New
ILS	21091	Integrated Life Sciences Seminar I (2)	Inactive
ILS	42591	Medical Sociology Research Skills (2)	Inactive
JMC	36018	Feature Writing (3)	Revise
JMC	80011	Theory and Societal Role of Mass Media (3)	Revise
LIS	40645	Database Fundamentals for Information Professionals (3)	Revise
LIS	60645 50645	Database Design and Applications (3) to: Database Fundamentals for Information Professionals (3)	Revise
MATH	40015	Applied Statistics (3)	Revise
MATH	40024	Computational Statistics (3)	Revise
MATH	40059	Stochastic Actuarial Models (3)	Revise
MATH	50059	Stochastic Actuarial Models (3)	Revise
MERT ENGT	22009	Engineering Technology Project (2) to:	Revise
NURS	60605	Nursing Education with Technology (2)	Revise
OCAT	10002	Therapeutic Techniques I - Psychosocial I (4) to: Occupational Performance in Psychosocial Health	Revise
OCAT	20000	Therapeutic Techniques II - Physical Dysfunction I (4) to: Occupational Performance in Physical Health	Revise
OCAT	20004	Therapeutic Techniques III - Developmental Disabilities (3) to: Occupational Performance in Pediatric Populations	Revise
OCAT	20006	Therapy Techniques IV - Physical Dysfunction II (3) to: Occupational Performance in Physical Health II	Revise
RADT	14005	Clinical Education I (1)	Revise
RADT	14006	Radiographic Procedures I (1)	Revise
RADT	14018	Imaging Equipment (2)	Revise
RADT	14021	Radiographic Procedures II (4)	Revise
RADT	24025	Clinical Education VI (3)	Revise

## Course Revisions Effective Fall 2020 continued

RADT	24048	Radiographic Techniques (3)Revis	se
RSPC	40002	Research Development in Respiratory Care (3)Revis	se
RSPC	40006	Contemporary Issues and Trends in Respiratory Care (3)Revis	se
VCD	23001	Introduction to Typography (3) to: Typography IRevis	se
VCD	43002	Typographic/Photographic Graphic Design (3) to: Typography IIRevis	se
VCD	43004	Issues for Graphic Design Business (3) to: Professional Communication for DesignRevis	se
VCD	53002	Typographic/photographic Graphic Design (3) to: Typography IIRevis	se
VCD	53004	Issues for Graphic Design Business (3) to: Professional Communication for DesignRevis	se

Agenda prepared by the Office of Curriculum Services



## Educational Policies Council Minutes of the Meeting Monday, 21 October 2019

**Ex-Officio Members present (or represented):** Deans Sonia A. Alemagno, James L. Blank, Barbara A. Broome, Kenneth J. Burhanna (represented by Kara L. Robinson), John R. Crawford-Spinelli, James C. Hannon, Mark S. Mistur, Alison J. Smith, Cynthia R. Stillings; Associate Deans Cathy L. Dubois, Jocelyn Harrison, Miriam L. Matteson, Babacar M'Baye, Stephen A. Mitchell (represented by James C. Hannon), Kara L. Robinson, Wendy A. Umberger, William T. Willoughby

**Ex-officio Members not present (or not represented):** Co-chairs Interim Provost Melody J. Tankersley, Pamela E. Grimm; Deans Christina L. Bloebaum, Eboni J. Pringle; Senior Associate Dean Vincent J. Hetherington

**Faculty Senate-Appointed Representatives present (or represented):** Professors Edward Dauterich, Darci L. Kracht, Richard L. Mangrum (represented by Jocelyn Harrison), Robert J. Twieg, Donald L. White; Associate Professors Ann Abraham, Jeff Ciesla, Jennifer M. Cunningham, Helen Piontkivska

**Faculty Senate-Appointed Representatives not present (or not represented):** Associate Professors Todd Hawley, Oana Mocioalca

**Council Representatives present (or represented):** Professors Michael W. Chunn, Christine A. Hudak, Richard L. Mangrum (represented by Jocelyn Harrison); Associate Professors Natalie Caine-Bish, Ivan Bernal, Thomas W. Brewer, Matthew J. Crawford, Duane J. Ehredt, Nadia Greenhalgh-Stanley, Ann Heiss, Derek Kingsley, Dandan Liu, David B. Robins, Jonathan F. Swoboda; Assistant Professor Sara Bayramzadeh; Associate Lecturer Mary F. Kutchin; Yvonne M. Smith

**Council Representatives not present (or not represented):** Professor Lawrence L. Marks; Assistant Professor Yafen Wang

Observers not present: Morgan Stilgenbauer, Drake Wartman

**Consultants and Guests present:** Susan M. Augustine, Aimee J. Bell, Christopher Fenk, Larry G. Froehlich, Mary Ann Haley, David Kaplan, Anthony Merando, Jennifer S. Kellogg, Matthew Rollyson, Hollie B. Simpson, Manfred H. van Dulmen, Catherine M. Zingrone

Interim Senior Associate Provost Manfred H. van Dulmen called the meeting to order at 3:20p.m., on Monday, 21 October 2019, in room 319 of the Kent State Student Center.

## Joint EPC Action Item I: Minutes of meeting on 19 August 2019 and 16 September 2019.

Professor Edward Dauterich made a motion to approve, and Dean Mary Ann Haley seconded. The item passed unanimously.

## Joint EPC Action Item II: Minutes of meeting on 16 September 2019.

Professor Jennifer M. Cunningham motioned to approve and Professor Michael W. Chunn seconded the motion. The item passed unanimously.

# Undergraduate EPC Action Item I: Inactivation of the Integrated Life Sciences [ILS] major within the Bachelor of Science [BS] degree.

Dean Mary Ann Haley made a motion to approve, and Professor Darci L. Kracht seconded.

Dean Mary Ann Haley stated that Kent State in conjunction with University of Akron, Youngstown State and Cleveland State had a collaboration with NEOCOM, now NEOMED, to bring in qualified high school seniors to the university setting. The students would complete an accelerated Bachelor of Science program in two calendar years and an extra summer. After completing the program, the students would go onto NEOMED for medical training. In recent years, NEOMED felt the students coming into the program were a little young and could use more training to be prepared for medical school. They stopped admitting students from the accelerated program. They revised their process for students to be considered for an "early assurance" if they complete 60 credit hours in residence at a university. The students will do a premed curriculum and then they can apply for consideration once they earn their Bachelor of Science degree in a traditional, 4-year program. Admittance to the ILS program was suspended for a year in case NEOCOM would rethink the program. However, they have not chosen to continue the admittance after the accelerated program. Arts and Sciences has chosen to inactivate the program. The students who were in the program were largely graduated. The few that are still in the program have decided to do an optional third year. They finish their premed training and are doing study abroad or extra minors. They will all be graduated by this summer. Additionally, the courses that were setup for the program will be inactivated as well.

With no questions or comments, the item passed unanimously.

# Undergraduate EPC Action Item II: Establishment of an Environmental Studies [ENVS] minor to be offered at the Kent and Stark Campus.

Dean Mary Ann Haley explained that the Environmental Studies Major, developed two years ago, has been very successful and has grown. Students have approached the program for a minor.

Professor Darci L. Kracht motioned to approve the item and Associate Professor Ivan Bernal (represented by William T. Willoughby) seconded.

An EPC member asked about the credit hours stated within the proposal. The total credit hours and proposed credit hours are listed at 120.

Dean Haley explained that the degree is earned in 120 hours. 18-20 hours are for the minor.

Interim Senior Associate Provost Manfred van Dulmen stated that he will check with Therese on the specifics of the credit hours.

Without any further questions or concerns, the item passed unanimously.

# Graduate EPC Action Item I: Establishment of a Construction Management [COMA] major within the Master of Science [MS] degree, to be offered at Kent Campus.

Associate Dean William T. Willoughby made a motion to approve, and Dean Alison J. Smith seconded the motion.

Dean Mark S. Mistur stated that there currently is a Master of Technology (MTech) with a concentration in Construction Management. The College of Architecture teaches the core courses that are offered in the MTech. He explained that the College of Architecture would like to bring the MTech to the college as a Master of Science degree. The MTech is currently housed in the College of Aeronautics and Engineering. There are nine students in the program and enrollment has been steady. Dean Mistur said they project significant growth with industry ties and job placements. Although it appears that it is a new program, it is a transformation of the MTech to the M.S. with few changes; on being a master's project. Additionally, the courses that are already being taught for MTech are courses that already exist as construction management courses.

With no comments or questions, the item passed unanimously.

# Graduate EPC Action Item II: Revision of degree name for the Geography [GEOG] major within the Master of Arts [MA] degree.

Dean Cynthia R. Stillings motioned to approve the item, and Associate Professor Jeff Ciesla seconded.

Dean Mary Ann Haley stated that the program fits more with the Master of Science degree due to the intense research focus that the students have in their coursework.

Professor David Kaplan added that the curriculum will be the same.

With no questions or comments, the item passed unanimously.

With no requests for additional discussion, Interim Senior Associate Provost van Dulmen adjourned the meeting at 3:40pm.

Respectfully submitted,

Christer N. C.

Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost



## Educational Policies Council Minutes of the Meeting Monday, 19 August 2019

**Ex-Officio Members present (or represented):** Interim Provost Melody J. Tankersley; Co-Chair Pamela E. Grimm; Deans Sonia A. Alemagno, James L. Blank (represented by Mary Ann Haley), Barbara A. Broome, John R. Crawford-Spinelli (represented by Cynthia R. Stillings), James C. Hannon (represented by Stephen A Mitchell), Mark S. Mistur, Cynthia R. Stillings; Associate Deans, Miriam L. Matteson (interim), Babacar M'Baye (interm), Stephen A. Mitchell, Wendy A. Umberger, William T. Willoughby

**Ex-officio Members not present (or not represented):** Deans Kenneth J. Burhanna, Eboni J. Pringle; Senior Associate Dean Vincent J. Hetherington; Associate Deans Cathy L. Dubois, Jocelyn Harrison, Kara L. Robinson

**Faculty Senate-Appointed Representatives present (or represented):** Professors Edward Dauterich, Darci L. Kracht, Robert J. Twieg; Associate Professors Jennifer M. Cunningham, Jeffrey Ciesla

**Faculty Senate-Appointed Representatives not present (or not represented):** Professor Christopher J. Fenk; Associate Professor Ann Abraham

**Council Representatives present (or represented):** Professor Richard L. Mangrum; Associate Professors Natalie Caine-Bish, Duane J. Ehredt, Ann Heiss, Jonathan F. Swoboda; Assistant Professor Sara Bayramzadeh, Yafen Wang; Associate Lecturer Mary F. Kutchin

**Council Representatives not present (or not represented):** Professors Christopher Rowan, Michael W. Chunn; Associate Professors Ivan Bernal, Derek Kingsley, Jooyoun Park; Assistant Professor Lindsay C. Baran

## Observers present: Morgan Stilgenbauer

**Consultants and Guests present:** Susan M. Augustine, Aimee J. Bell, Alicia R. Crowe (represented by Stephen A. Mitchell), Larry G. Froehlich, Mary Ann Haley, Jennifer S. Kellogg, Sarah Malcolm, Tracey Motter, Christa N. Ord, Kimberly S. Peer, Linnea C. Stafford, Hollie B. Simpson, Therese E. Tillett, Manfred H. van Dulmen, Catherine M. Zingrone

Interim Provost Melody J. Tankersley called the meeting to order at 3:23p.m., on Monday, 19 August 2019, in the Governance Chambers of the Kent State Student Center.

#### Joint EPC Action Item 1: Approval of 20 May 2019 meeting minutes.

Professor Edward Dauterich moved for approval of the minutes, seconded by Associate Professor Jeffrey Ciesla. Professor Darci L. Kracht requested that her representation be corrected from Donald Williams to Donald White. No other changes, corrections or clarifications were requested. The motion to approve passed unanimously.

# Joint EPC Discussion Item 1: Charge and status of the EPC Ad Hoc Committee for Academic Policies.

Interim Provost Tankersley explained that the committee wanted notify EPC members of policies currently being reviewed. There are 15 policies that have or are in the process of being reviewed and revised. There is an additional list with the attachments that are policies waiting to be reviewed. She encouraged members to contact Therese if there are any other policies they believe should be included. She stated that the policies are reviewed holistically and the impact on student progression. Additionally, policies at other universities are reviewed and compared in relation to the goals of that policy to see if there are any ways to improve—language or implementation.

Professor Darci L. Kracht expressed concern about the policy— "Limit the number of overall course attempts in a course before a student can no longer register for that course without intervention." She said that her experience has been that there is no intervention prior to a student taking a course for the second and third time. The fourth attempt is then approved by someone not involved in teaching the course.

Therese asked CCI EPC members if they had a procedure for students requesting to take a course for a fourth time.

Assistant Dean Matthew M. Rollyson explained that it is a case by case situation and not an automatic waiver. It is specific to the student's plan and the reality of a student to persist in their program. Typically, a waiver is for a required class. The conversation is on an individual level with each student. He said overrides or approvals are not done on courses outside of the college.

Interim Provost Tankersley added that the intervention is to be holistic. Not only about the course itself, but also whether it is a good major or what approach to the course the student is using. There is not a direct set of procedures that the faculty member must use to allow a student to repeat a course. The limit of self-registering would force a conversation between the student and someone who could help provide some guidance.

Professor Kracht explained that her concern comes from experiences in the Department of Mathematical Sciences. She said she has seen students have multiple attempts at a course and still not improve. Her concern is about who is approving the multiple attempts.

Interim Provost Tankersley suggested re-evaluating how many times students are re-taking courses since the policy changes are active. She said the data will show if there are been any changes in relation.

Co-chair Grimm suggested a mechanism to place a hold on re-registering in a course until the student has met with an advisor.

Therese clarified that if a student is trying to register for a course the fourth time, they cannot. The student will have to meet with an advisor.

Co-chair Grimm suggested a notification to the student saying that this is the third attempt and they should schedule an appointment with their advisor prior to registering.

Interim Provost Tankersley suggested bringing this issue to EPC Ad Hoc about adding a thirdattempt registration notification and re-evaluating data of course repeats.

Professor Kracht explained that she believed there would be some type of intervention in helping the student with either the academic success center or study skills intervention.

Provost Tankersley said that EPC Ad Hoc could add information about tutoring or supplemental instruction. She said that requiring academic intervention was discussed, but it would be hard to manage and keep track. There is an intervention course for students who had a low GPA their first semester. If the student wants to continue, the student must take the course about studying and being successful in the academic program while taking a lower number of courses. There is also a requirement to see an advisor monthly. That is more easily manageable, because they know who is in that course. There is a very direct intervention in that situation. However, for the courses, she does not know tutoring could be mandated. She said that EPC Ad Hoc will review information on extra support, notification to students on third-attempt registration and current data on course repeats.

# Undergraduate EPC Action Item 1: Establishment of Sports Medicine [SPMD] major within the Bachelor of Science [BS] degree in Athletic Training.

Professor Kimberly S. Peer stated that in 2022, athletic training will be transitioned by accreditation standards to a master's degree program. The undergraduate athletic training program will be phased out and admission will stop beginning in fall 2020. On average, there are about 136 majors in that undergraduate program. The sports medicine degree would replace the undergraduate athletic training degree. It is a broad program that prepares students for a wide range of professions. The sports medicine degree provides students with a strong science background. This prepares them for a career immediately following graduation or for graduate degree programs in many degrees. The program is 120-hour degree and a standard four-year program.

Professor Natalie Caine-Bish made a motion to approve and Professor Edward Dauterich seconded.

With no questions or comments, the item was approved unanimously.

# Undergraduate EPC Discussion Item 1: Report: Analysis of the Kent Core Assessment Method.

Interim Provost Tankersley asked that this item be saved for the next meeting so there is a larger group of members present.

# Undergraduate EPC Information Item 2: Establishment of articulation agreement with Anglo-American University in Prague, Czech Republic.

Cathy Zingrone asked where the agreement currently is in the process.

Sarah Malcolm replied that the contract is under development and the curriculum is determined. She said they are working with Anglo-American University for joint marketing materials and plans. If approved by HLC, the agreement is on track for the first class to start in fall 2020.

Cathy asked if Kent is sending faculty members to teach in the Czech Republic or if articulation or comparative courses were established.

Sarah replied that articulation has been established. Students will be taught by Anglo-American faculty. They will be fully enrolled in Anglo-American University and Kent State at the same time.

Interim Associate Dean Miriam L. Matteson asked if it is a direct enroll and not an exchange.

Sarah replied that was correct.

# Graduate EPC Action Item 1: Revision of name, establishment of concentrations and revision of course requirements for the Technology [TECH] major within the Master of Technology [MTEC] degree.

Associate Dean Stephen A. Mitchell motioned to approve, and Associate Dean Mary Ann Haley seconded the motion.

Professor Richard L. Mangrum stated that the degree change represents the new direction of the college and encapsulates some of the actions taken with the Master of Technology degree that was somewhat undefined. He said that they developed concentrations to support the current and coming undergraduate degrees. It does little in ground-breaking courses except for the new concentration and represents a capstone instead of a thesis. The thesis was dropped, because it is a professional degree. The changes are a representation of what is going on in the college now and what is coming in the future that will support employers. Additionally, the changes will serve international undergraduate students better, because the Master of Technology without proper concentrations was becoming problematic for their home governments to fund.

Dean Mark S. Mistur said that it may have an impact on a program that is in the midst of becoming a proposal for the Master of Science in construction management.

Professor Mangrum said that by fall 2020, the current form of the MTech degree will no longer be and these concentrations do not represent construction management. He said it puts a time clock on the degree in construction management and would need to be ready by next fall. Additionally, he said they would teach out students.

Dean Mistur clarified that they are doing the majority of the teaching. He asked Therese where the proposal is timing-wise.

Therese replied that a full proposal has not yet been received. She said if one is received in Fall, then it is likely to be approved for fall 2020.

With no further questions or comments, the item passed unanimously.

With no requests for additional discussion, Interim Provost Tankersley adjourned the meeting at 3:54 p.m.

Respectfully submitted,

Christe n. C.

Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost



## Educational Policies Council Minutes of the Meeting Monday, 16 September 2019

**Ex-Officio Members present (or represented):** Interim Provost Melody J. Tankersley; Co-Chair Pamela E. Grimm; Deans Sonia A. Alemagno (represented by Tom Brewer), James L. Blank (represented by Mary Ann Haley), Barbara A. Broome, Kenneth J. Burhanna, John R. Crawford-Spinelli, James C. Hannon (represented by Alicia Crowe), Nathan Ritchey, Alison J. Smith, Deborah F. Spake, Cynthia R. Stillings; Associate Dean Babacar M'Baye

**Ex-officio Members not present (or not represented):** Deans Mark S. Mistur, Eboni J. Pringle, Amy L. Reynolds; Senior Associate Dean Vincent J. Hetherington; Associate Deans Cathy L. Dubois, Jocelyn Harrison, Miriam L. Matteson, Maureen McFarland, Stephen A. Mitchell, Kara L. Robinson, Wendy A. Umberger, William T. Willoughby

**Faculty Senate-Appointed Representatives present (or represented):** Professors Darci L. Kracht, Donald L. White; Associate Professors Jennifer M. Cunningham, Helen Piontkivska

**Faculty Senate-Appointed Representatives not present (or not represented):** Professors Edward Dauterich, Robert J. Twieg; Associate Professors Ann Abraham, Jeff Ciesla

**Council Representatives present (or represented):** Associate Professors Ivan Bernal, Jonathan F. Swoboda; Associate Lecturer Mary F. Kutchin

**Council Representatives not present (or not represented):** Dean Amy L. Reynolds; Professors Michael W. Chunn, Richard L. Mangrum, Christopher Rowan; Associate Professors Natalie Caine-Bish, Duane J. Ehredt, Nadia Greenhalgh-Stanley, Derek Kingsley, Jooyoun Park; Assistant Professors Lindsay C. Baran, Sara Bayramzadeh, Yafen Wang

Observers not present: Drake Wartman, Morgan Stilgenbauer

**Consultants and Guests present:** Aimee J. Bell, Alicia R. Crowe, Larry G. Froehlich, Mary Ann Haley, Jennifer S. Kellogg, Christa N. Ord, Gail M. Rebeta, Hollie B. Simpson, Elizabeth A. Sinclair, Linnea C. Stafford, Therese E. Tillett, Marie Bukowski, Mike Fisch, Katherine Null

Interim Provost Melody J. Tankersley called the meeting to order at 3:20p.m., on Monday, 19 August 2019, in room 319 of the Kent State Student Center.

## Undergraduate EPC Action Item I: Report: Analysis of the Kent Core Assessment Method.

Associate Dean Alicia R. Crowe made a motion to approve and Dean Kenneth J. Burhanna seconded.

Dean Alison J. Smith presented on the URCC report and assessment of the Kent Core.

## **Presentation Topics**

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- Report and Recommendation on the Assessment of the Kent Core
  - Assessment report to the Higher Learning Commission
  - Recommendation for Revision of the Kent Core
- Kent Core Assessment
  - Currently assessed with 11 possible learning objectives and offered in 7 categories.
    - 11 Learning Objectives
      - Understand Basic Knowledge
      - Critical Thinking
      - Written Communication
      - Develop Creativity
      - Lifelong Learning
      - Responsible Use
      - Informed Citizens
      - Inclusion, Community, Tolerance
      - Ethics of Actions
      - Liberal Education
      - Quantitative Skills
    - 7 Categories
      - Composition
      - Math/Critical Reasoning
      - Humanities
      - Fine Arts
      - Social Sciences
      - Basic Sciences
      - Additional
    - Proposing to reduce 11 learning objectives to 4 broad learning outcomes.
      - Broad Learning Outcomes
        - Outcome 1: Community & Inclusion, Liberal Education
        - Outcome 2: Independent Thinking, Responsibility, Lifelong Learning
        - Outcome 3: Written/Oral Communication, Quantitative Reasoning
        - Outcome 4: Critical Thinking
    - Faculty Survey of Kent Core
      - Adjustments and updates needed—37%
      - New courses should be added—15%
      - No change needed—20%
      - Comment not applicable—26%
      - Rebuild of core needed—37%
    - o Student Survey of Kent Core
      - Why did you choose specific Kent Core classes?
        - Interest—15%
        - Schedule Convenience—32%
        - Related to Major—11%
        - Only Interest and Major—15%
        - All These Reasons—27%
    - o Perceptions that a conversation occurs about the Kent Core and the major

- Advisors: Strongly Agree—80%
  - Students: Strongly Agree—40%
    - URCC Timeline Review of Kent Core
      - Fall 2017 to Fall 2018—Review began
      - Spring 2019—Submission report on Kent Core assessment
      - Fall 2019—Submission of plan to EPC
      - Fall 2021—Projected start of the plan

## **Discussion Topics**

Co-Chair Grimm stated that this model would provide limited, but effective control of the Kent Core for faculty. It also has potential for departments.

Dean Smith added that rubrics for assessment will be downloadable. Department faculty can agree on which part they will use and they can create an instrument in relation to the course.

An EPC member expressed concern for the ability to assess the effectiveness of the entire Kent Core.

Dean Smith replied that students will take the Kent Core courses and when they come into their major, they will be assessed on a broad learning outcome chosen by the department. When students finish the program, in their senior year, they will be assessed again. Should see an improvement from the earlier years.

An EPC member expressed concern for assessment of Kent Core if student is being assessed only in major courses.

Dean Smith stated that the assessment is not on the Core alone, but on the ideal of the Kent State student and what we are bringing them in their total experience. The outcome should be seen throughout their major.

An EPC member asked what departments with Kent Core courses should do with their Kent Core courses in relation to this model.

Dean smith responded that the model is assessing Kent Core courses on large concepts – outcomes. Additionally, feedback will be available for Kent Core offering departments. She explained that HLC wants to see the Kent Core tested as a whole rather than the courses.

An EPC member asked if the model will be used to help reshape the core?

Dean Smith replied, yes, over the years, members can expect there to be reshaping of the Kent Core. She explained that some Kent Core assessments are paired, but most are not. This model will help to assess and pair the Kent Core with the major courses.

An EPC member asked about the possibility of losing one class day from lower-level and upper-level courses.

Dean Smith replied that there should be a class day lost. She suggested the professors teaching the courses with the assessment discuss a rubric that allows an exercise that provides the assessment and relates to the course being taught.

An EPC member asked for clarification on reassessing the same outcome with students sophomore year and then senior year.

Dean Smith stated that the department will continue use the same assessment outcome. If and when they decide to use another outcome, they can do so. Therefore, the sophomore student will be assessed, no matter what, again in their senior year.

An EPC member stated that the assessment would need to be consistent since more than one professor will be teaching the courses within the department.

Plan is formed from the University of Cincinnati's assessment. They assess multiple experiences throughout a student's academic life and how they are integrative.

An EPC member expressed concern for the methods for separating the marginal impact of the core versus major classes.

Dean Smith replied that students would be measures three times—arrival, midway through and at the end. Response – measure three times.

A member asked about the possibility of students taking the assessment in two different courses.

Dean Smith replied that it would be happening at such a large scale that statistically, it will be okay. There may be people who will miss it entirely or people who take the assessment more than once. The model assessment is based on an overall performance. She explained that more models will be brought forward.

The item was passed with one no and one abstention.

With no requests for additional discussion, Interim Provost Tankersley adjourned the meeting at 4:45 p.m.

Respectfully submitted,

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Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	12-Aug-19	Curriculum Bulletin
Effective Date	Fall 2020	Approved by EPC

Department

CollegeAS - Arts and SciencesDegreeBS - Bachelor of ScienceProgram NameIntegrated Life SciencesProgram Banner Code ILSConcentration(s)Concentration(s) Banner Code(s)ProposalInactivate program

Description of proposal:

Inactivate the Bachelor of Science in Integrated Life Sciences (BS/MD ILS). This program was taught in collaboration with the Northeast Ohio Medical University (NEOMED) which no longer admits students into medical school through ILS. Admissions were previously suspended.

Does proposed revision change program's total credit hours?☑ Yes□ NoCurrent total credit hours:122Proposed 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):

The departments supporting the program have all been informed and the courses have not been taught for several years. All courses in the ILS prefix will be inactivated.

Units consulted (other departments, programs or campuses affected by this proposal): **None** 

## **REQUIRED ENDORSEMENTS**

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

Provost (or designee)

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8,30,2019

15-125 16

## Proposal Summary Inactivate the Bachelor of Science in Integrated Life Sciences Degree Program [BS/MD ILS]

#### **Description of Action, Including Intended Effect**

For several decades Kent State University and a number of other northeast Ohio universities collaborated the Northeast Ohio Medical University to prepare undergraduate students for admission to medical school. Integrated Life Sciences was the Kent State program. Students were admitted to Kent State, followed the curriculum, and with appropriate GPAs and MCAT scores, were guaranteed a seat at NEOMED.

Several years ago NEOMED decided to stop this practice and now wants to admit students to medical school upon completion of a traditional bachelor's degree. Students will only be considered after completing two academic years in a major while completing several critical pre-med courses.

As this new approach was adopted, the College of Arts and Sciences formally suspended admission to the ILS program. As the previously admitted students have largely completed the program it is time to inactivate it.

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

Departments that had previously offered courses to support the ILS program and its students have ceased offering the required courses. There will little impact on those units.

## Fiscal, Enrollment, Facilities and Staffing Considerations

As students have completed the program, departments have had their faculty teach other courses in their curriculum.

## Evidence of Need and Sustainability if Establishing

N/A

## **Provisions for Phase-Out if Inactivating**

The remaining students were made aware of the cessation of the program and have worked towards completion. Any students who might have remaining coursework to complete will be directed to other appropriate substitutions.

#### **Timetable and Actions Required:**

Fall 2019	College of Arts and Sciences Curriculum Committee Approval
Fall 2019	EPC and Faculty Senate Approval
Fall 2019	Board of Trustees and ODHE Approval
Fall 2020	Effective Date

45-165 17

## PROGRAM INACTIVATION FORM

Date of submission: August 12, 2019

Name of institution: Kent State University

Title of program to be inactivated: Integrated Life Sciences major, Bachelor of Science degree

Date that the inactivation received final approval from the appropriate institutional committee: Board of Trustees approval *date to come* 

#### Primary institutional contact for the notification:

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

### **Educator Preparation Programs:**

Leads to licensure:	□ Yes	🛛 No
Leads to endorsement:	□ Yes	🛛 No

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

Kent State's B.S. degree in Integrated Life Sciences was established in 1973 as part of a collaboration among universities and the newly chartered Northeast Ohio Medical University (NEOMED). The objective with the degree program was to provide a seamless, six-year pathway from a bachelor's degree to the M.D. degree. Students admitted to the highly selective Integrated Life Sciences major were guaranteed admission to NEOMED by following the approved curriculum and earning the requisite GPA and MCAT scores.

NEOMED has made the decision to discontinue this model for admission, opting to admit students upon completion of a traditional bachelor's degree and the prerequisite science courses. Kent State offers several undergraduate majors with a pre-med concentration, including biology, chemistry, physics, psychology and public health; as well as a pre-med advising program for any student interested in pursuing medical training after earning their bachelor's degree.

In addition, Kent State has partnered with NEOMED to create an Early Assurance Program that allows eligible, second-year Kent State students to reserve a seat at NEOMED after completing their undergraduate degree.

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

The last cohort admitted to the Integrated Life Science major was in fall 2016. From that cohort, 15 students have graduated, and the remaining nine students are actively enrolled and on track to graduate.

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

Students admitted in the last cohort were made aware of the phase-out of the program. The remaining nine students are finishing the program in an optional third year. Two students are in progress to earn their degree in December 2019; four are in progress to earn their degree in May 2020; and three will be able to graduate in August 2020 with summer courses.

All major (ILS) courses will be inactivated along with the major. The nine students have completed all ILS coursework. Any courses the students have not completed yet will continue to be offered by Kent State; therefore, these students will be able to earn their degree after the inactivation.

# 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.

The majority of courses taught in the program are required in other degree programs (e.g., biology, chemistry, mathematics, sociology, psychology, physics) and will continue to be taught by faculty in their respective departments.

Faculty teaching ILS courses came from the departments of Sociology, Biological Sciences, Psychological Sciences and Chemistry and Biochemistry. These faculty and supporting staff have transitioned to assist in Kent State's pre-health professional programs.

# 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 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 university websites and materials. Further written concurrent communications will be sent out to key staff in student advising, admission, registrar and financial aid. Currently, the program is listed as suspended in the online University Catalog.

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

The program will be inactivated for fall 2020.

Respectfully,

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

# INTEGRATED LIFE SCIENCES -B.S./M.D.

College of Arts and Sciences 104 Bowman Hall Kent Campus www.kent.edu/cas

## Description

Admission to the Bachelor of Science degree in Integrated Life Sciences has been suspended temporarily as of fall 2019.

The Bachelor of Science degree in Integrated Life Sciences allows students to matriculate to medical degree studies at the Northeast Ohio Medical University (NEOMED). Students in the program are enrolled for 11 months in each of the six academic years. Phase I of the program is spent on the Kent Campus and begins with a summer term and continues through two academic years and two additional summer terms. During this period, coursework is focused on studies in the behavioral and basic pre-medical sciences. It also includes orientation to clinical medicine and work in the humanities.

Phase II of the program involves intensive medical training and may be accompanied by summer coursework in the humanities. In the first year of Phase II, students study the basic medical sciences, including anatomy, physiology and microbiology, at the NEOMED Basic Medical Sciences Campus in Rootstown. Students may return to the Kent Campus for the summer term following this year to complete any requirements for the B.S. degree.

In the remaining three years of Phase II (years four, five and six of the overall program), students develop competence in the clinical aspects of medicine through instruction provided principally at one or more of the community hospitals associated with the program.

## **Fully Offered At:**

Kent Campus

## Accreditation

NEOMED is fully accredited by the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association.

## Admission Requirements

Admission to the Integrated Life Sciences major is selective. Current high school students and those students who have completed high school, but have not yet earned college credit after graduating from high school, may be considered for the combined B.S./M.D. program. Students who earn college credits while in high school are eligible. For more information on admissions, visit the admissions website for new freshmen.

Progress through the undergraduate portion of the B.S/M.D. program is measured by academic performance and development of personal maturity appropriate to assumption of professional responsibility. The Committee on Academic and Professional Progress (CAPP) will assess these factors and the student's successful performance on the MCAT in order to recommend students for promotion and formal admission to Phase II of the program. **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. Describe the major functions of the human body and the mechanisms of disease.
- 2. Recognize the humanistic aspects of medicine.
- 3. Demonstrate an appreciation of the experiences of their patients, and their own experiences, beyond medical practice.

## Program Requirements Major Requirements

Code	Credit Hours	
Major Requireme	nts (courses count in major GPA)	
BSCI 10120	BIOLOGICAL FOUNDATIONS (KBS) (KLAB)	4
BSCI 30140	CELL BIOLOGY	4
BSCI 30156	ELEMENTS OF GENETICS	3
BSCI 30171	GENERAL MICROBIOLOGY	4
BSCI 30519	VERTEBRATE EMBRYOLOGY AND DEVELOPMENTAL ANATOMY	- 4
BSCI 40242	SEMINAR ON MEDICAL PRACTICE FOR UNDERSERVED POPULATIONS	2
CHEM 10062	GENERAL CHEMISTRY I LABORATORY (KBS) (KLAB)	1
CHEM 10063	GENERAL CHEMISTRY II LABORATORY (KBS) (KLAB)	1
CHEM 10970	HONORS GENERAL CHEMISTRY I (KBS)	4
CHEM 10971	HONORS GENERAL CHEMISTRY II (KBS)	4
CHEM 30475	ORGANIC CHEMISTRY LABORATORY I (ELR)	1
CHEM 30481	ORGANIC CHEMISTRY I	3
CHEM 30482	ORGANIC CHEMISTRY II	3
CHEM 40245	BIOCHEMICAL FOUNDATIONS OF MEDICINE	4
HONR 10197	FRESHMAN HONORS COLLOQUIUM I (KCMP)	3
HONR 10297	FRESHMAN HONORS CON OQUIUM II (KCMP)	3
ILS 21091	INTEGRATED LIFE SCIENCES SEMINAR I	2
ILS 21092	INTEGRATED LIFE SCIENCES SEMINAR II (ELR)	2
ILS 30392	PSYCHOLOGICAL HELPING SKILLS FOR MEDICINE (ELR)	3
ILS 32092	INTEGRATED LIFE SCIENCES SEMINAR IN (ELR)	2
ILS 40392	PRACTICUM IN MEDICAL PSYCHOLOGY (ELR)	3
ILS 42591	MEDICAL SOCIOLOGY RESEARCH SKILLS	2
ILS 42592	MEDICAL SOCIOLOGY PRACTICUM (ELR) (WIC)	3
MATH 12021	CALCULUS FOR LIFE SCIENCES	4
MATH 12022	PROBABILITY AND STATISTICS FOR LIFE SCIENCES	3
PHY 13001 & PHY 13021	GENERAL COLLEGE PHYSICS I (KBS) and GENERAL COLLEGE PHYSICS LABORATORY I (KBS) (KLAB)	5
or PHY 23101	GENERAL UNIVERSITY PHYSICS I (KBS) (KLAB)	45-1L 70

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Minimum Total Cre	dit Hours:	122
Electives (total cre	dit hours depends on earning 122 credit hours)	6
	EXPERIENCE	ST-MAR
UC 10097	DESTINATION KENT STATE FIRST YEAR	A CONTRACT
<b>Additional Require</b>	ments (courses do not count in major GPA)	
<b>Humanities Electiv</b>	e	3
History, Literature,	Philosophy Electives	12
Fine Arts Elective		3
SOC 44010	SOCIOLOGICAL PERSPECTIVES IN MEDICINE	3
SOC 42563	SOCIOLOGY OF HEALTH AND HEALTH CARE	3
SOC 22100	SOCIOLOGICAL ANALYSIS	3
PSYC 40111	ABNORMAL PSYCHOLOGY	3
PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	Э
or PHY 23102	GENERAL UNIVERSITY PHYSICS II (KBS) (KLAB)	
& PHY 13022	LABORATORY II (KBS) (KLAB)	
PHY 13002	GENERAL COLLEGE PHYSICS II (KBS)	5
1		

#### **THE HUMANITIES COMPONENT (18)**

Objective: Within the constraints imposed and the opportunities afforded by summer academic scheduling, to provide disciplined experience in and exposure to the differing modes of thought, perception/perspectives and methodologies of the disciplines usually classified as the "humanities" in arriving at informed critical analyses of the human experience.

Requirement: 18 credit hours of academic credit. At least one of the courses taken to satisfy the humanities must also satisfy the diversity requirement\*. The humanities requirements may be fulfilled in the following fashion during the students' fourth and fifth summers (hourth and sixth summers for students who begin core clerkships in fifth summer, rather than in the fall) in the joint six-year B.S./M.D. program, offered by the university in conjunction with the Northeast Ohio Medical University:

#### I. Fine Arts (3)

Students are to take at least one approved course from the list of Kent Core Fine Arts courses.

#### II. History, Literature, Philosophy (12)

Students must take two courses (one lower and one upper division) from two of the following three fields:

- History
- Literature
- Philosophy (students are strongly urged to take an ethics course)

#### III. Humanities Elective (3)

Students are to take one additional course in Humanities, Fine Arts or Foreign Language.

#### IV. Electives (6)

During the time devoted to fulfillment of the humanities requirements of the ILS program, students also will be taking "elective" hours sufficient to complete the 122 yedit hours of satisfactorily completed academic credits required for the B.S. degree as offered through the College of Arts and Sciences of Kent State University. Humanities hours in excess of the 18 credit hours minimum of the humanities component requirement will be applied toward these "elective" credit hours.

#### Diversity (6)

5

3

3

3 12

Students must also satisfy the 6 credit hours diversity requirement of the university. At least one of the courses taken to satisfy the humanities must also satisfy the diversity requirement. The 6 credit hours diversity requirement is fulfilled with one domestic diversity course and one global diversity course.

#### **Graduation Requirements**

Minimum	Major	GPA
2 000		

**Minimum Overall GPA** 

- 2.000
- · All courses taken from the list of major program requirements are used in the calculation of the major GPA.

## Roadmap

First Year		
Summer 1		Credits
PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	3
SOC 22100	SOCIOLOGICAL ANALYSIS	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Humanities or	Electives	6
	Credit Hours	13
Fall 1		
BSCI 10120	BIOLOGICAL FOUNDATIONS (KBS) (KLAB)	4
CHEM 10062	GENERAL CHEMISTRY I LABORATORY (KBS) (KLAB)	1
CHEM 10970	HONORS GENERAL CHEMISTRY I (KBS)	4
HONR 10197	FRESHMAN HONORS COLLOQUIUM I (KCMP)	3
ILS 21091	INTEGRATED LIFE SCIENCES SEMINAR I	2
MATH 12021	CALCULUS FOR LIFE SCIENCES	4
	Credit Hours	18
Spring 1		
BSC1 80140	CELL BIOLOGY	4
CHEM 10063	GENERAL CHEMISTRY II LABORATORY (KBS) (KLAB)	1
CHEM 10971	HONORS GENERAL CHEMISTRY II (KBS)	4
HONR 10297	RESHMAN HONORS COLLOQUIUM II (KCMP)	3
ILS 21092	INTEGRATED LIFE SCIENCES SEMINAR II (ELR)	2
SOC 42563	SOCIOLOGY OF HEALTH AND HEALTH CARE	3
	Credit Hours	17
Second Year		
Summer 2		
BSCI 30156	ELEMENTS OF GENERICS	3
ILS 42591	MEDICAL SOCIOLOGY RESEARCH SKILLS	2
ILS 42592	MEDICAL SOCIOLOGY PRACTICUM (ELR) (WIC)	3
SOC 44010	SOCIOLOGICAL PERSPECTIVES IN MEDICINE	3
Humanities or	Elective	3
	Credit Hours	14
Fall 2		
BSCI 30171	GENERAL MICROBIOLOGY	4
BSCI 40242	SEMINAR ON MEDICAL PRACTICE FOR UNDERSERVED POPULATIONS	2
CHEM 30475	ORGANIC CHEMISTRY LABORATORY I (ELR)	VI
CHEM 30481	ORGANIC CHEMISTRY I	3
MATH 12022	PROBABILITY AND STATISTICS FOR LIFE SCIENCES	3

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PHY 13001 GENERAL COLLEGE PHYSICS I (KBS) & PHY 13021 and GENERAL COLLEGE PHYSICS LABORATORY or I (KBS) (KLAB) PHY 23101 or GENERAL UNIVERSITY PHYSICS I (KBS) (KLAB) Credit Hours Spring 2 BSCI 30519 VERTEBRATE EMBRYOLOGY AND DEVELORMENTAL ANATOMY CHEM 30482 ORGANIC CHEMISTRY II CHEM 40245 BIOCHEMICAL FOUNDATIONS OF MEDICINE ILS 32092 INTEGRATED LIFE SCIENCES SEMINAR IV (PLR) PHY 13002 GENERAL COLLEGE PHYSICS II (KBS) & PHY 13022 and GENERAL COLLEGE PHYSICS LABORATORY or II (KBS) (KLAB) PHY 23102 or GENERAL UNIVERSITY PHYSICS II (KBS) (KLAB) Credit Hours Third Year Summer 3
& PHY 13021 or       and GENERAL COLLEGE PHYSICS LABORATORY (KBS) (KLAB)         PHY 23101 or GENERAL UNIVERSITY PHYSICS I (KBS) (KLAB)         Credit Hours         Spring 2         BSCI 30519       VERTEBRATE EMBRYOLOGY AND DEVELORMENTAL ANATOMY         CHEM 30482       ORGANIC CHEMISTRY II         CHEM 40245       BIOCHEMICAL FOUNDATIONS OF MEDICINE         ILS 32092       INTEGRATED LIFE SCIENCES SEMINAR IV (PLR)         PHY 13002       GENERAL COLLEGE PHYSICS II (KBS)         & PHY 13022       and GENERAL COLLEGE PHYSICS II (KBS)         or       II (KBS) (KLAB)         PHY 23102       or GENERAL UNIVERSITY PHYSICS II (KBS)         (KLAB)       Credit Hours         Third Year       Summer 3
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Summer 3
ILS 30392 PSYCHOLOGICAL HELPING SKILLS FOR MEDICINE (ELR)
ILS 40392 PRACTICUM IN MEDICAL PSYCHOLOGY (ELR)
PSYC 40111 ABNORMAL PSYCHOLOGY
Humanities or Elective
Credit Hours
Fall 3
Phase II NEOMED
Credit Hours
Spring 3
Phase II NEOMED
gredit Hours
Fourth Year
Summer 4
Humanities or Electives (if not completed earlier)
Credit Hours 1
Minimum Total Credit Hours: 12

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Curriculum Bullotin

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Prenaration Date 12-Jul-10

	i iepe		72-001-13	
	Effect	tive Date	Fall 2019	Approved by EPC
Department	GEOG			
College	AS - Arts and Sciences			
Degree	Minor (non degree)			
Program Name	<b>Environmental Studies</b>	Progr	am Banner Co	ode
Concentration(s)	Concentration	n(s) Banner	Code(s)	
Proposal	Establish program			

Description of proposal:

This action is to create a new Minor in Environmental Studies. This would provide the benefit of some Environmental Studies curricula to those students who do not want to pursue an entire major program. Creater hous are 8-20.

Does proposed revision change program's total credit hours? Current total credit hours: /20 Proposed total credit hours /20

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

The proposed Minor will have no fiscal or facilities impact. There will be no need for additional staff although course enrollments will probably increase a bit. The audience will be those students who are interested in environmental studies but do not want to enroll in the full Major.

Units consulted (other departments, programs or campuses affected by this proposal): **Geology, Biological Sciences, Sociology** 

REQUIRED ENDORSEMENTS	
CHERCE Director	9,11,19
Campus Dean (for Regional Campuses proposals)	//
Mary an Haley College Dean (or designee)	9,27,19
Dean of Graduate Studies (for graduate proposals)	//
Senior Vice President for Academic Affairs and Provost (or designee)	//

## Proposal Summary Establish Minor in Environmental Studies

### **Description of Action, Including Intended Effect**

This action is to create a new Minor in Environmental Studies. This would provide the benefit of some Environmental Studies curricula to those students who do not want to pursue an entire major program.

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

The curriculum for the Minor in Environmental Studies will involve no additional courses beyond what is available for the Major in Environmental Studies. It mirrors the interdisciplinarity of that program with courses in both science and social science departments.

#### Fiscal, Enrollment, Facilities and Staffing Considerations

The proposed Minor will have no fiscal or facilities impact. There will be no need for additional staff although course enrollments will probably increase a bit.

#### Evidence of Need and Sustainability if Establishing

The Environmental Studies Major was established in August 2017. Since then it has experienced considerable growth to where it now has over 100 students as majors. We have heard from many other students that they wish a Minor was available since they are unable to enroll in the full Major. We believe that this Minor will fill a significant niche for many of these students. Like the Major, we expect rapid growth upon its introduction.

## **Provisions for Phase-Out if Inactivating** NA

INA

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

- Fall 2019 Department Approval
- Fall 2019 A&S CCC Approval
- Fall 2019 EPC/Faculty Senate Approval
- Fall 2020 Effective Date

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## **Proposed Environmental Studies Minor**

ENVS 22070	Nature and Society	3
GEOL 21062	Env. Earth Science or	
BSCI 10110	Biological Diversity	3-4
One Natural Science	e Elective (from list below)	3-4
BSCI 30277	Economic Botany	3
BSCI 30360	General Ecology	4
BSCI 30274	Forestry	3
BSCI 40525	Wildlife Resources	3
GEOL 42065	Watershed Hydrology	3
GEOL 42066	Physical Hydrogeology	3
GEOL 33025	Water and the Environment	3
GEOG 41066	Climate Change and its Impact	3
GEOG 41073	Conservation of Natural Resources	3
GEOG 41074	Resource Geography	3
GEOG 41082	Geography of Soils	3

Three Social Science Electives (from list below but only 2 of 3 in same field) 9

PACS 35050	or	
POL 30350	Environmental Conflict Resolution	3
ECON 32084	Economics of Environment	3
ENVS 30000	Environmental Protection, Regulations and Assessment	3
ENVS 46092	Internship in Environmental Studies	3
GEOG 31070	Population and Environment	3
GEOG 42064	Settling the North American Environment	3
GEOG 45085	Urban Transportation	3
GEOG 46070	Urban and Regional Planning	3
GEOG 46080	Urban Sustainability	3
PHIL 30025	Environmental Ethics	3
POL 40440	US Environmental Politics	3
POL 40540	Politics of Development	3
SOC 42560	Sociology of Food	3

**Total Credits** 

18-20

GEOGI 14

#### **Environmental Studies**

Kent State University 2020 Catalog

College College of Arts and Sciences Department Department of Geography 413 McGilvrey Hall Tel: 330-672-2045

> E-mail: Web: https://www.kent.edu/geography

The Environmental Studies minor prepares students to integrate concepts and knowledge on environmental issues from across multiple disciplines and to communicate about these in important ways. Basic scientific knowledge about environmental processes is used to inform different social goals. Students will develop competencies in earth systems science, environmental social science, human-natural systems and sustainability science to be able to solve specific environmental problems.

Admission Requirement: minimum 2.0 GPA is required to declare this minor.

Graduation Requirement: minimum 2.0 GPA in minor is required.

Attribute Legend: DD Diversity-Domestic; DG Diversity-Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts: KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

Please read the sections in the University Catalog on <u>Kent Core</u>, <u>diversity</u>, <u>writing-intensive</u> and the <u>experiential learning requirements</u>.

Attribute	Course		Title	Credits
	ENVS	22070	Nature and Society	3
KBS	GEOL	21062	Environmental Earth Science or	
KBS	BSCI	10110	Biological Diversity	3-4
One Natur	al Science E	lective (f	rom list below)	3-4
	BSCI	30277	Economic Botany	3
	BSCI	30360	General Ecology	4
	BSCI	30274	Forestry	3
ELR	BSCI	40525	Wildlife Resources	3
	GEOL	42065	Watershed Hydrology	3
	GEOL	42066	Physical Hydrogeology	3
	GEOL	33025	Water and the Environment	3
	GEOG	41066	Global Climate Change	3
	GEOG	41073	Conservation of Natural Resources	3
	GEOG	41074	Resource Geography	3
	GEOG	41082	Geography of Soils	3
Three Socia	al Science E	lectives (	from list below but only 2 of 3 in same field)	9
	PACS	35050 (	or	
	POL	30350	Environmental Conflict Resolution	3
	ECON	32084	Economics of Environment	3
	ENVS	30000	Environmental Protection, Regulations and Asso	essment 3
ELR	ENVS	46092	Internship in Environmental Stud	3
	GEOG	31070	Population and Environment	3
	GEOG	42064	Settling the North American Environment	3

TEDGI

GEOG	45085	Urban Transportation	3
GEOG	46070	Urban and Regional Planning	3
GEOG	46080	Urban Sustainability	3
PHIL	30025	Environmental Ethics	3
POL	40440	US Environmental Politics and Policies	3
POL	40540	Politics of Development	3
SOC	42560	Sociology of Food	3

GERGI

## **HERDINA, LORNA**

From: Sent: To: Subject: SHERIDAN, SCOTT Monday, August 12, 2019 3:25 PM KAPLAN, DAVID ENVS

Hi Dave,

I have enough FAC positive responses, so go forward with the proposal. Thanks,

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/

## HERDINA, LORNA

From:	Adams, Richard
Sent:	Wednesday, July 17, 2019 12:16 PM
To:	KAPLAN, DAVID
Cc:	ROXBURGH, SUSAN; TONTODONATO, PAMELA; STACEY, CLARE
Subject:	RE: Approval of Minor

Hi Dave,

I have reviewed the materials for the Environmental Studies minor. I approve of it moving forward and give it my strong support. Please let me know if you need something more from me about this. Thanks, Dick

From: STACEY, CLARE <cstacey@kent.edu> Sent: Monday, July 15, 2019 11:30 AM To: Adams, Richard <radams12@kent.edu> Cc: ROXBURGH, SUSAN <sroxburg@kent.edu>; TONTODONATO, PAMELA <ptontodo@kent.edu> Subject: FW: Approval of Minor

Here are the docs, Dick. Thanks for reviewing.

Clare

From: "ROXBURGH, SUSAN" <<u>sroxburg@kent.edu</u>> Date: Friday, July 12, 2019 at 4:22 PM To: "TONTODONATO, PAMELA" <<u>ptontodo@kent.edu</u>>, "STACEY, CLARE" <<u>cstacey@kent.edu</u>> Subject: FW: Approval of Minor

Hi,

Please see below.

Thanks, -Sue

From: KAPLAN, DAVID <<u>dkaplan@kent.edu</u>> Sent: Friday, July 12, 2019 3:47 PM To: Blackwood, Chris <<u>cblackwo@kent.edu</u>>; ROXBURGH, SUSAN <<u>sroxburg@kent.edu</u>>; ORTIZ, JOSEPH <<u>jortiz@kent.edu</u>> Cc: Post, Christopher <<u>cpost2@kent.edu</u>> Subject: Approval of Minor

Hi Chris, Susan, Joe -

Here are the final documents for the Environmental Studies minor that we as a committee approved. Now what I need from your department is departmental approval. Please forward to whomever is the responsible undergrad coordinator, mention that you have already approved as a member of the ENVS committee, and then ask them to send me directly a memo indicating approval for this minor.

It should not be too complex; I just want to get this to the CCC before the month is out.

Thanks! I appreciate it.

Dave

David H. Kaplan Professor of Geography Director of Environmental Studies Graduate Coordinator Kent State University Editor-in-Chief Geographical Review Editor, National Identities President, American Association of Geographers Kent, OH 44242 330-672-3221 Twitter dhkaplanoh

GEOG

## HERDINA, LORNA

From: Sent: To: Cc: Subject: ORTIZ, JOSEPH Thursday, August 08, 2019 12:16 PM KAPLAN, DAVID HOLM, DANIEL Re: Approval of Minor

David,

Thanks very much. These revisions make sense to me, so let's go ahead and get this in for CCC.

Best,

Joe

Dr. Joseph D. Ortiz Professor and Assistant Chair Department of Geology

Ohio Space Grant Consortium Campus Representative

221 McGilvrey Hall Kent State University Kent OH 44242 http://earthsci.info

phone: 330-672-2225 fax: 330-672-7949 jortiz@kent.edu

From: "KAPLAN, DAVID" <dkaplan@kent.edu> Date: Thursday, August 8, 2019 at 12:15 PM To: Joseph Ortiz <jortiz@kent.edu> Cc: "HOLM, DANIEL" <dholm@kent.edu> Subject: RE: Approval of Minor

Hi Joe,

Thanks – we can make the switch to GEOL 42066. The other two courses are listed that way in the major but you are correct about Physical Geog and Natural Disasters being in the Social concentration in the Geography major. But I don't want to move anything since students may question the different placement between major and minor and so I will just remove them.

Revised versions are here.

Dave

From: ORTIZ, JOSEPH <jortiz@kent.edu> Sent: Thursday, August 8, 2019 11:01 AM To: KAPLAN, DAVID <dkaplan@kent.edu>

Subject: FW: Approval of Minor Importance: High

Hi David,

Daniel and I had a chance to go over the minor and have the following to pass along.

For the 'Choose 1 course in Natural Science area':

- 1) We no longer offer Geol 42067 Intro. Hydrogeology. Instead we now offer Geol 42066 Physical Hydrogeology, so please make that substitution
- 2) Physical Geography (Geog 21062) is the only 20k level course in this list, which seems like a mis-match with the others. And it's the only course KBS course on this list. We think it may be really too general and too basic for the Env. Studies minor - compared to the others courses listed in this area. Can you suggest a higher level replacement or remove it from the list?
- 3) Geog 41051 (Nat. Disasters and Society) is a Social Science course (note that it is part of Geography's Social concentration). We think that Geog 41051 should be listed in the 'choose 2 courses in Social Science area and that Geol 44025 Geol. Hazards and Disasters is better suited for this Natural Science area.

Otherwise, we are supportive of the proposal.

We are also planning to develop an Environmental Earth Science minor, which we will pass along to you for input as well.

Best, Joe

Dr. Joseph D. Ortiz **Professor and Assistant Chair** Department of Geology

Ohio Space Grant Consortium Campus Representative

221 McGilvrey Hall Kent State University Kent OH 44242 http://earthsci.info 

phone: 330-672-2225 fax: 330-672-7949 jortiz@kent.edu

#### On Aug 3, 2019, at 4:01 PM, KAPLAN, DAVID <<u>dkaplan@kent.edu</u>> wrote:

Hi Joe (and Dan),

Just re-sending this request. I have all the approvals from Biology and Sociology. I figured I'd try to get this into the first CCC meeting.

Thanks, Dave

From: KAPLAN, DAVID Sent: Friday, July 12, 2019 3:47 PM To: Blackwood, Chris; ROXBURGH, SUSAN; ORTIZ, JOSEPH Cc: Post, Christopher Subject: Approval of Minor

Hi Chris, Susan, Joe -

Here are the final documents for the Environmental Studies minor that we as a committee approved. Now what I need from your department is departmental approval. Please forward to whomever is the responsible undergrad coordinator, mention that you have already approved as a member of the ENVS committee, and then ask them to send me directly a memo indicating approval for this minor.

It should not be too complex; I just want to get this to the CCC before the month is out.

Thanks! I appreciate it.

Dave

David H. Kaplan Professor of Geography Director of Environmental Studies Graduate Coordinator Kent State University Editor-in-Chief Geographical Review Editor, National Identities President, American Association of Geographers Kent, OH 44242 330-672-3221 Twitter dhkaplanoh

<Proposed Environmental Studies Minor.docx> <Cat Copy Environmental Studies Minor.docx> <proposal-summary-program Minor in Environmental Studies.docx> <ccp-programs, ENVS minor.doc>

STEDET

## HERDINA, LORNA

From: Sent: To: Cc: Subject: LEFF, LAURA Saturday, August 03, 2019 2:56 PM FRAIZER, GAIL VENEY, SEAN; KAPLAN, DAVID; Blackwood, Chris Re: Approval of Minor - Environmental Studies

Thanks for your message and explanation. Please proceed with providing the requested memo

**Best wishes** 

LL

Sent from my iPhone

On Aug 2, 2019, at 5:20 PM, FRAIZER, GAIL <<u>gfraizer@kent.edu</u>> wrote:

Hi Laura,

As you recall the UGCC approved the proposal for the Environmental Studies major (April 2016) and I gather the major has been successful.

As per the summary sheet provided by Dr. Kaplan:

"The Environmental Studies Major was established in August 2017. Since then it has experienced considerable growth to where it now has over 100 students as majors. We have heard from many other students that they wish a Minor was available since they are unable to enroll in the full Major. We believe that this Minor will fill a significant niche for many of these students. Like the Major, we expect rapid growth upon its introduction "

Since this minor will add no additional courses (continues to be interdisciplinary), it will have no fiscal or other impact on staffing and facilities. SO I would suggest we can offer a letter of support for the minor, without much discussion of UGCC (which is scheduled to convene the last week of August).

If we are able to provide a support letter to Dr. Kaplan, then he will place on early CCC agenda for fall approval and implementation fall 2020.

Please let me know whether you'd like me to supply a formal memo to Dr. Kaplan.

Thanks, Gail

From: "Blackwood, Chris" <<u>cblackwo@kent.edu</u>> Date: Thursday, August 1, 2019 at 9:30 AM To: "FRAIZER, GAIL" <<u>gfraizer@kent.edu</u>>, "LEFF, LAURA" <<u>lleff@kent.edu</u>> Cc: "KAPLAN, DAVID" <<u>dkaplan@kent.edu</u>> Subject: Fw: Approval of Minor - Environmental Studies

Hi Gail and Laura,

We are just following up about the letter of support for the Environmental Studies minor. Let us know if there are any issues or clarifications needed.

SEDE

Many thanks, Chris

From: Blackwood, Chris Sent: Monday, July 15, 2019 10:00 AM To: LEFF, LAURA <<u>lleff@kent.edu</u>>; FRAIZER, GAIL <<u>gfraizer@kent.edu</u>> Subject: Fw: Approval of Minor - Environmental Studies

Hello Gail and Laura, Please see attached documents from Dave Kaplan regarding a proposed minor in Environmental Studies (complementing the major we already have).

He has asked for a letter of support/approval from participating departments.

Best, Chris

From: KAPLAN, DAVID Sent: Friday, July 12, 2019 3:46 PM To: Blackwood, Chris; ROXBURGH, SUSAN; ORTIZ, JOSEPH Cc: Post, Christopher Subject: Approval of Minor

Hi Chris, Susan, Joe -

Here are the final documents for the Environmental Studies minor that we as a committee approved. Now what I need from your department is departmental approval. Please forward to whomever is the responsible undergrad coordinator, mention that you have already approved as a member of the ENVS committee, and then ask them to send me directly a memo indicating approval for this minor.

It should not be too complex; I just want to get this to the CCC before the month is out.

Thanks! I appreciate it.

Dave

David H. Kaplan Professor of Geography Director of Environmental Studies Graduate Coordinator Kent State University Editor-in-Chief Geographical Review Editor, National Identities President, American Association of Geographers

TEOGI

EPC Agenda | 21 October 2019 | Attachment 4 | Page 14

Kent, OH 44242 330-672-3221 Twitter dhkaplanoh

Gitu

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	28-Aug-19	Curriculum Bulletin
Effective Date	Fall 2020	Approved by EPC

Department

College	AE - Architecture and Envire	onmental Design	
Degree	MS - Master of Scie	ence	
Program Name	Construction Management	Program Banner Code	СОМА
Concentration(s)	Concentration(s) E	Banner Code(s)	
Proposal	Establish program		

Description of proposal:

#### Establishment of an M.S. degree in Construction Management

Does proposed revision change progra	m's total credit hours?	🗌 Yes	🗌 No
Current total credit hours:	Proposed total credit h	10urs <b>35</b>	

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

Program is currently offered as a specialization in the Master of Technology degree in the College of Aeronautics and Engineering. With this proposal, specialization will be elevated to a separate degree program, under the Master of Science degree, and moved into the College of Architecture and Environmental Design, which also administers the B.S. degree in Construction Management.

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

## **College of Aeronautics and Engineering**

	//
Department Chair / School Director	
	//
Campus Dean (for Regional Campuses proposals)	
	//
College Dean (or designee)	
Dean of Graduate Studies (for graduate proposals)	
	//
Provost (or designee)	

# Construction Management Master of Science Degree

## FULL PROPOSAL

Submitted to:	Chancellor's Council on Graduate Studies Ohio Department of Higher Education	K
Submit date:	to come	C
Submitted by:	College of Architecture and Environmental Design Kent State University	3


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## **Basic Characteristics of the Proposed Program**

#### 1. Brief description of the disciplinary purpose and significance of the proposed degree.

Construction management is a service-based technical field that requires practitioners to address matters of time, cost, labor, safety and materials regarding the construction of the built environment, whether that be buildings, civil or landscape projects. Those that pursue a graduate program in construction management wish to prepare for leadership roles within organizations.

The proposed M.S. degree in Construction Management will be housed in in the College of Architecture and Environmental Design, where students will have unique opportunities for and exposure to cross-collaborative learning experiences between architects and designers. The construction industry values graduate who can reach across disciplinary lines to achieve project success – something that is increasingly important at the pre-construction phase that demands increased cross-sector integration. The program will provide those opportunities through the curriculum, job site visits, team collaborations, networking events and professional association student chapters.

Special Note: For the past five years, Kent State University has offered a construction management specialization within the Master of Technology (M.Tech.) degree in the College of Aeronautics and Engineering. Historically, the B.S. degree in Construction Management was also housed in the College of Aeronautics and Engineering. In 2017, the undergraduate degree program, courses and faculty were moved to the College of Architecture and Environmental Design. With the proposal, the specialization is being elevated to a separate degree program, within the Master of Science degree, and moved under the administration of the College of Architecture and Environmental Design.

#### 2. Definition of the focus of the program.

The overall mission of the proposed M.S. degree in Construction Management is to prepare professionals to lead construction organizations and complex projects in a rapidly changing world. Historically, construction companies have followed traditions and have been resistant to change over an extended period. It takes flexibility and applying knowledge gained from other fields to change the way buildings are built and managed. Since change in methods and management are typically tied to contracts, best practices in the industry are often owner-driven, risk-averse and lacking prototypes. Nevertheless, clients and firms alike are trying to integrate technology, implement contemporary cost-saving business practices and sustainable building methods and materials across the industry. Clients are driving change through technology, efficiency in practice and communication in the field. As an example of meeting client needs, construction companies are now hiring drone pilots to help track progress, estimate and conduct site management.

Kent State's M.S. degree in Construction Management will prepare students to understand how these changes affect the industry and how they can manage and train to enact the changes that clients and society are exerting on the construction industry. The program will address these transformational approaches throughout the curriculum. Through technology workshops (e.g., BIM, Revit, AutoCad, Bluebeam, Procore) and exposure to industry speakers, students will be consistently exposed to cutting edge developments in the industry and how to account for and promote innovation. The goal of the M.S. degree in Construction Management is to provide students the tools to solve the most complex built environment issues and develop the skills to manage and lead cross-disciplinary teams and organizations into the future.

#### 3. Rationale for the degree name.

The Master of Science degree is appropriate for Kent State's proposed program, rather than a professional degree title, since students have the option to pursue original research through the culminating requirement, either a project or a thesis. All graduate programs accredited by the American Council on Construction Education (ACCE) are under the Master of Science degree, except for one.<sup>1</sup> All have a thesis option. The Master of Technology degree lacks any reference to construction management and is a lesser known degree designation in the construction industry.

#### 4. Duration of the program.

#### a. Total credit hours for completion of the program:

The degree program will be 35 semester credit hours.

#### b. Normal or typical length of time for students to complete the program:

Length of the program will be one-and-a-half to two years for a full-time student.

#### 5. Proposed initial date for implementation of the program.

The proposed implementation of the M.S. degree in Construction Management is fall 2020.

#### 6. Admission requirements and admission timing.

The program will admit students in fall and spring semesters. Applicants must hold a bachelor's degree, minimum 3.000 undergraduate GPA (on a 4.000 point scale) and submit two letters of recommendation.

#### 7. Primary target audience for the program.

The intended audience for the proposed Construction Management degree program come from three populations: recent graduates with a bachelor's degree in construction management, early or mid-career industry professionals and those intending to advance to a doctorate. The flexibility of a thesis or project option will allow these differing groups to choose the path that best suits their goals.

The first audience is recent graduates in construction management or a related program who wish to advance their education and management skills. Kent State has offered a B.S. degree in Construction Management since 2013, with 163 graduates to date. In fall 2019, 259 students were enrolled in the major (15<sup>th</sup> day census). With this program as a source, as well as bachelor's programs from other colleges and universities, there will be large pool of potential students for this program.

The second audience is construction industry professionals who are looking to expand their knowledge base and advance their careers and potential growth trajectory. The third audience is those who seek to work in academe, to teach or who want to pursue an advanced or terminal degree, such as a doctorate in the discipline with a focus on research.

#### 8. Special efforts to enroll and retain underrepresented groups.

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

The College of Architecture and Environmental Design has plans develop recruiting programs for underrepresented students in Medina, Portage, Stark, Summit and Wayne Counties. One example is a bridge summer program with secondary schools and community colleges to promote graduate education to prospective students of diverse backgrounds, specifically Black, Hispanic and Native American. The goal of such a program will be to allow participating students to meet faculty members and students in the program, be introduced to the area and local attractions while ultimately qualifying for funding that contributes to their education at Kent State University

To increase enrollment from underserved populations, the college is focusing on recruitment into undergraduate programs, with the aim to use them as feeder programs into the master's degree. In addition to developing articulation agreements with area community colleges and being involved in the Kent State's Pre-College/TRIO Upward Bound programs, the college participates in the Architecture, Construction and Engineering (ACE) Mentor Program, whose mission is to engage, excite and enlighten high school students to pursue careers in architecture, engineering and construction and to support their continued advancement in the industry. Last year, the ACE Mentor Program Cleveland awarded 30 scholarships, totaling \$125,000, to graduating seniors across Northeast Ohio. Kent State matched the scholarships (maximum \$1,500 a year), for students admitted to programs in architecture, interior design and construction management.

The full-time faculty of the construction management program at Kent State is currently 40 percent black and 20 percent female, well beyond the standard distribution in the U.S. construction industry. Furthermore, in an industry with exceedingly low female student participation (6.85 percent nationally per the National Center for Education Statistics over the five major degree issuing institutions), Kent State's undergraduate program is 12 to 15 percent female students, who disproportionately serve in student leadership

roles. Data provided by the Integrated Postsecondary Education Data System (IPEDS)<sup>2</sup> identified students who earned a degree in construction management included 88.2 male, 72.5 percent white, 6.5 percent black or African American, 6 percent Hispanic, 1.4 percent Asian and 1 percent American Indian/Alaska Native.

The College of Architecture and Environmental Design will continue to emphasize this climate in its faculty and student recruitment efforts to assure underrepresented students are included. In addition to the activities listed above, the college plans coordinated efforts with Kent State's Division of Diversity, Equity and Inclusion to advertise the program in minority-oriented media and to advertise the program to students at historically black colleges and universities with construction-related degrees programs and to professional settings with large populations of underrepresented groups.

b. Provide as background a general assessment of the following: (1) institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline; and (2) comparison with nationally reported values from National Center for Educational Statistics, Council of Graduate Schools or other authoritative sources. Supply data by demographic group where available.

Kent State's B.S. degree in Construction Management has an 11-percent enrollment by underrepresented students (see figure 1), which is on par with the national average of 10 percent (source: IPEDS).



Figure 1: Enrolled underrepresented (URS) students, by major, in the College of Architecture and Environmental Design (Fall 2019 Semester)

Graduation numbers for underrepresented students in the construction management bachelor's degree was lower in fiscal year 2019 (see figure 2). Data on nationwide demographics could not be found for master's degree programs in this field.

<sup>2</sup> Integrated Postsecondary Education Data System Completions (2016). Construction management: race and ethnicity by degrees awarded. Retrieved from <u>https://datausa.io/profile/cip/construction-management</u>.



Figure 2: Graduated underrepresented (URS) students, by major, in the College of Architecture and Environmental Design (Fiscal Year 2019)

## Institutional Planning for Program Change

#### 1. What are the physical facilities, equipment and staff needed to support the program?

Current facilities, equipment and staff are in place for the existing bachelor's degree and will be sufficient for implementation of the proposed degree program. In 2016, the college moved into a new 117,000-square-foot, LEED Platinum-certified building on the Kent Campus. The building contains a cascading studio loft that promotes interdisciplinary engagement and peer-to-peer learning. The building includes the following instructional facilities and equipment for students.

- Two computer labs with the required software to succeed in the industry. Including Bluebeam Revu, P6 Scheduling, Revit and Rhino.
- Dedicated construction management laboratory for testing, building and storing equipment
- Fabrication laboratory with wood tools, metal shops, CNC milling machines and robotic arms
- Wind tunnel
- Slump testing, research and meeting spaces
- Lighting laboratory
- College library
- Materials library for testing and housing various construction materials for research
- Computing and surveying equipment for faculty and students
- Two fully functional drones for testing, site layout and photogrammetry

#### 2. What is the evidence that a market for the new program exists?

# a. How has estimated program demand been factored into realistic enrollment projections?

Estimated program demand is based on the enrollment and graduation numbers of students who selected the M.Tech. construction management specialization. Between 2014 and 2019, 50 students, total, enrolled, of which 35 students have now graduated and nine are still enrolled.

## b. How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

The college has used the five years of student enrollment and faculty capacity to teach courses in the M.Tech. construction management specialization to plan and budget for the proposed new degree program. Per the fiscal impact statement (see appendix A), the program will operate with a net gain at implementation.

c. Provide evidence of need for the new degree program, including the opportunities for employment of graduates. Examples of potential metrics of program need include: (1) Student interest and demand: potential enrollment; ability to sustain the critical mass of students; (2) institutional need: plan for overall development of graduate programs at the university; and (3) societal demand: intellectual development; advancement of the discipline; employment opportunities to meet regional, national needs and/or international needs.

The majority of the students enrolled in the M.Tech. construction management specialization are employed with firms that offer tuition reimbursement to encourage employees to continue their education. For example, the Turner Construction Company (with 45 office nationwide, including four in Ohio) provides a \$40,000 tuition reimbursement program. In addition, both Turner Construction and companies such as Hensel Phelps support students that are currently enrolled in construction management programs once the students have signed a full-time job offer. Gilbane Building Company (with more than 45 offices globally, including two in Ohio) is another example of a firm that offers tuition reimbursement as a benefit.

Calls to elevate the program to its own degree entity have come from the college's industry advisory board, past and current students for several years, see appendix B for letter of support and appendix C for results of student survey. The college's undergraduate and graduate students in construction management have had a 100-percent job placement rate over the past six years at such companies as RWJ Wiring Inc., Vocon Partners, Metis Construction Services, Gilbane Building Company and Turner Construction Company.

The proposed M.S. degree will expand the college's potential to provide new knowledge through research for the industry. A research component of the program will offer industry partners a way to fund and initiate research projects that address their needs in the field and will contribute to the integration of new technologies and techniques as well as global concerns related to the discipline.

Geographically, the need for students in the field to pursue a master's degree is growing in sync with the growth in regional industrial areas (e.g., Pittsburgh, Columbus, Akron, Cleveland) that are building at an increasing rate. The complexity of new technologies and techniques employed in construction have led industry leaders increasingly to focus on advanced degree graduates.

The American Society of Civil Engineers' grades the country's infrastructure at a D+.<sup>3</sup> College faculty tracking employment have found that local industry partners are hiring recent graduates at an increasing rate to meet the demand of building and infrastructure projects. Third-world countries are expanding their construction needs as their populations grow. The College of Architecture and Environmental Design has the potential to provide graduates prepared to lead in existing and new markets that are in dire need of educated, driven and well-rounded professionals.

## **Statewide Alternatives**

# 1. What programs are available at other institutions, and how do they differ from the program being proposed?

University	Graduate Degree Program
Bowling Green	Master of Technology Management degree, Technology
University	Management (Construction Management)
Ohio State	M.S. degree, Civil Engineering
University	(Construction Engineering and Management)
Ohio University	M.S. degree, Civil Engineering
	(Construction Engineering and Management)
University of	M.S. degree, Civil Engineering
Cincinnati	(Construction Engineering and Management)

Four universities in Ohio offer a similar or related program at the graduate level:

Bowling Green University's program is one of three concentrations within the Technology Management major and has a technology curriculum core for all concentrations, unlike Kent State's proposed program, which will be its own degree program with a curriculum focused solely on construction management. Similarly, with the programs at the other universities, construction management is one of several concentrations within the Civil Engineering major, and not its own dedicated degree program. While civil engineering, construction engineering and construction management are related fields, they offer different employment opportunities.

In the country, there are only four master's degree programs in construction management accredited by the American Council for Construction Education. These programs are located in the states of Georgia, Louisiana, Massachusetts and South Carolina.<sup>4</sup>

<sup>&</sup>lt;sup>3</sup> American Society of Civil Engineers (2017). Infrastructure Report Card. Retrieved from <u>www.infrastructurereportcard.org</u>.

<sup>&</sup>lt;sup>4</sup> American Council for Construction Education. Accredited master programs. Retrieved from <u>www.acce-hq.org/accredited programs/category/masters-programs</u>.

#### 2. Explain the appropriateness of the specific locale for the program.

Kent State University's location offers a unique geographical advantage for the master's program. The campus is within 50 miles of the cities of Cleveland, Akron and Youngstown, and approximately 100-135 miles of Pittsburgh and Columbus, which enables the university to offer this program with industry support and demand in these areas. No other university in Northeast Ohio offers a master's degree in construction management.

#### 3. Are there opportunities for inter-institutional collaboration to offer the program?

Kent State does not foresee any collaborations with other universities at this time. However, the degree program's focus on leadership, operations and management will offer the opportunity for intra-institutional collaborations on course offerings and research between the College of Architecture and Environmental Design and other Kent State colleges, such as the College of Business Administration and the College of Aerospace and Engineering.

## Growth of the Program

#### 1. What future growth do you anticipate over several years?

The college anticipates that once the proposed M.S. degree in Construction Management is implemented, enrollment growth will expand at a rate of five to eight percent each academic year. Per the fiscal impact statement (see appendix A), the expectation is 20 enrolled students by year four of the program.

#### 2. How do you plan to manage this growth?

As the courses are existing and offered by existing faculty, current resources are sufficient for the initial year, with the expectation that if the program grows more than predicted, the college dean will evaluate additional full-time hires. The current facilities and staff serve existing students, with room to accommodate more.

#### 3. When do you expect the program to be self-sufficient?

The college contends the program is already self-sufficient, having been offered as a specialization for the past five years in the Master of Technology degree.

## **Curriculum and Instructional Design**

# 1. Description of the proposed curriculum, including any concentrations, cognates or specializations within the major

The proposed M.S. degree in Construction Management is 35 credit hours, comprising the following components:

	Credit Hours
Research	9
Required coursework	9
Elective coursework	9-14
Culminating requirement	3-8

Throughout the curriculum (see table below), students will be exposed to real-world projects, project teams and interdisciplinary project delivery methods in collaboration with local industry. Students will undertake site visits, interact with local companies and complete multiple interrelated research projects.

For the culminating requirement, students select either the thesis or project. Students selecting the thesis will explore an issue related to the practice of construction management, relying on research methods and drawing from their exposure to the discipline. For the project, students will work in teams to develop a comprehensive plan to build a tangible project for a company. That project involves creating a safety plan, managing risk, estimating, scheduling and marketing. The students will then present the plan to a committee of faculty and industry executives.

All construction management courses in the proposed curriculum are existing and have been offered for the M.Tech. specialization, with the exception of a new risk management course and the master's project (noted below as new).

Table 1: Curriculum for the proposed M.S. degree in Construction Management

<b>Research Requi</b>	rements (9 credit hours)			
AED 60922	Methods of Inquiry in Architectural Studies	2		
AED 60923	Empirical Research in Environmental Design	1		
AED 60930	Applied Research Methods in Architecture and Environmental Design	3		
CMGT 62080	Advanced Construction Risk Management NEW	3		
<b>Construction M</b>	anagement Requirements (18 credit hours)			
CMGT 52105	Construction Contracts and Law	3		
CMGT 52107	Construction Scheduling	3		
CMGT 52110	Advanced Construction Management	3		
Major Electives,	choose from the following:	9		
CMGT 51041	Advanced Estimating (3)			
CMGT 62030	Building Information Modeling for Construction Management (3)			
CMGT 62040	Construction Methods Improvements (3)			
CMGT 62050	International Construction Management (3)			
CMGT 62060	Negotiation in the Built Environment (3)			
CMGT 62070	Engineering Economics and Strategic Decision Making (3)			
CMGT 67320	Applied Sustainability in Construction Management (3)			
Culminating Requirement (8 credit hours)				
Choose from the	e following:	8		
Thesis				
AED 66099	Thesis Preparation Seminar (2)			
AED 66199	Thesis I (6)			
Master's Project				
CMGT 65099	Master's Project in Construction Management (3) <sup>1</sup> NEW			
Graduate Electiv	ves (5 hours)			
	Minimum Total Credit Hours:	35		

Catalog copy is in appendix D. Course descriptions are in Appendix E.

## Institutional Staffing, Faculty and Student Support

1. How many and what types of faculty (full and part time) will be employed in the program? Describe how number and type of faculty is sufficient to support the program (especially if the program contains a research or heavily mentored activity).

Three full-time faculty members (two tenure track and one non-tenure track) have been teaching graduate-level construction management courses for the past two years for students who have chosen that specialization in the Master of Technology degree. Those three will continue with the program, in addition to one full-time, non-tenure track faculty member who joined the program in fall 2019 (see table below). The four faculty members also teach courses for the B.S. degree.

The research courses (AED) are required in the M.S. degree in Architecture and Environmental Design. Three full-time, tenured faculty from that program will teach those courses for both programs.

Based on past student enrollment in the M.Tech. specialization, the college projects the current faculty capacity is adequate to meet the needs of the program for the first two years of implementation. Faculty CV are in appendix F.

Construction Management Faculty			
Faculty Member	Terminal Degree	Courses Taught and/or Proposed	
Simon Adamtey	Ph.D. Technology Management	CMGT 51041 Advanced	
Assistant Professor	Indiana State University, 2016 *	Estimating	
(TT)		CMGT 62030 Building Information	
		Modeling for Construction	
		Management	
		CMGT 62080 Advanced	
		Construction Risk Management	
Sara Brandner	Master of Technology, Kent State	CMGT 62040 Construction	
Lecturer (NTT)	University, 2018	Methods Improvements	
Suat Gunhan	Ph.D., Civil Engineering, Illinois	CMGT 62060 Negotiation in the	
Program Director and	Institute of Technology, 2003	Built Environment	
Professor (tenured)		CMGT 67320 Applied	
joins Kent State in		Sustainability in Construction	
spring 2020		Management	
Anthony Mirando	M.S., Management, Colorado	CMGT 51041 Advanced	
Lecturer (NTT)	State University, 2014	Estimating	
	In progress: Ph.D., Geography,	CMGT 52107 Construction	
	Kent State University	Scheduling	
	LEED AP-ND (Accredited	CMGT 52110 Advanced	
	Professional-Neighborhood	Construction Management	
	Development)	CMGT 62050 International	
		Construction Management	
	OSHA 30-hour Construction Industry Outreach Training		
	Procore Certified (6)		

Construction Management Faculty				
Faculty Member	Terminal Degree	Courses Taught and/or Proposed		
Lameck Onsarigo	Ph.D., Technology Management	CMGT 52105 Construction		
Assistant Professor	Indiana State University, 2016	Contracts and Law		
(TT)		CMGT 62070 Engineering		
		Economics and Strategic Decision		
		Making		
		CMGT 65099 Master's Project in		
		Construction Management		
Architecture Faculty				
Faculty Member	Terminal Degree	Courses Taught and/or Proposed		
Reid Coffman	Ph.D., Urban Ecology and	AED 60923 Empirical Research in		
Associate Professor	Environmental Horticulture, Ohio	Environmental Design		
(tenured)	State University, 2007 *	AED 66099 Thesis Preparation		
		Seminar		
Elwin Robison	Ph.D., Architectural History,	AED 60922 Methods of Inquiry in		
Professor (tenured)	Cornell University, 1985	Architectural Studies		
	PE - Professional Engineer	AED 60923 Empirical Research in		
		Environmental Design		
Adil Sharag-Eldin	Ph.D., Architecture, University of	AED 60922 Methods of Inquiry in		
Associate Professor	California-Berkeley, 1998	Architectural Studies		
(tenured)	LEED AP (Accredited	AED 60923 Empirical Research in		
	Professional)	Environmental Design		
		AED 60930 Applied Research		
		Methods in Architecture and		
		Environmental Design		
		AED 66099 Thesis Preparation		
		Seminar		

\* Credential not on file with the Kent State University Office of Academic Personnel.

#### 2. How many, if any, new faculty will be hired for the program?

The college hired a new program director for the construction management program at the rank of professor with tenure. He starts in January 2020.

# 3. What are the administrative arrangements for the proposed program, including oversight at the program, department/school and college level?

The College of Architecture and Environmental Design operates on a lean, shared support staff model without departments, which is a strategic decision to enhance engagement between related disciplines that are increasingly and necessarily integrated.

A tenured faculty member will serve as program director for both the existing B.S. degree and proposed M.S. degree in Construction Management. The program director reports to the college dean.

#### 4. Where will any needed financial support and staffing come from?

The majority of the faculty and courses for the proposed degree program are existing and support both the undergraduate and graduate programs.

### Academic Quality Assessment

# 1. How is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If applicable, provide a detailed listing of the specific differences.

The M.S. degree differs from the B.S. degree in Construction Management in that it exposes students to higher levels of organization thinking and decision making. At the undergraduate level, students learn to estimate simple tasks (e.g., drywall, painting, mechanical, electrical and plumbing). At the graduate level, students focus on advanced understanding of organizations, technologies, decision-making, economic factors and risk mitigation in running a construction company or construction project. As an example, students in the bachelor's degree learn to calculate the cost of leasing a piece of equipment for an individual project. Students in the master's degree will learn how to make decisions on either purchasing or leasing a million-dollar piece of equipment, considering the effect on a company's payroll, cashflow and liquid assets, as well as the alignment of the decision with the company's overall goals and mission.

## 2. How does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?

The program will follow industry practice procedures in risk analysis, estimating, scheduling, and more. In the construction management field, there are fairly set standards. Students will be expected to learn how to make critical decisions while evaluating project delivery methods, pre-construction and cross-collaboration. Kent State's proposed degree program will emphasize decision theory in project management through the required course CMGT 62080 Advanced Construction Risk Management, although every course in the curriculum applies these decision makings principles. While much of construction management is practiced based, decision theory is crucial in educating leaders in the industry.

# 3. How does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?

The program has project-based learning embedded into the curriculum. Students are exposed to tangible projects, that (in some instances) they work with teams to deliver project solutions. Faculty use their experiences and professional backgrounds to present scenarios for students to apply what they have learned in presenting solutions.

## 4. How is the program designed to educate students broadly, so they are able to understand the major issues and concerns in the discipline or professional area?

The college's goal with the program is to expose students to major issues in construction, and construction management through project-based learning and real-world exposure to the construction industry – these goals will be delivered through assignments, guest lectures

and field trips to jobsites. The issues students explore will vary from project level to organizational level.

# 5. What are the faculty resources appropriate for the research component of the program?

The College of Architecture and Environmental Design has sufficient full-time faculty to assist students wishing to pursue the thesis option. Teaching assistants, graduate assistants and research assistance can be allocated with the permission of the administration. This option, together with research assistantships, will help faculty perform meaningful research while guiding students who are undertaking comprehensive research. When appropriate, faculty will be granted course load reductions to accommodate high advising loads.

# 6. How does the program's curriculum offer what students need to know for competence at the expected level of professional expertise?

Faculty have developed the program's curriculum to address input from the college's industry board and to meet the accreditation standards for graduate programs set by the American Council for Construction Education (ACCE). The proposed curriculum is consistent with those standards, and it is also distinctive. The program will cover topics that are integral to leading and managing construction projects and focus on the context of working with industry-related partners (e.g., architects). Faculty who developed the courses have been practitioners in the field and are aware of best practices both in the field and in higher education.

In addition, the college routinely surveys employers on the competencies of the Kent State B.S. graduates they hire. Currently, the college's B.S. graduates are meeting employer expectations with a 98 percent positive rating. The college will continue to use employer surveys to ensure the construction management curriculum at both degree levels is relevant and impactful to address the needs of the industry.

# 7. What plans have been made to address standards and guidelines for professional accreditation, if applicable?

Kent State's B.S. degree in Construction Management is in candidate status (2018-2023) with the American Council for Construction Education (ACCE), and the college plans to pursue the same accreditation for the master's degree. Kent State faculty designed the master's program following the ACCE standards, including curriculum, learning outcomes, assessment, faculty and industry advisory requirements.<sup>5</sup>

<sup>5</sup> American Council for Construction Education (July 27, 2018). Standards and criteria for accreditation of master's degree construction management programs. Retrieved from <u>www.acce-hq.org/images/uploads/Doc 103M Final Updated 072718.pdf</u>.

## Appendix A: Fiscal Impact Statement

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	7	9	11	13
Headcount part-time	2	4	6	7
Full-time equivalent (FTE) enrollment	2	3	3	4
II. Projected Program Income				
Tuition	\$62,208	\$85.536	\$108.864	\$128.304
Expected state subsidy	\$51,582	\$70.926	\$90.269	\$106.388
Externally funded stipends, as applicable	<u> </u>	<u> </u>	<u> </u>	<u>+</u>
Other Income	\$3.200	\$4.400	\$5.600	\$6.600
Total Projected Program Income	\$116,990	\$160,862	\$204,733	\$241,292
<b>i</b>				
III. Program Expenses				
New personnel:				
Instruction				
Full-time:				
Part-time:				
Non-instruction				
Full-time:	\$-	\$-		<u> </u>
Part-time:	\$-	\$-	\$-	\$
Current personnel:				
Instruction				
Full-time:5	\$24,967	\$25,466	\$25,976	\$26,495
Part-time: 17	\$12,000	\$12,000	\$12,000	\$12,000
Non-instruction				
Full-time:				
Part-time: 1 staff	<b></b>	<u> </u>	<u></u>	<u> </u>
Benefits for all personnel	\$10,351	\$10,491	\$10,633	\$10,779
New facilities/building/space renovation	<u>\$-</u>	<u>\$-</u>	\$-	<u>\$-</u>
Scholarship/stipend support	<u>\$-</u>	<u>\$-</u>	\$5,000	\$5,000
Additional library resources	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Additional technology or equipment needs	<u>ې-</u>	\$1,500	\$2,500	\$3,500
Other expenses (see below)	\$45,516	\$80,431	\$102,300	\$120,646
Total Projected Program Expenses	<b></b> \$92,034	\$1 <b>29,000</b>	\$150,475	<b>\$170,420</b>
Projected Program Net	\$24,156	\$30,974	\$46,257	\$62,872
Other Expenses				
Allocation of expenses covered by general fee	\$-	\$-	\$-	\$-
RCM overhead - estimated at 50%	\$45.516	\$80.431	\$102.366	\$120.646
RCM tuition allocation to other colleges	\$-	\$-	<u>\$-</u>	<u>+</u> \$-
Professional development	\$-	\$-	\$-	\$-
Supplies (office, computer software, printing)	\$-	\$-	\$-	\$-
Telephone, network, and lines	\$-	\$-	\$-	\$-
Other info and communication pool	\$-	\$-	\$-	\$-
Total Other Expenses	\$45,516	\$80,431	\$102,366	\$120,646

#### BUDGET NARRATIVE:

We currently have, and tech at the CAED-with it's robust existing facilities-this will be a seamless transition (supplied by GCMG Committee).

#### **Appendix B: Letter of Support**





August 20, 2019

Kent State University Construction Management 132 S. Lincoln Kent, Ohio 44242

To whom it may concern:

I am writing this letter to recommend a Master of Science program in Construction Management at Kent State University. As both an executive in the construction industry and member of the industry advisory board for Kent's construction management program, I am in full support of such a master's degree.

As our industry continues to evolve and change at a rapid pace, we need to prepare students at the highest level. They need to be equipped with the knowledge and leadership skills to direct and manage today's construction companies. A construction management master's degree would allow students to gain practical training to navigate the complexities of contracts, project management, and general business management functions.

I am excited for the future of our industry and the young professionals who are going to lead it.

If you have any questions, please feel free to contact me via email at charlieb@jcibuilds.com or on my personal cell phone - 440-812-8698.

Thank you,

Charles N. Borsukoff, MBA, LEED GA Executive Vice President JCI Contractors, Inc.

529 W. Prospect Rd. – Ashtabula, Ohio – 44004 Phone 440-998-0609 Fax 440-998-1485 www.jcibuilds.com

## Appendix C: Results of Student Survey

Master of Science in Construction Management

## Would you consider pursuing a master's degree?

29 responses



If so, would you consider a Masters of Science in Construction Management

29 responses



## Would you pursue the MSCM at Kent State University?

29 responses



# Do you view a graduate degree as adding value to you as a professional?

29 responses





## Appendix D: Program Catalog Page

#### Description

The Master of Science degree in Construction Management offers students a deep understanding of leading dynamic construction projects and organizations in the built environment. The program also offers a thesis and non-thesis option for those interested in a research and/or a future higher education role. Graduates of the program are prepared to lead at both the project and corporate level.

#### Fully Offered At:

Kent Campus

#### **Admission Requirements**

- Bachelor's degree from an accredited college or university for <u>unconditional admission</u>
- Minimum 3.000 undergraduate GPA (on a 4.000 point scale) for <u>unconditional admission</u>
- Official transcript(s)
- Two 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:
  - Minimum 525 TOEFL PBT score (paper-based version)
  - o Minimum 71 TOEFL IBT score (Internet-based version)
  - Minimum 74 MELAB score
  - Minimum 6.0 IELTS score
  - Minimum 50 PTE score

For more information about graduate admissions, please visit the <u>Graduate Studies</u> website. For more information on international admission, visit the <u>Office of Global Education</u> website.

### **Program Learning Outcomes**

Graduates of this program will be able to:

- 1. Exhibit the planning, organization, execution and contract skills of a construction manager.
- 2. Apply ethical and sustainability perspectives to construction management knowledge.
- 3. Demonstrate the financial, managerial and risk management of a leader in the construction industry.
- 4. Analyze how issues of cost, safety, quality, schedule and design impact project development and implementation.
- 5. Evaluate the procurement and logistics processes of underlying construction systems and devise strategies to mitigate these complexities.
- 6. Compare construction management technologies, innovations and processes, and how they relate to cross-disciplinary teams.

## **Program Requirements**

#### Major Requirements

AED 60922	Methods of Inquiry in Architectural Studies	2
AED 60923	Empirical Research in Environmental Design	1
AED 60930	Applied Research Methods in Architecture and Environmental Design	3
CMGT 52105	Construction Contracts and Law	3
CMGT 52107	Construction Scheduling	3
CMGT 52110	Advanced Construction Management	3
CMGT 62080	Advanced Construction Risk Management NEW COURSE	3
Major Electives, ch	oose from the following:	9
CMGT 51041	Advanced Estimating (3)	
CMGT 62030	Building Information Modeling for Construction Management (3)	
CMGT 62040	Construction Methods Improvements (3)	
CMGT 62050	International Construction Management (3)	
CMGT 62060	Negotiation in the Built Environment (3)	
CMGT 62070	Engineering Economics and Strategic Decision Making (3)	
CMGT 67320	Applied Sustainability in Construction Management (3)	
Culminating Experi	ence: Thesis or Project, choose from the following	8
AED 66099	Thesis Preparation Seminar (2)	
& AED 66199	Thesis I (6)	
CMGT 65099	Master Project in Construction Management (3) NEW COURSE	
& Graduate El	lectives (5)	
	Minimum Total Credit Hours:	35

## **Appendix E: Course Descriptions**

#### AED 60922 Methods of Inquiry in Architectural Studies (2 credit hours)

(Cross-listed with ARCH 60922 and LARC 60922) Provides a comprehensive coverage of architectural inquiry techniques, including qualitative and quantitative research methods and critical-thinking skills to help students better conduct and understand research.

#### AED 60923 Empirical Research in Environmental Design (1 credit hour)

(Cross-listed with LARC 60923) Introduces a student to faculty-directed research in a field with the environmental design domain. Typically, the course will include lectures by research faculty, readings from primary and review literature, and regular discussions among students, faculty and other research associates working under the direction of a principal investigator.

#### AED 60930 Applied Research Methods in Architecture and Environmental Design (3 credit hours)

Addresses ontological and epistemological underpinnings of applied research methods in the environmental design fields. It is intended to extend students' understanding of quantitative and qualitative research methods, data collection, analysis and interpretation.

#### AED 66099 Thesis Preparation Seminar (2 credit hours)

Designed for students writing a thesis in the Master of Science in Architecture and Environmental Design Program. Supports students development of research topics, review relevant research and scholarship, frame research questions and arguments, choose an appropriate methodology for analysis, and draft introductory and methodology sections of the thesis proposal document.

#### AED 66199 Thesis I (6 credit hours)

Thesis students must register for a total of 6 hours.

#### CMGT 51041 Advanced Estimating (3 credit hours)

(Slashed with CMGT 41041) Course covers putting costs to the project, finalizing the bid, incorporating the estimate into the schedule, buying out the project, bidding ethics and using computer spreadsheets, including Excel, to automate estimating functions.

#### CMGT 52105 Construction Contracts and Law (3 credit hours)

(Slashed with CMGT 42105) Course covers the fundamentals of construction contracts and law; the impact of information technology on contracts and contracting; and the effect of contracts and law on the management, administration and costs of construction work.

#### CMGT 52107 Construction Scheduling (3 credit hours)

(Slashed with CMGT 42107) The traditional theory of planning, scheduling and controlling construction projects. Current industry standard computer applications for scheduling are utilized.

#### CMGT 52110 Advanced Construction Management (3 credit hours)

A comprehensive application of construction management principles and practices to various situations and projects according to construction industry methods and performance standards.

#### CMGT 62080 Construction Risk Management (3 credit hours)

An in-depth study of various risks associated with construction projects, and how those risks affect the construction industry. Topics of discussion include analytical and management techniques used to identify, analyze and respond to construction risks. Students review case studies, texts and instructor examples of how to identify and mitigate risks.

#### CMGT 62030 Building Information Modeling for Construction Management (3 credit hours)

Course reinforces and investigate the usage of building information modeling (BIM) as a construction management tool. Students create BIM models, with scheduling and cost loading, to understand how BIM usage is maximized within the built environment. Student utilizes software applications to create the BIM model and integrate the construction schedule and estimate. Students also perform research on the application of BIM in the industry.

#### CMGT 62040 Construction Methods Improvements (3 credit hours)

A focused study of the philosophy and principles of quality management as applied to the construction industry. Course presents a project-based approach to the principles and practices of Total Quality Management (TQM) in construction projects and the application of TQM and other quality measures during different phases of the construction process.

#### CMGT 62050 International Construction Management (3 credit hours)

Topics include operating and sustaining an international business or business presence, the global market, project funding, case studies and best practices. Course includes project-specific case studies.

#### CMGT 62060 Negotiation in The Built Environment (3 credit hours)

Examination of negotiation theories, strategies and tactics as applied to transactions in the construction and technological environments. Establishment of win-win environment in dealing with the project parties by adopting creative means to solve problems and resolve disputes. Practice through negotiation case studies, scenarios and role playing.

#### CMGT 62070 Engineering Economics and Strategic Decision Making (3 credit hours)

Application of engineering economic principles related to evaluating alternative solutions, replacement decisions and retention decisions. Includes decision and risk analysis, sensitivity analysis, expected value, benefit cost analysis, public sector economics, economic cycle, operation research, strategic management and entrepreneurship in the technological environment.

#### CMGT 62080 Advanced Construction Risk Management (3 credit hours) NEW COURSE

This course provides an in-depth study of various risks associated with construction projects, and how those risks affect the construction industry. This course prepares leaders to make decisions that affect individual projects and the organization as a whole. Topics of discussion include analytical and management techniques used to identify, analyze, and respond to construction risks. Students review case studies, texts, and use instructor examples of how to identify and mitigate risks.

#### CMGT 65099 Master's Project in Construction Management (3 credit hours) NEW COURSE

Application of all previous construction management courses and experiences to ensure all major learning objectives have been obtained, and that these learning objectives can be applied to performance similar to industry best practices.

#### CMGT 67320 Applied Sustainability in Construction Management (3 credit hours)

Investigation of strategies and methods used by construction managers and others to assist in developing sustainable built environments. Course takes a close look at standards for environmentally sustainable construction and at the application of best management practices for construction activities. Focus is on LEED certification, international standards on environmental management systems and other established criteria, guidelines, standards and tools associated with green building. Provides an in-depth discussion and practical application of LEED assessment, guidelines and standards for various building sectors. Includes a major individual design project/case study involving research in green construction and design on a particular construction project, along with the application of LEED guidelines, assessment and methods to the project.

## Appendix F: Faculty Curriculum Vitae

See separate attachment.

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	е	Curriculum Bulletin
		Effective Date	Fall 199	Approved by EPC
Department	GEOG		2020	
College	AS - Arts and Sc	lancas		
	MA - MA	nences		
Program Namo	Geography	aster of Arts	D 0.	1 0500
	Geography	Prog	ram Banner Co	de GEOG
	Conce	entration(s) Banner	Code(s)	
Proposal	Revise program			
Description of propo This action is to c Science.	osal: <b>hange the name o</b> t	f the Masters in G	eography from	n Master of Arts to Master of
Does proposed revi Current total credit	ision change progra hours:	m's total credit ho Proposed total c	urs?   Yes redit hours	🖾 No
Describe impact on staffing consideration <b>No Impact</b> Units consulted (other <b>NA</b>	other programs, po ons; need; audience ner departments, pro	olicies or procedure ; prerequisites; tea ograms or campus	es (e.g., duplica acher educatior es affected by t	tion issues; enrollment and licensure): his proposal):
Department Chair /	School Director	REQUIRED ENI	DORSEMENTS	9,18,19
				//
College Dean (or de	egional Campuses	eroposals)		9127119
Dean of Graduate S	tudies (for graduate	proposals)		//
Senior Vice Preside	nt for Academic Affa	airs and Provost (o	r designee)	//

GEOG-MA

Curriculum Services | Form last updated July 2017

## Proposal Summary Revise name to Master of Science in Geography [MA to MS G 60G]

#### **Description of Action, Including Intended Effect**

We seek to change the Masters in Geography from a Master of Arts to a Master of Science. We see no effect. See ODHE from.

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

No impact

Fiscal, Enrollment, Facilities and Staffing Considerations No change

Evidence of Need and Sustainability if Establishing

**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

Department approval, September 6, 2019 CCC approval, Fall 2019 EPC approval, Fall 2019

Implementation Fall 2020

GEOG-MA



Mike DeWine, Governor Randy Gardner, Chancellor

## CHANGE REQUEST: TITLE MODIFICATION

Date of submission: date to come

Name of institution: Kent State University

Previously approved title: Geography within the Master of Arts (M.A.) degree

Proposed new title: Geography within the Master of Science (M.S.) degree

Proposed implementation date of the request: Fall 2020

Date that the request received final approval from the appropriate institutional committee: *approval date to come from the Kent State University Board of Trustees* 

#### Primary institutional contact for the request:

Name:	Cindy Stillings
Title:	Dean of Graduate Studies (Interim)
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

#### **Educator Preparation Programs:**

Leads to licensure:	🗆 Yes	🛛 No
Leads to endorsement:	🗆 Yes	🛛 No

#### Explain the rationale for title change.

Kent State faculty in the Department of Geography, College of Arts and Sciences, are requesting this degree change, from an M.A. to an M.S., for four compelling reasons:

First, the department's master's degree in geography is considered a research program. Students are expected to complete a full research thesis, which includes assembling a thesis committee, writing and defending a proposal, conducting extensive fieldwork and crafting a final written document consisting of several chapters. While many M.A. degree programs across the country have a non-research culminating requirement, Kent State's degree program does not. Thus, changing the designation is reasonable.

Second, faculty believe that the Master of Science degree better reflects the program's curriculum (see page 3), which places the research thesis at the center.

Third, faculty have found, anecdotally, that geography students believe that an M.S. degree, over an M.A. degree, improves their prospects for employment or advancement to a Ph.D. degree.

Fourth, several geography programs throughout the country offer the M.S. degree, with some offering both the M.A. and the M.S. degree. Nearby universities that offer only the M.S. degree with a thesis requirement include Pennsylvania State University, Western Michigan University, Michigan State University and Ball State University.

#### Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

No, the request is to revise the degree designation, not the program itself. Current CIP, 45.0701 Geography, continues to be accurate.

#### Describe how the title change will affect students in the current program.

Students currently declared in the M.A. degree will not be affected by this request because the curriculum is unchanged. Students may request to update their degree to the M.S. but are not required to do so to graduate. In fall 2019 (15<sup>th</sup> day census), there were nine students enrolled in the M.A. degree in Geography.

# Describe any faculty, administrative or support service changes occurring along with the title change.

There is no change to the program's curriculum, therefore, no need to change existing resources or services. The Department of Geography offers B.A., M.A. and Ph.D. degrees in Geography, B.A. degree in Environmental Studies, Master of Geographic Information Science degree, four undergraduate minors and three graduate certificates.

# Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Not applicable. The geography program does not have specialized accreditation, and the Higher Learning Commission does not require prior notification since Kent State is approved to offer the M.S. degree.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings Dean of Graduate Studies (Interim) Kent State University

### M.A. Degree in Geography

#### **Major Requirements**

GEOG 60199	Thesis I <sup>1</sup>	6
GEOG 60800	Seminar in the Development of Geographic Thought	3
GEOG 69701	Research and Presentation of Geographic Data	3
Major Electives, ch	oose from the following: <sup>2</sup>	6
GEOG 54070	Spatial Analysis and Location Theory	
GEOG 59070	Geographic Information Science	
GEOG 59076	Spatial Programming	
GEOG 59080	Advanced Geographic Information Science	
GEOG 59230	Remote Sensing	
GEOG 69004	Quantitative Methods in Geography	
Additional Program	n Requirements <sup>3</sup>	12
	Minimum Total Credit Hours:	30

- 1 Students may elect to write a thesis or two research papers.
- 2 Students who earned their bachelor's degree at Kent State University and have completed the undergraduate equivalents of any techniques courses required in the master's degree can count them toward the techniques courses requirement. Courses taken at the undergraduate level will not count toward the minimum total credit hour requirement for the master's degree; however, the additional techniques courses will not be required.
- 3 Maximum 3 credit hours of research (GEOG 60996 or GEOG 60998) may count towards the M.A. degree requirements.

M.A. Geography admission and graduation requirements

**<u>GEOG</u>** course descriptions



то:	Educational Policies Council
FROM:	Interim Senior Vice President and Provost Melody J. Tankersley
SUBJECT:	Agenda for Monday, 18 November 2019 3:20 p.m., Room 306AB, Kent Student Center <b>NOTE ROOM CHANGE</b>
DATE:	Tuesday, 12 November 2019

If any of the action items require corrections or create consequences not addressed in the proposal, 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 Friday, 15 November 2019, to ensure that the materials are available at the meeting for review.

#### JOINT EDUCATIONAL POLICIES COUNCIL

#### **ACTION ITEMS**

 Minutes of meeting on 21 September 2019. Attachment 1

#### Office of the Provost (Presented by Interim Associate Provost van Dulmen)

 Revision of 3342-3-01.1 Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings (Policy Register) and Catalog Rights and Exclusions policy (University Catalog). The revision updates language, clarify current procedures and practice, allow for consistent application and bring consistency with other policies and procedures. In addition, the name of the administrative policy is revised to Administrative Policy Regarding Academic Requirements, Courses and Policies. Effective Fall 2020 | Attachment 2

#### College of Arts and Sciences (Presented by Dean Blank)

 Establishment of a Center for Research and Innovation in Translation and Translation Technology. The proposed center will provide faculty and students with a structure to pursue individual and collaborative multidisciplinary research. Faculty affiliated with the center will be drawn from the Department of Computer Science, Department of Psychological Sciences and Department of Modern and Classical Language Studies. Effective Fall 2020 | Attachment 3

#### **DISCUSSION ITEM**

#### Division of Graduate Studies (Presented by Interim Dean Stillings)

 Revised policy from Ohio Department of Higher Education on combined bachelor's/master's degree programs. Attachment 4

#### **INFORMATION ITEMS**

#### College of Arts and Sciences, Department of Geography

- Establishment of a combined B.A./M.S. degree program in Environmental Studies [ENVS] and Geography [GEOG] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141. Effective Fall 2020 | Attachment 5
- Establishment of a combined B.A./M.S. degree program in Geography [GEOG] major that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141.
   Effective Fall 2020 | Attachment 6

#### UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

#### **ACTION ITEMS**

#### College of Communication and Information (Presented by Dean Reynolds)

 Establishment of a Media Advocacy [MEDA] minor to be offered at the Kent Campus. Minimum total credit hours to program completion is 18. Effective Fall 2020 | Attachment 7

# College of Education, Health and Human Services, School of Teaching, Learning and Curriculum Studies (Presented by Dean Hannon)

 Revision of name and course requirements for the Physical Education [PEP] major within the Bachelor of Science [BS] degree. Name changes to Physical Education and Sport Performance [PESP]. Revision includes decreasing elective requirements in the Health and Physical Education [HPE] concentration; and decreasing elective requirements and adding HED 42375 to the Physical Education Licensure [PEL] concentration. Minimum total credit hours to program completion decrease, from 120-158 to 120-157, depending on concentration. Effective Fall 2020 | Attachment 8

#### **INFORMATION ITEMS**

#### **College of Aeronautics and Engineering**

- Initial inquiry to establish an Aviation Maintenance Management major within the Bachelor of Science degree. A full proposal will come to EPC for a vote at a later date. Attachment 9
- Initial inquiry to establish a Cybersecurity Engineering major within the Bachelor of Science degree. A full proposal will come to EPC for a vote at a later date. Attachment 10

#### **College of Applied and Technical Studies**

 Temporary suspension of admission to the Legal Assisting [LEGT] major within the Associate of Applied Science [AAS] degree.
 Effective Fall 2020 | Attachment 11

#### LESSER ACTION ITEMS

#### **College of Applied and Technical Studies**

 Revision of course requirements for the Medical Billing [C123] post-secondary certificate. Revision includes adding BSCI 21010 as either/or with required BSCI 10001. Minimum total credit hours to program completion is unchanged at 21. Effective Fall 2020

#### College of Arts and Sciences, Department of Mathematical Sciences

- Revision of course requirements for the Actuarial Mathematics [AMAT] major within the Bachelor of Science [BS] degree. Revision includes requiring a minimum C grade in MATH 40011 and MATH 40055; and adding MATH 42011 to both the mathematics electives and the allied area electives. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2020
- 3. Revision of course requirements for the Applied Mathematics [AMTH] major within the Bachelor of Science [BS] degree. Revision includes requiring a minimum C grade in CS 13001 and MATH 40011. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2020
- Revision of course requirements for the Applied Mathematics [AMTH] minor. Revision includes requiring a minimum C grade in MATH 12002, MATH 12003, MATH 22005 and MATH 32051; and replacing MATH 10774 with MATH 10675. Minimum total credit hours to program completion is unchanged at 24. Effective Fall 2020
- Revision of course requirements for the Applied Statistics [APPS] minor. Revision includes requiring a minimum C grade in MATH 12002, MATH 20011, MATH 21011, MATH 40015 and MATH 40024; and adding MATH 21002 as either/or with MATH 21001. Minimum total credit hours to program completion is unchanged at 20. Effective Fall 2020
- Revision of course requirements for the Mathematics [MATH] major within the Bachelor of Arts [BA] degree. Revision includes requiring a minimum C grade in MATH 31011, MATH 41001 and MATH 42001; and adding MATH 40051, MATH 41021 and MATH 42011 to the mathematics electives. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2020
- Revision of course requirements for the Mathematics [MATH] major within the Bachelor of Science [BS] degree. Revision includes requiring a minimum C grade in MATH 41001 and MATH 42001; and adding MATH 40051, MATH 41021 and MATH 42011 to the allied area electives. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2020
- Revision of course requirements for the Mathematics [MATH] minor. Revision includes requiring a minimum C grade in MATH 12002, MATH 12003, MATH 22005 and MATH 31011; and replacing MATH 10774 with MATH 10675. Minimum total credit hours to program completion is unchanged at 26. Effective Fall 2020

#### LESSER ACTION ITEMS continued

#### College of Arts and Sciences, Department of Modern and Classical Language Studies

- Revision of course requirements for the Chinese [CHIN] minor. Revision includes adding CHIN 25201 and 25202 as required; moving CHIN 43501 (revised to CHIN 25421) from elective to required; moving CHIN 35221, CHIN 45322 and CHIN 45323 from required to elective; and remove non-CHIN courses from electives. Minimum total credit hours to program completion increase, from 18 to 20. Effective Fall 2020
- 10. Revision of course requirements for the Classics [CLSS] major within the Bachelor of Arts [BA] degree. Revision to major includes removing CLAS 21201 as required; adding CLAS 41005 (or CLAS 41006) as an elective. Revision to the Religion Studies [RELS] concentration include removing the capstone elective list (moved to the major requirements). Revision to the Classical Civilization [CLSC], Greek [GRE] and Latin [LAT] concentrations includes making the electives more open-ended and decreasing credit hours. Revision to all the concentrations includes decreasing requirements, from 27 to 12 credit hours. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2020
- Revision of course requirements for the Classics [CLSS] minor. Revision includes removing CLAS 21201 as required; restructuring elective lists; and decreasing elective credit hours, from 9 to 3. Minimum total credit hours to program completion decrease, from 18 to 15. Effective Fall 2020
- 12. Revision of course requirements for the Greek [GRE] minor. Revision includes adding new course GRE 34372 as required; removing GRE 34370 and GRE 34371 as required; restructuring elective lists; decreasing elective credit hours, from 6 to 3. Minimum total credit hours to program completion decrease, from 18 to 15. Effective Fall 2020
- Revision of course requirements for the Italian [ITAL] minor. Revision includes adding ITAL 25202 as required; decreasing elective credit hours, from 6 to 3; removing ARTH 42091 as an elective; and expanding the elective list. Minimum total credit hours to program completion is unchanged at 18.
   Effective Fall 2020
- 14. Revision of course requirements for the Latin [LAT] minor Revision includes adding new course LAT 36172 as required; removing LAT 36170 and LAT 36174 as required; restructuring elective lists; decreasing elective credit hours, from 6 to 3. Minimum total credit hours to program completion decrease, from 18 to 15. Effective Fall 2020

#### LESSER ACTION ITEMS continued

#### College of Communication and Information, School of Visual Communication Design

15. Revision of graduation requirements for the Photography [PHOT] major within the Bachelor of Fine Arts [BFA] degree. Revision includes conforming the major GPA calculation with the revised university policy. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2019

#### College of Education, Health and Human Services

- Revision of the Student Teaching policy to add specific components (e.g., coursework, GPA, disposition assessments) that are reviewed when determining eligibility.
   Effective Fall 2020
- Revision of the Requirements for Admission to Advanced Study policy to update the teacher candidate acknowledgement and legal questions for licensure section and to revise preadvanced study coursework requirements.
   Effective Fall 2020

# College of Education, Health and Human Services, School of Foundations, Leadership and Administration

 Revision of course requirements for the Disability Studies and Community Inclusion [DSC] minor. Revision includes adding EXSC 35022, EXSC 35075, EXSC 40612, EXSC 45065 and EXSC 45080 as electives. Minimum total credit hours to program completion is unchanged at 18.

Effective Fall 2020

# College of Education, Health and Human Services, *School of Teaching, Learning and Curriculum Studies*

- 19. Establishment of a progression policy when repeating field experience courses in the following teacher education programs:
  - Early Childhood Education [ECED] Bachelor of Science in Education [BSE]
  - Earth Science [ESCI] Bachelor of Science in Education [BSE]
  - Integrated Language Arts [INLA] Bachelor of Science in Education [BSE]
  - Integrated Mathematics [IMTH] Bachelor of Science in Education [BSE]
  - Integrated Science [ISCI] Bachelor of Science in Education [BSE]
  - Integrated Social Studies [INSS] Bachelor of Science in Education [BSE]
  - Life Science [LFSC] Bachelor of Science in Education [BSE]
  - Life Science/Chemistry [LSCM] Bachelor of Science in Education [BSE]
  - Middle Childhood Education [MCED] Bachelor of Science in Education [BSE]
  - Physical Education [PEP] Bachelor of Science [BS]
  - Physical Science [PHSC] Bachelor of Science in Education [BSE]

• School Health Education [SHED] - Bachelor of Science in Education [BSE] Effective Fall 2020

#### AGENDA UPDATE

#### 19 August 2019 EPC Undergraduate Agenda

#### College of Arts and Sciences, Department of Psychological Sciences

 The department has withdrawn its request to establish a Sports Psychology [SPPY] concentration in the Psychology [PSYC] major within the Bachelor of Arts [BA] and Bachelor of Science [BS] degrees. Effective Fall 2020

#### GRADUATE EDUCATIONAL POLICIES COUNCIL

#### INFORMATION ITEMS

#### **College of Aeronautics and Engineering**

1. Program development plan to establish a Mechatronics Engineering major within the Master of Science and Doctor of Philosophy degrees. A full proposal will come to EPC for a vote at a later date.

Attachment 12

#### College of Nursing

 Reactivation of admission and revision of course requirements for the Nursing [NURS] major within the Doctor of Philosophy [PHD] degree. Admission was suspended fall 2019 as the university sought approval to offer the program separate from the now-inactivated joint degree program with the University of Akron. Course revisions include inactivating eight courses, establishing 10 courses, revising one course and replacing a cognate requirement with electives. Minimum total credit hours to program completion increase, from 72 to 73. Effective Fall 2020 | Attachment 13

#### LESSER ACTION ITEMS

# College of Education, Health and Human Services, *School of Lifespan Development and Educational Sciences*

- 1. Establishment of a progression policy when repeating field experience courses in the following teacher education programs:
  - Special Education Deaf Education Initial Licensure Preparation [SDE1] Non-Degree Graduate Licensure [NDGL]
  - Special Education Early Childhood (PK-5) Initial Licensure Preparation [ECI1] Non-Degree Graduate Licensure [NDGL]
  - Special Education Mild/Moderate Needs Initial Licensure Preparation [SMM1] Non-Degree Graduate Licensure [NDGL]
  - Special Education Moderate/Intensive Needs Initial Licensure Preparation [SMI1] Non-Degree Graduate Licensure [NDGL]
     Effective Fall 2020

# College of Education, Health and Human Services, *School of Teaching, Learning and Curriculum Studies*

- 2. Establishment of a progression policy when repeating field experience courses in the following teacher education programs:
  - Curriculum and Instruction [CI] Physical Education Teacher Education [PETE] concentration – Master of Education [MED]
  - Early Childhood Education [ECDE] Master of Arts in Teaching [MAT]
  - Middle Childhood Education (4-9) Language Arts/Reading and Mathematics Initial Licensure Preparation [MLRM] – Non-Degree Graduate Licensure [NDGL]
  - Middle Childhood Education (4-9) Language Arts/Reading and Science Initial Licensure Preparation [MLRS] – Non-Degree Graduate Licensure [NDGL]
  - Middle Childhood Education (4-9) Mathematics and Science Initial Licensure Preparation [MMSC] – Non-Degree Graduate Licensure [NDGL]
  - Middle Childhood Education (4-9) Mathematics and Social Studies Initial Licensure Preparation [MMST] – Non-Degree Graduate Licensure [NDGL]
  - Middle Childhood Education (4-9) Social Studies and Language Arts/Reading Initial Licensure Preparation [MSSR] – Non-Degree Graduate Licensure [NDGL]
  - Middle Childhood Education (4-9) Social Studies and Science Initial Licensure Preparation [MSSC] – Non-Degree Graduate Licensure [NDGL]
  - Secondary Education [SEED] Master of Arts in Teaching [MAT]
     Effective Fall 2020
#### COURSE SUBJECT REVISIONS

#### **Course Subject Revisions Effective Fall 2020**

- PEP Physical Education-Professional to:
- PESP Physical Education and Sport Performance ......Revise

#### UNDERGRADUATE UNIVERSITY REQUIREMENT COURSE REVISIONS

	Ex	periential Learning Requirement—Course Revisions Effective Fall 2020	
COMM	45092	Internship in Communication Studies (3)	Revise
SOC	42092	Internship in Sociology (3)	Revise
	Writ	ing Intensive Course Requirement—Course Revisions Effective Fall 2020	
COMM	34000	Communication Ethics (3) adding WIC	Revise
COMM	35864	Organizational Communication (3) removing WIC	Revise
COMM	40001	Advanced Interpersonal Communication (3) removing WIC	Revise
COMM	45902	Communication and Influence (3)	Revise
ITAL	35331	Early Italian Literature (3) removing WIC	Revise
ITAL	35332	Recent Italian Literature (3) removing WIC	Revise

### **COURSE REVISIONS**

#### Course Revisions Effective Fall 2020

CCI	20001	Introduction to Media Advocacy (3)	.Establish
CCI	61000	Quantitative Research Methods in Communication and Information (3)	.Establish
CCI	81000	Quantitative Research Methods in Communication and Information (3)	.Establish
CHIN	45301	Chinese Culture (3) to:	
	25421		.Revise
CMGT	62080	Construction Risk Management (3)	.Establish
CMGT	65099	Master's Project in Construction Management (3)	.Establish
COMM	125464	Argumentation (3) to:	
	35464	Argumentation and Persuasive Communication	.Revise
COMM	145459	Communication and Conflict (3)	.Revise
COMM	165794	Teaching of College Communication (2-4) to: (3)	.Revise
COMM	175794	Teaching of College Communication (2-4) to: (3)	.Revise
CS	13001	Computer Science I: Programming and Problem Solving (4)	.Revise

CS	13011	Computer Science IA: Procedural Programming (2)	Revise
CS	13012	Computer Science IB: Object Oriented Programming (2)	Revise
CS	23001	Computer Science II: Data Structures and Abstraction (4)	Revise
CS	23022	Discrete Structures for Computer Science (3)	Revise
CS	33007	Introduction to Database System Design (3)	Revise
CS	33101	Structure of Programming Languages (3)	Revise
CS	33211	Operating Systems (3)	Revise
CS	33901	Software Engineering (3)	Revise
CS	35101	Computer Architecture (3)	Revise
CS	35201	Computer Communication Networks (3)	Revise
CS	44001	Computer Science III-Programming Patterns (4)	Revise
CS	46101	Design and Analysis of Algorithms (3)	Revise
CS	56101	Design and Analysis of Algorithms (3)	Revise
CULT	69568 69691	Great Ideas in Education (3) to: Variable Content Seminar: Great Ideas in Education	Revise
CULT	79568 89691	Great Ideas in Education (3) to: Variable Content Seminar: Great Ideas in Education	Revise
DSCI	10010	Society, Culture and the Digital Sciences (3)	Revise
DSCI	15310	Computational Thinking and Program (3) to: Introduction to Creative Coding	Revise
ENGT	30000	Advanced Manufacturing (3)	Establish
EVAL	65522	Basics of Qualitative Interviewing (1)	Establish
EVAL	75522	Basics of Qualitative Interviewing (1)	Establish
GRE	34372	Advanced Readings in Greek (3)	Establish
ITAL	35211	Italian Composition and Conversation I (3) to: Composition and Conversation: Contemporary Italian Society	Revise
ITAL	35213	Italian Composition and Conversation II (3) to: Composition and Conversation: Media and Information in Italy	Revise
ITAL	45212	Advance Italian Conversation (3)	Revise
JMC	20003	Introduction to Mass Communication (3)	Inactive
JMC	20011	Production Fundamentals (3)	Revise
JMC	23140	Production I (3)	Revise

JMC	26005	Storytelling Across Platforms (3)	.Revise
JMC	26007	Reporting (3)	.Revise
JMC	30034	Programming for Digital Media (3)	.Revise
JMC	32001	Photojournalism I (3)	.Revise
JMC	32002	Photojournalism II (3)	.Revise
JMC	40202	Public Relations Practice: Crisis Communication (1)	.Revise
JMC	43035	Advanced Television News Producing (3)	.Revise
JMC	46020	Magazine Design (3)	.Revise
JMC	48006	Public Relations Publications (3)	.Revise
LAT	36172	Advanced Readings in Latin (3)	.Establish
MATH	10774	Algebra for Calculus Stretch II (3)	.Inactive
MATH	23022	Discrete Structures for Computer Science (3)	.Revise
MGMT	34280	Organizational Change Management (3)	.Revise
NURS	70710	History and Philosophy of Nursing Science (3) to: (2)	.Revised
NURS	70711	Scientific Writing (2)	.Establish
NURS	70712	Research Design Fundamentals (2)	.Establish
NURS	70713	Advanced Statistics I (2)	.Establish
NURS	70714	Leadership for Nursing Science (3)	.Establish
NURS	70740	Advanced Statistics II (3)	.Establish
NURS	70741	Advanced Statistics III (3)	.Establish
NURS	70742	Advanced Qualitative Methods for Health Science (4)	.Establish
NURS	70743	Advanced Quantitative Methods for Health Science (4)	.Establish
NURS	70744	Proposal Development (3)	.Establish
NURS	70751	Nursing Science Seminar I (3)	.Inactive
NURS	70752	Nursing Science Seminar II (3)	.Inactive
NURS	70791	Variable Content Seminar: Emerging Issues in Nursing (3)	.Establish
NURS	70798	Research in Nursing (1-15) to (1-3)	.Revise
PACS	34040	Negotiation (3) to:	
	44040		.Revise
PACS	54040	Negotiation (3)	.Establish

PEP PESP	15010	Introduction to Physical Education, Fitness and Sport (3) to:	Revise
PEP PESP	15011	Development and Analysis of Invasion Games (3) to:	Revise
PEP PESP	15015	Development and Analysis of Net Games (3) to:	Revise
PEP PESP	15016	Development and Analysis of Target and Field Games (3) to:	Revise
PEP PESP	15018	Development of Swimming and Aquatic Skills (1) to:	Revise
PEP PESP	15020	Fundamental Movement, Gymnastics and Dance (3) to:	Revise
PEP PESP	25025	Teaching in Physical Education (3) to:	Revise
PEP PESP	25026	Overview of Outdoor Pursuits and Adventure Education (3) to:	Revise
PEP PESP	25033	Lifespan Motor Development (3) to:	Revise
PEP PESP	25056	Assessment of Learning in Physical Education and Sport (3) to:	Revise
PEP PESP	35010	Psychological Dimensions of Motor Behavior (3) to:	Revise
PEP PESP	35020	Fitness Education (3) to:	Revise
PEP PESP	35040	Coaching Football (3) to:	Revise
PEP	35041	Coaching Soccer (3) to:	Revise
PEP	35042	Coaching Volleyball (2) to:	Revise
PEP	35044	Coaching Basketball (2) to:	Rovico
PEP	35048	Coaching Baseball and Softball (2) to:	Revise

PEP PESP	35049	Coaching Track and Field (2) to:	Revise
PEP PESP	35084	Motor Skill Analysis (3) to:	Revise
PEP PESP	45015	Psychology of Coaching (3) to:	Revise
PEP PESP	45020	Contemporary Athletic Coaching (3) to:	Revise
PEP PESP	45037	Adapted Physical Education (3) to:	Revise
PEP PESP	45051	Elementary School Physical Education Methods (3) to:	Revise
PEP PESP	45053	Elementary School Physical Education Content (3) to:	Revise
PEP PESP	45058	Secondary School Physical Education Methods (3) to:	Revise
PEP PESP	45059	Secondary School Physical Education Content (3) to:	Revise
PEP PESP	45092	Internship in Physical Education (2-4) to:	Revise
PEP PESP	45096	Individual Investigation in Physical Education (1-3) to:	Revise
PEP PESP	45692	Internship in Athletic Coaching (2-4) to:	Revise
PEP PESP	49525	Inquiry into Professional Practice in Physical Education (3) to:	Revise
PEP PESP	49526	Student Teaching in Physical Education (12) to:	Revise
UC	31000	McNair Research Methods I (1)	Establish
UC	31001	McNair Research Methods II (1)	Establish
UC	40010	McNair Scholars Seminar I (1)	Establish
UC	41010	McNair Scholars Seminar II (1)	Establish



#### Educational Policies Council Minutes of the Meeting Monday, 18 November 2019

**Ex-Officio Members present (or represented):** Interim Provost Melody J. Tankersley; Co-Chair Pamela E. Grimm; Deans Sonia A. Alemagno, James L. Blank, Christina L. Bloebaum, Barbara A. Broome, Kenneth J. Burhanna (represented by Kara Robinson), John R. Crawford-Spinelli, James C. Hannon (represented by Alicia Crowe), Eboni J. Pringle, Amy L. Reynolds (represented by Cathy Zingrone), Alison J. Smith, Cynthia R. Stillings; Associate Deans Cathy L. Dubois, Miriam L. Matteson, Babacar M'Baye, Stephen A. Mitchell, Kara L. Robinson, Wendy A. Umberger, William T. Willoughby (represented by Sara Bayramzadeh)

**Ex-officio Members not present (or not represented):** Deans Mark S. Mistur, Deborah F. Spake; Senior Associate Dean Vincent J. Hetherington; Associate Dean Jocelyn Harrison

Faculty Senate-Appointed Representatives present (or represented): Professors Edward Dauterich, Darci L. Kracht, Richard L. Mangrum, Robert J. Twieg, Donald L. White; Associate Professor Jeff Ciesla, Jennifer M. Cunningham

Faculty Senate-Appointed Representatives not present (or not represented): Associate Professor Ann Abraham

**Council Representatives present (or represented):** Professors Michael W. Chunn, Christine A. Hudak; Associate Professor Thomas W. Brewer, Matthew J. Crawford, Nadia Greenhalgh-Stanley, Ann Heiss, Derek Kingsley, Dandan Liu, Jonathan F. Swoboda; Assistant Professor Brian R. Barber, Sara Bayramzadeh, Yvonne M. Smith; Associate Lecturer Mary F. Kutchin

**Council Representatives not present (or not represented):** Associate Professor Ivan Bernal, Duane J. Ehredt, David B. Robins

Observers present: Morgan Stilgenbauer

Observers not present: Drake Wartman

**Consultants and Guests present:** Susan M. Augustine, Aimee J. Bell, Michael Carl, Alicia R. Crowe, Keiran Dunn, Larry G. Froehlich, Mary Ann Haley, Lynette Johnson, Jennifer S. Kellogg, Insook Kim, Christa Ord, Hollie B. Simpson, Elizabeth A. Sinclair, Stephanie Smith, Therese E. Tillett, Manfred H. van Dulmen, Lana K. Whitehead, Catherine M. Zingrone

Interim Provost Melody J. Tankersley called the meeting to order at 3:20p.m., on Monday, 18 November 2019, in room 306AB of the Kent State Student Center.

#### Joint EPC Action Item I: Minutes of meeting on 21 September 2019.

Dean James L. Blank motioned to approve the item and Professor Edward Dauterich seconded.

#### Corrections requested:

#### Move to in attendance

- Yvonne Smith
- Miriam Matteson
- Cathy Dubois

#### Remove from attendance

- Stephen Mitchell
- Yafen Wang

#### Joint EPC Action Item II: Revision of 3342-3-01.1 Administrative Policy and Procedure.

Interim Associate Provost Manfred H. van Dulmen stated that the proposal seeks to revise the administrative policies and procedures regarding academic requirements, course specifications and course offerings. Updates are to the language, clarify current procedures and making sure the practice is consistent with the current policies. Most of the changes are minor and reflect the current procedures.

Associate Dean Alicia R. Crowe made a motion to approve the item and Professor Darci L. Kracht seconded the motion.

An EPC member asked about academic requirements administrative policy 3-01.1.a.3.—"The university reserves the right to change academic requirements to keep programs in compliance with accreditation, certification, licensure or industry standards. Implementation of these changes may require that students update to a more recent catalog year." The member asked if the policy meant that all the catalog's requirements for that new catalog year would be in effect.

Therese replied that the program requirements would be in effect.

The EPC member asked if university requirements would be in effect too.

Therese responded, no. For all students, university requirements are for the catalog in effect. For example, EPC recently approved the major GPA change which is in effect for fall 19. That is in effect for all students no matter the catalog year. She explained that the catalog year refers to what is in effect for the student's program. It does not mean courses or university policies. This policy addresses when courses and policies are in effect.

The EPC member asked what would happen if there was a change in the Kent Core. The member asked if the students would be required to use the new Kent Core requirements.

Therese explained that it depends on the change. If a new course was approved for the Kent Core, it goes into effect when the student takes the course.

The EPC member asked what the implications would be if there was a change in program hour requirements.

Therese said, in a sense, it would be considered a program. If that change was effective fall 2020, that would be in effect for students in the 2020 catalog.

The EPC member asked if one of the students in the 2019 catalog was forced to change to the 2020 catalog, then they would have that new requirement as well.

Therese replied, yes. However, the likelihood of that happening is very small. The policy that was referenced happens so infrequently.

With no further questions or comments, the item passed unanimously.

# Joint EPC Action Item III: Establishment of a Center for Research and Innovation in Translation and Translation Technology.

Dean James L. Blank stated that the proposal is for the establishment of a Center for Research and Innovation in Translation and Translation Technology (CRITT). The Department of Modern and Classical Studies has had a long history of research and academic program translation. This center is being proposed to be formed to expand that participation in research. Michael Carl will serve to form and direct the center. Support will come from research funding and foundational support.

Associate Dean Stephen A. Mitchell motioned to approve, and Dean Eboni J. Pringle seconded.

With no questions or comments, the item passed unanimously.

# Discussion Item I: Revised policy from Ohio Department of Higher Education on combined bachelor's/master's degree programs.

Dean Cynthia R. Stillings stated that the current policy is not in line with the new policy from the state. The current KSU policy will be revised and brought to EPC. The Ohio Department of Higher Education (ODHE) has revised their policy regarding the application of grad-level coursework to bachelor's/master's degrees otherwise known as "double counting." The state has given the following stipulations. The bachelor's/master's level combined programs must be approved at all levels of the curricular process. This includes the department of the college and then it will be listed as an informational item. The total number of hours counted towards the master's degree is greater than or equal to 30. All hours counted in the master's degree are graduate-level courses. The total number of unique hours required to complete the combined bachelor's/master's is greater than or equal to 141 hours. The student will be charged undergraduate tuition for any graduate hours in this combined program. The other stipulation is that the college must seek approval from the ODHE if the required number of master's degree has greater than 39 hours or greater, then approval from the state is not required. A combined bachelor/master's program where the master's degree hours are 42 hours or above (MFA/BFA) may double count 12 hours.

An EPC member asked if a student in their senior year taking courses at the graduate-level they will still pay undergrad tuition and not grad.

Dean Stillings said that was correct. That is currently happening now. Undergraduate students must seek approval to take graduate courses. That form is on the graduate studies website.

Therese added that tuition is applied based on the student's level. Not the courses they are taking.

An EPC member asked about submitting annual reports on the scope of the program and student success in addition to submitting the form for approval. The member asked about the possible process.

Dean Stillings said it would be most likely tied to the annual report submitted to the state. The state is trying to make sure that students that do this are going to be successful.

An EPC member asked if the undergraduate and graduate coordinators agree which courses will double count or should they all be slashed courses.

Dean Stillings said that undergraduate students may take 50000 or 60000 level courses in accordance with this policy. Students still must have permission. How that is managed is up to the program. If there is a question of whether the course is slashed and whether they should take it at the 40000 or 50000 level is up to the student and the advisor.

Interim Provost Melody J. Tankersley added that the program must make sure that whatever graduate-level course the student is allowed to take is going to fit into the program. When the student graduates with the undergraduate degree, they should have what they need. This is especially true for licensed programs, so they meet that licensure requirement.

An EPC member asked how it is different from the current policy.

Dean Stillings explained that the current policy allows for a maximum of 12 hours to overlap. The state has clarified that and said no. It does not identify the number of hours for the master's degree. The state has said 9 and we say 12 except if it is 42 and above.

Interim Provost Tankersley stated that previously, students had to have 150 unique hours, at minimum, to have both the bachelor's and master's combined degree. The changes are saying that students can have 141 unique hours with the combined master's/bachelor's degree. The state did not allow double dipping until after 150 hours were earned. Now they are allowing for double dipping.

Therese explained that a lot of master's programs used to be 32-33 credit hours. Formerly, students could not do a combined degree bachelor's/master's or do any double dipping. Now they are able to but need to seek the state approval first.

Melody asked for clarification if an official combined bachelor's/master's program and/or an individual student seeking a combined degree need state approval.

Therese replied that there is what is called informal and formal. If the master's degree program is 38 credits or fewer and the student wants to do a combined degree program, then they must get state approval no matter what. If your master's degree is 39 credits or higher, state approval is not needed.

Dean Stillings added that it is a short form that does directly to the state.

An EPC member asked if this would be submitted by every student or completed by a department periodically.

Therese replied that it would need submitted by program. Only a one-time submission for each combination. The forms do not need to follow the curriculum deadlines. Nothing is really changing in the catalog unless something is changed in the curriculum. It is something that can be done relatively quick.

## Undergraduate EPC Action Item I: Establishment of a Media Advocacy [MEDIA] minor to be offered at the Kent Campus.

Cathy Zingrone stated that the proposal requests to offer a media advocacy minor. Some key points in this minor are to provide students with opportunities to explore advocacy not only as a professional discipline, but also as an active, engaged citizenship. There are components of theoretical and applied approaches for achieving social, political and cultural change. The key is through the use of media tools and concepts, how to apply story-based strategies and understanding how media shapes decision making, public discourse and public opinion. She said they an initial course - Seminar and Media Movement - where students had hands-on experience working for an agency. Students are asking for more opportunities to do this. This proposal is an effort to respond to student's request for this. The developer of this program is Associate Professor Smith. It is an 18hour minor, 9-hours required and 9-hours elective where students can choose from a variety of areas. Cathy explained that CCI recognized that there are departments across the university that could make this minor even richer. EHHS-Human Development and Family Studies and Adolescent and Adult Education and Arts and Sciences-Peace and Conflict Studies and Public Health were contacted, because there are courses in those areas that are offered as electives for this minor. EHHS, Arts and Sciences and Public Health support the proposal. There was only one new course that was developed, because the Seminar and Media Movements course had been offered a couple of times. It was a lot of material, so a course in media advocacy was developed to provide background skills before students begin working with client groups.

Associate Dean Alicia R. Crowe made a motion to approve, and Dean James L. Blank seconded.

With no questions or comments, the item passed unanimously.

## Undergraduate EPC Action Item II: Revision of name and course requirements for the Physical Education [PEP] major within the Bachelor of Science [BS] degree.

Associate Professor Insook Kim stated that the proposal is requesting to change the program titled Physical Education Professional to Physical Education and Sports Performance. The reason for the change is to have a better title that fits the overall scope of the major. The major comprises undergraduate concentrations including Health and Physical Education licensure and PE only licensure. The proposed title Physical Education and Sports Performance would better reflect the focus of the major as a whole. The total number of credits for graduation were reduced in the Health and PE and Physical Education concentrations. Due to recent changes in the required anatomy and physiology courses from 3 to 4 credit the total number of credits for graduation in Health and PE concentration was increased from 157 to 158 by reducing one elective requirement in this concentration. In addition, adding a health education course to better prepare students for teaching health issues and education and community policy as physical education teaching. The minimum for physical education licensure remains at 120.

Professor Edward Dauterich motioned to approve the item, and Professor Darci L. Kracht seconded the motion.

With no questions or comments, the item passed unanimously.

With no requests for additional discussion, Interim Senior Associate Provost van Dulmen adjourned the meeting at 4:00pm.

Respectfully submitted,

Christer 11.

Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost



#### Educational Policies Council Minutes of the Meeting Monday, 21 October 2019

**Ex-Officio Members present (or represented):** Deans Sonia A. Alemagno, James L. Blank, Barbara A. Broome, John R. Crawford-Spinelli, James C. Hannon, Mark S. Mistur, Alison J. Smith, Cynthia R. Stillings; Associate Deans Jocelyn Harrison, Babacar M'Baye, Stephen A. Mitchell, Kara L. Robinson (representing herself and Dean Kenneth J. Burhanna), Wendy A. Umberger, William T. Willoughby

**Ex-officio Members not present (or not represented):** Interim Provost Melody J. Tankersley; Faculty Senate Chair Pamela E. Grimm; Deans Christina L. Bloebaum, Eboni J. Pringle; Senior Associate Dean Vincent J. Hetherington; Associate Deans Cathy L. Dubois, Miriam L. Matteson

**Faculty Senate-Appointed Representatives present:** Professors Edward Dauterich, Darci L. Kracht, Robert J. Twieg, Donald L. White; Associate Professors Ann Abraham, Jeff Ciesla, Jennifer M. Cunningham, Helen Piontkivska

**Faculty Senate-Appointed Representatives not present:** Professor Richard L. Mangrum; Associate Professors Todd Hawley, Oana Mocioalca

**Council Representatives present (or represented):** Professors Michael W. Chunn, Christine A. Hudak,; Associate Professors Natalie Caine-Bish, Ivan Bernal, Thomas W. Brewer, Matthew J. Crawford, Duane J. Ehredt, Nadia Greenhalgh-Stanley, Ann Heiss, Derek Kingsley, Dandan Liu, David B. Robins, Jonathan F. Swoboda; Assistant Professor Sara Bayramzadeh; Associate Lecturer Mary F. Kutchin

**Council Representatives not present (or not represented):** Professor Richard L. Mangrum, Lawrence L. Marks; Assistant Professor Yafen Wang

Observers not present: Morgan Stilgenbauer, Drake Wartman

**Consultants and Guests present:** Susan M. Augustine, Aimee J. Bell, Christopher Fenk, Larry G. Froehlich, Mary Ann Haley, David Kaplan, Anthony Merando, Jennifer S. Kellogg, Matthew Rollyson, Hollie B. Simpson, Manfred H. van Dulmen, Catherine M. Zingrone

Interim Associate Provost Manfred H. van Dulmen called the meeting to order at 3:20p.m., on Monday, 21 October 2019, in room 319 of the Kent State Student Center.

#### Joint EPC Action Item 1: Minutes of meeting on 19 August 2019 and 16 September 2019.

Professor Edward Dauterich made a motion to approve, and Associate Dean Mary Ann Haley seconded. The item passed unanimously.

#### Joint EPC Action Item 2: Minutes of meeting on 16 September 2019.

Professor Jennifer M. Cunningham motioned to approve, and Professor Michael W. Chunn seconded the motion. The item passed unanimously.

## Undergraduate EPC Action Item 1: Inactivation of the Integrated Life Sciences [ILS] major within the Bachelor of Science [BS] degree.

Associate Dean Haley made a motion to approve, and Professor Darci L. Kracht seconded.

Associate Dean Haley stated that Kent State—in conjunction with the University of Akron, Youngstown State and Cleveland State—had a collaboration with the Northeast Ohio Medical University or NEOMED (formerly NEOCOM) to bring in qualified high school seniors to the university setting. The students would complete the accelerated B.S. degree in Integrated Life Sciences in two calendar years and one summer. After completing the program, the students would go onto NEOMED for medical training. In recent years, NEOMED felt the students coming into the program were a little young and could use more training to be prepared for medical school. They stopped admitting students from the accelerated program. They revised their process for students to be considered for an "early assurance" if they complete 60 credit hours in residence at a university. The students will do a premed curriculum and then they can apply for consideration once they earn their B.S. degree in a traditional, four-year program.

Admittance to the Integrated Life Sciences major was suspended for a year in case NEOMED reconsidered the program. However, NEOMED has chosen to not continue the admittance after the accelerated program. Therefore, the college has chosen to inactivate the program. The students who were in the program have largely graduated. The few that are still in the program have decided to do an optional third year. They finish their premed training and are doing study abroad or extra minors. All will be graduated by this summer. Additionally, the courses that were setup for the program will be inactivated as well.

With no questions or comments from EPC members, the item passed unanimously.

## Undergraduate EPC Action Item 2: Establishment of an Environmental Studies [ENVS] minor to be offered at the Kent and Stark Campus.

Associate Dean Haley explained that the Environmental Studies major, developed two years ago, has been very successful in terms of student enrollment. Students have approached the program area requesting a minor.

Professor Kracht motioned to approve the item, and Associate Professor Ivan Bernal seconded.

An EPC member asked about the credit hours stated within the proposal. The total credit hours and proposed credit hours are listed on the proposal as 120.

Associate Dean Haley explained that the degree is earned in 120 credit hours. A minimum 18 credit hours is earned for the minor.

Interim Associate Provost van Dulmen stated that he will check with Associate Vice President Therese Tillett on the specifics of the credit hours.

Without any further questions or concerns, the item passed unanimously.

## Graduate EPC Action Item 1: Establishment of a Construction Management [COMA] major within the Master of Science [MS] degree, to be offered at Kent Campus.

Associate Dean William T. Willoughby made a motion to approve, and Dean Alison J. Smith seconded the motion.

Dean Mark S. Mistur stated that the College of Aeronautics and Engineering offers a Master of Technology degree with a concentration in construction management. The College of Architecture and Environmental Design teaches the core courses that are offered for the program. He explained that the College of Architecture and Environmental Design would like to bring the construction management curriculum to the college under the Master of Science degree. There are nine students in the program, and enrollment has been steady. Dean Mistur said they project significant growth with industry ties and job placements. Although it appears that it is a new program, it is a transformation of the M.Tech. to the M.S. with few changes; one being a master's project. Additionally, the courses that are already being taught for M.Tech. are courses that already exist as construction management courses. *[Editor's note: for clarification, construction management is a specialization, or cognate, in the Master of Technology degree and not an official concentration. The proposal is to elevate the specialization to a separate degree program in a different college, and not to revise the M.Tech. degree to a M.S. degree.]* 

With no comments or questions, EPC members passed the item unanimously.

## Graduate EPC Action Item 2: Revision of degree name for the Geography [GEOG] major within the Master of Arts [MA] degree.

Dean Cynthia R. Stillings motioned to approve the item, and Associate Professor Jeff Ciesla seconded.

Associate Dean Haley stated that the program fits more with the Master of Science degree due to the intense research focus that the students have in their coursework. Professor David Kaplan added that the curriculum will be the same.

EPC members had no questions or comments and passed the item unanimously.

With no requests for additional discussion, Interim Associate Provost van Dulmen adjourned the meeting at 3:40pm.

Respectfully submitted,

Christa N. C.

Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	20-Sep-19	Curriculum Bulletin
Effective Date	Fall 2020	Approved by EPC

Department

CollegePR - ProvostProposalRevise Policy

**Proposal Name** 

Description of proposal:

This proposal seeks to revise the Catalog Rights and Exclusions policy as published in the University Catalog and the Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings as published in the Policy Register (3342-3-01.1). The revisions update language, clarify practice, allow for consistent application and bring consistency with other policies and procedures.

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

Units consulted (other departments, programs or campuses affected by this proposal): **Registrar's Office, Undergraduate Deans Council** 

#### **REQUIRED ENDORSEMENTS**

		/	_/
Department Chair / School Director			
		,	,
Campus Doan (for Regional Campusos proposals)	_	/	_/
Campus Dean (Ior Regional Campuses proposais)			
		/	_/
College Dean (or designee)			
		1	1
Dean of Graduate Studies (for graduate proposals)	_	/	_/
		1	/
Provost (or designee)	_		

### Proposal Summary Revision of Administrative Policy 3.01.1 in the Policy Register and Catalog Rights and Exclusions Policy in the University Catalog

#### **Subject Specification**

This proposal seeks to revise the Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings (3342-3-01.1) as published in the Policy Register and the Catalog Rights and Exclusions policy as published in the University Catalog. The revisions update language, clarify current procedures and practice, allow for consistent application and bring consistency with other policies and procedures.

#### **Background Information**

The Office of the University Registrar and the Office of Curriculum Services have been reviewing academic policies in the Policy Register to confirm they reflect current practices and procedures, while also comparing them to same policies in the University Catalog to ensure the policies do not contradict each other. In addition, since the timeline to approve policies in the Policy Register is longer with more steps than the timeline for the University Catalog, the two offices are attempting to revise academic policies in the Policy Register to be more overarching, making them less likely to be outdated and inaccurate in the future, with the University Catalog containing all the required procedural details necessary to implement and administer the policy.

#### **Rationale for Action**

The following is a summary of the changes to the Administrative Policy in the Policy Register:

- Renamed policy—from Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings—to Administrative Policy Regarding Academic Requirements, Courses and Policies. This simpler name reflects the policy no longer contains procedures and now includes information on policies.
- Removed introduction language, which is duplicated in other sections of the policy.
- Clarified further the meaning of a catalog year and how a catalog year is assigned to a student.
- Added the limitation that students cannot revert to an older year after updating their catalog year.
- Removed information on university orientation, which is outdated and refers to only one requirement for undergraduate students. A more updated policy exists in the Catalog.
- Removed details regarding students updating their catalog year. These procedural details are better defined in the University Catalog.
- Added a statement of the university's rights to cancel courses and change the time, location or delivery of a scheduled course.
- Added a statement that academic policies not covered in the Policy Register are defined in the University Catalog per a recommendation from the Office of Legal Counsel.

The following is a summary of the changes to the Catalog Rights and Exclusion Policy in the University Catalog:

- Clarified further how a catalog year is assigned to a student, and the meaning of a catalog year.
- Added the limitation that students cannot revert to an older year after updating their catalog year.
- Replaced the term "in force" with "in effect" when referring to the current catalog.
  "In force" is not generally understood, and a review of other universities showed that most use the term "in effect."
- Added a disclaimer that if changes to courses substantially disadvantage an enrolled student, the college may approve appropriate substitutions or waivers. This disclaimer is in the Administrative Policy.
- Added a statement of the university's rights to cancel courses and change the time, location or delivery of a scheduled course.

#### Alternatives and Consequences

The alternative to this proposal is to take no action and keep policies with outdated language and not aligned with current practices and procedures.

#### Specific Recommendation and Justification

The recommendation is to revise the Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings (pages 2-5) and the Catalog Rights and Exclusions policy (pages 6-8) to update language, clarify practice, allow for consistent application and create consistency with other policies and procedures.

#### **Timetable and Actions Required**

Undergraduate Deans Council (approval)	8 October 2019
Educational Policies Council (approval)	18 November 2019
Faculty Senate (approval)	9 December 2019
Board of Trustees (notification)	4 March 2020
Implementation in University Catalog	Fall 2020
Implementation in Policy Register	

#### 3-01.1 Administrative Policy – Mark-Up of Revisions

Added Removed Moved From Moved To

3-01.1 Administrative Policy and Procedure Regarding Academic Requirements, <u>Courses and</u> <u>Policies</u> Course Specifications, and Course Offerings

- (A) Policy. The university reserves the right to change academic requirements, course specifications, the time of moetings of a class, and to drop or add any course from the "Schedule of Classes." These actions are normally taken when changes in certification or licensure standards mandate changes in academic requirements or in university programs, or when there is insufficient student demand or resources are unavailable; nevertheless, such changes should not be to the substantial disadvantage of a student during his/her continuous enrollment.
- (A)(B) Academic requirements.
  - (1) The student's academic requirements for graduation are based on the university catalog year that is in force during assigned initially to the student's first term of enrollment in a degree or certificate program at Kent state university. The student's catalog year identifies the university catalog that contains the requirements for the student's academic program.
  - (2) <u>Students</u> are permitted may elect to complete an academic program (major, minor, certificate) under a more recent catalog year. When changing catalog year, students must comply with all of the requirements relevant to their program in the newer university catalog. After a catalog year is updated, students are not permitted to revert to an older catalog year.
  - (3) <u>The university reserves the right to change academic requirements to keep programs in</u> <u>compliance with accreditation, certification, licensure or industry standards. Implementation of</u> <u>these changes standards may require that students update to a more recent catalog year.</u>
  - (4) The university reserves the right to change academic requirements due to financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the dean of the students' college will identify available alternatives for currently enrolled students to complete their declared programs(s) for the completion of program requirements.
  - (1) University orientation. Undergraduate students are required to complete the university orientation course. Adult students (twenty-one years or older at the time of admission) and transfer students entering with more than twenty four semester hours (excluding post secondary and dual-enrollment credit) are exempted from the requirement. Full-time students are expected to complete the university orientation course during their first full semester of enrollment. Part-time students are expected to complete the course before they attain sophomore standing. In addition to the course, all new undergraduate students are required to attend the university orientation program, which occurs just prior to the first week of class fall semester.
  - (2) Catalog in force.
    - (a) Student's academic requirements are based on the catalog that is in force during the student's first semester of enrollment in a degree or certificate program at Kent state university.
    - (b) Students may elect to complete an academic program (major, minor, certificate) under a more recent catalog. When changing catalog year, students must comply with all of the requirements relevant to their program in the newer catalog.
    - (c) Students may declare a different catalog for a minor, certificate or second major/degree; however, students must comply with all of the requirements relevant to the additional program in the different catalog.
    - (d) Catalog rights may be granted through inter-institutional curricular agreements. Such rights are subject to the same exclusions noted in this rule.
    - (c) Regardless of their first term of enrollment, students are governed generally by the university academic, administrative and operational policies in the catalog currently in force.

#### 3-01.1 Administrative Policy – Mark-Up of Revisions continued

- (f) Students who transfer to another university and return to Kent state university are readmitted under the catalog in force at the time of readmission.
- (g) Dismissed students are readmitted under the catalog in force at the time of reinstatement.
- (h) Undergraduate students who interrupt their enrollment at the university for one full academic year or longer, consecutively, including summer, are updated to the catalog-in-force at the time of their most recent reenrollment. Transient work and alternative credit do not qualify as enrollment at Kent state university.
- (i) Kent state will not permit reentry into programs that are no longer offered at the time of the students' most recent readmission, reinstatement or reenrollment.
- (j) Undergraduate students who are enrolled continuously in a degree or certificate program in a catalog older than six years may be required to update to a more recent catalog.
- (k) Changes in degree requirements will be made to keep programs in compliance with accreditation, certification, or licensure or industry standards. Implementation of these standards may require that students update to a more recent catalog.
- (I) Program changes may be required by financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the dean of the students' college will identify available alternatives for the completion of program requirements.
- (B)(C) Courses. Course specifications. Course specifications such as title, credit hours, prerequisites, status (e.g., Kent core), etc., are based on the term for which the student registered for the course. If the course is revised after the student completed it, the student does not gain or lose anything with that revision. In the event that a change in prerequisite, for instance, would substantially disadvantage a continuously-enrolled student by unreasonably adding one or more courses to that student's degree requirements as specified in paragraph (B)(2) of this rule, dean's offices may authorize course substitutions, waiver(s), or some other appropriate alternative.
  - (1) Course specifications such as title, credit hours, prerequisites, status (e.g., Kent core), etc., are based on the term for which the student registered for the course. If a the course is revised after the student completed it, the student does not gain or lose anything with that revision. If a course is revised before a continuously enrolled student has attempted the course—a prerequisite for example—In the event that a change in prerequisite, for instance, would and the revision substantially disadvantages the a continuously enrolled student in completing the student's declared program by unreasonably adding one or more courses to that student's degree requirements as specified in paragraph (B)(2) of this rule, the college administering the student's program dean's offices may authorize a course substitutions, waiver(s) or some other appropriate alternative.
  - (2) The university reserves the right to change course specifications; cancel a scheduled course; and change the time, location or delivery of class meetings for a scheduled course the time of meetings of a class, and to drop or add any course from the "Schedule of Classes." If a course is canceled, every attempt will be made to contact the registered students. Students registered in canceled courses will be given the opportunity to change to another course with seats available.

#### (C) Policies.

- (1) Academic policies not covered in the Kent state university policy register are defined by the <u>university catalog.</u>
- (2) <u>Students are governed generally by the university academic, administrative and operational policies in the university catalog in effect for the current academic year, currently-in-force, regardless of students' their first term of enrollment.</u>

#### 3-01.1 Administrative Policy – Clean Version of Revisions

#### 3-01.1 Administrative Policy Regarding Academic Requirements, Courses and Policies

- (A) Academic requirements.
  - (1) The student's academic requirements for graduation are based on the university catalog year that is assigned initially to the student's first term of enrollment in a degree or certificate program at Kent state university. The student's catalog year identifies the university catalog that contains the requirements for the student's academic program.
  - (2) Students are permitted to complete an academic program (major, minor, certificate) under a more recent catalog year. When changing catalog year, students must comply with all the requirements relevant to their program in the newer university catalog. After a catalog year is updated, students are not permitted to revert to an older catalog year.
  - (3) The university reserves the right to change academic requirements to keep programs in compliance with accreditation, certification, licensure or industry standards. Implementation of these changes may require that students update to a more recent catalog year.
  - (4) The university reserves the right to change academic requirements due to financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the students' college will identify available alternatives for currently enrolled students to complete their declared programs(s).
- (B) Courses.
  - (1) Course specifications such as title, credit hours, prerequisites, status (e.g., Kent core), etc., are based on the term for which the student registered for the course. If a course is revised after the student completed it, the student does not gain or lose anything with that revision. If a course is revised before a continuously enrolled student has attempted the course—a prerequisite for example—and the revision substantially disadvantages the student in completing the student's declared academic program, the college administering the student's program may authorize a course substitution, waiver or some other appropriate alternative.
  - (2) The university reserves the right to change course specifications; cancel a scheduled course; and change the time, location or delivery of class meetings for a scheduled course. If a course is canceled, every attempt will be made to contact the registered students. Students registered in canceled courses will be given the opportunity to change to another course with seats available.
- (C) Policies.
  - (1) Academic policies not covered in the Kent state university policy register are defined by the university catalog.
  - (2) Students are governed by the academic policies in the university catalog in effect for the current academic year, regardless of students' first term of enrollment.

#### Catalog Rights and Exclusions – Mark-Up of Revisions

Added Removed Moved From Moved To

The university has established the following Catalog rights and exclusions relating to requirements for students in an academic program (major, minor, certificate). While these Catalog rights establish specific academic program requirements for students, the exclusions noted ensure that the knowledge and skills acquired by students will be current with the state of knowledge in their fields of study.

#### Rights

- <u>The student's</u> Student's academic requirements for graduation are based on the Catalog year that is in force during their assigned initially to the student's first fall, spring or summer term of enrollment in a degree or certificate program at Kent state university. <u>The Catalog year identifies the University</u> <u>Catalog that contains the requirements for the student's academic program.</u>
- Students are permitted may elect to complete an academic program (major, minor, certificate) under a more recent Catalog <u>year</u>. When changing Catalog year, students must comply with all of the requirements relevant to their program in the newer Catalog <u>year</u>. <u>After a Catalog year is updated</u>, students are not permitted to revert to an older catalog year.
- Students may declare a different Catalog <u>year</u> for a minor, certificate or second major/degree. However, students must comply with all of the requirements relevant to the additional program in the different Catalog <u>year</u>.
- 4. Catalog rights may be granted through inter-institutional curricular mutual agreements with other institutions. Such rights are subject to the same exclusions noted below.

#### Exclusions

- 1. Regardless of their first term of enrollment, <u>S</u>students are governed generally by the university academic, administrative and operational policies in the Catalog currently in force, in effect for the current academic year, <u>Rregardless of students</u>' their first term of enrollment.
- 2. Students who transfer to another university and return to Kent State are readmitted under the Catalog-in-force in effect for the term at the time of readmission.
- 3. Dismissed students are reinstated under the Catalog in effect for the term -in-force at the time of reinstatement.
- 4. Undergraduate students who interrupt their enrollment at the university for one full academic year or longer, consecutively, including summer, are updated to the Catalog <u>in effect for the term-in-force</u> effective at the time of their most recent reenrollment. Transient work and alternative credit do not qualify as enrollment at Kent State University.
- 5. Kent State will not permit <u>admission or</u> reentry into programs that are no longer offered at the time of the students' most recent readmission, reinstatement or reenrollment.
- 6. Undergraduate students who are enrolled continuously in a degree or certificate program in a catalog older than six years may be required to update to a more recent Catalog <u>year</u>.
- The university reserves the right to change academic requirements Changes in degree requirements will be made to keep programs in compliance with accreditation, certification, licensure or industry standards. In these situations, the college administering the program Implementation of these standards may require that students update students to a more recent Catalog year.
- The university reserves the right to change academic requirements due to Program changes may be required by financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the dean of the students' college will identify available alternatives for <u>currently</u> enrolled students to complete their declared programs(s) the completion of program requirements.

#### Catalog Rights and Exclusions – Mark-Up of Revisions

- 9.Course specifications such as title, credit hours, prerequisites, status (e.g., Kent Core), etc., are based on the term for which the student registered for the course. If the course is revised after the student completed it, the student does not gain or lose anything with that revision. In the event that a change in prerequisite, for example, would substantially disadvantage a continuously enrolled student by unreasonably adding one or more courses to that student's academic requirements, the college administrating the student's program may authorize course substitutions, waiver(s) or some other appropriate alternative.
- 10. The university reserves the right to change course specifications; cancel a scheduled course; and change the time, location or delivery of class meetings for a scheduled course. If a course is canceled, every attempt will be made to contact the registered students. Students registered in canceled courses will be given the opportunity to change to another course with seats available.

#### **Catalog Rights and Exclusions – Clean Version of Revisions**

#### Rights

- 1. The student's academic requirements for graduation are based on the Catalog year that is assigned initially to the student's first term of enrollment in a degree or certificate program at Kent State University. The Catalog year identifies the University Catalog that contains the requirements for the student's academic program.
- 2. Students are permitted to complete an academic program (major, minor, certificate) under a more recent Catalog year. When changing Catalog year, students must comply with all the requirements relevant to their program in the newer Catalog year. After a Catalog year is updated, students are not permitted to revert to an older catalog year.
- 3. Students may declare a different Catalog year for a minor, certificate or second major/degree. However, students must comply with all the requirements relevant to the additional program in the different Catalog year.
- 4. Catalog rights may be granted through mutual agreements with other institutions. Such rights are subject to the same exclusions noted below.

#### Exclusions

- 1. Students are governed by the academic policies in the Catalog in effect for the current academic year, regardless of students' first term of enrollment.
- 2. Students who transfer to another university and return to Kent State are readmitted under the Catalog in effect for the term of readmission.
- 3. Dismissed students are reinstated under the Catalog in effect for the term of reinstatement.
- 4. Undergraduate students who interrupt their enrollment at the university for one full academic year or longer, consecutively, including summer, are updated to the Catalog in effect for the term of their most recent reenrollment. Transient work and alternative credit do not qualify as enrollment at Kent State University.
- 5. Kent State will not permit admission or reentry into programs that are no longer offered.
- 6. Undergraduate students who are enrolled continuously in a degree or certificate program in a catalog older than six years may be required to update to a more recent Catalog year.
- 7. The university reserves the right to change academic requirements to keep programs in compliance with accreditation, certification, licensure or industry standards. In these situations, the college administering the program may update students to a more recent Catalog year.
- 8. The university reserves the right to change academic requirements due to financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the students' college will identify available alternatives for currently enrolled students to complete their declared programs(s).
- 9. Course specifications such as title, credit hours, prerequisites, status (e.g., Kent Core), etc., are based on the term for which the student registered for the course. If the course is revised after the student completed it, the student does not gain or lose anything with that revision. In the event that a change in prerequisite, for example, would substantially disadvantage a continuously enrolled student by unreasonably adding one or more courses to that student's academic requirements, the college administrating the student's program may authorize course substitutions, waiver(s) or some other appropriate alternative.
- 10. The university reserves the right to change course specifications; cancel a scheduled course; and change the time, location or delivery of class meetings for a scheduled course. If a course is canceled, every attempt will be made to contact the registered students. Students registered in canceled courses will be given the opportunity to change to another course with seats available.

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Department

College

Proposal Establish Center

**AS - Arts and Sciences** 

Proposal Name Center for Research and Innovation in Translation and Translation Technology (CRITT)

Description of proposal:

CRITT was founded over a decade ago in Europe. Professor Michael Carl, the Director, moved to Kent State University as Tenure Track Professor and is seeking to officially move and establish CRITT as a Center at University.

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

No policy or procedural issues. No duplication of existing programs in the University. Staffing considerations are being addressed internally in the department and college. The Center has been in operation as a stand alone unit for more than a decade. The proposal will establish the Center as officially a Kent State University unit, and provide research opportunities for students and faculty across associated departments and programs.

Units consulted (other departments, programs or campuses affected by this proposal): Department of Modern and Classical Studies, Department of Psychological Sciences, Department of Computer Science

REQUIRED	ENDORS	EMENTS
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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)

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CAS-CRITT

### Proposal Summary to Establish an Academic Administrative Structure

### Center for Research and Innovation in Translation and Translation Technology (CRITT)

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 Program Advisory committee for the proposed Center is made up of senior faculty members drawn from the associated departments of Computer Science, Modern and Classical Language Studies, and Psychological Sciences. Included are Professor Arvind K. Bansal, Professor Isabel Lacruz, Professor Manfred H. M. van Dulmen, Professor Javed Iqbal Khan, Professor Françoise Massardier-Kenney, and Professor Michael Carl.

At present two Research Assistants (one each from Computer Science and MCLS) and two additional graduate students (again from Computer Science and MCLS) are working in the Lab. It is expected that there will be additional graduate students working in the CRITT Lab drawn from additional graduate degree programs.

The reputation of the independent free-standing CRITT is such that in the present academic year there are two visiting scholars (doctoral student from Renmin University of China, and a professor from Southwest University, China) who are funded by their respective institutions to work in Professor Carl's lab at Kent State University.

# 2. Centrality and coherence to the mission and strategic directions of the university and other academic units.

In a world of growing globalization and increasing mobility, more and more people find themselves in situations which involve some sort of translation. Messages are adapted to new situations, local texts are transferred to global contexts, and global texts are localized into multiple languages. The production of knowledge, entertainment, services and industrial products requires interaction and communication across languages and cultures. Translation, interpretation and exchange of knowledge and information are becoming an integral part of both global production processes and of the way we think, communicate and construct our cultural identities. The Center for Research and Innovation in Translation and Translation Technology (CRITT) at Kent State University will support and investigate psychological, societal, and technological processes focusing on empirical, data-driven methods.

As the College of Arts & Sciences launches a Data Analysis Initiative Committee, CRITT will contribute to streamline faculty expertise, support development of degree programs, and provide access to large scale data-sets. Over the past 10 years, CRITT has gathered the largest coherent behavioral database of language processing (gaze-data and keystroke logging) for text production (authoring, translation, post-editing, spoken, written) and text reception (reading for different purposes) in the world, and developed a proprietary software to collect, annotate, visualize and analyze the data. The general purpose of CRITT is to maintain, extend, analyze, and disseminate this data and to include research activities from neighboring disciplines.

The primary aim of the research carried out at the CRITT is to:

- build up new knowledge of translation and communication processes
- investigate human gestures and emotion during written and spoken language processing
- explore human/machine symbiotic communication and learning strategies
- provide a basis for technological innovation in this field

The center's research looks outward at the transformational processes in organizations and societies that are significant features of globalization, and it also looks inward at the mental and language processes which constitute communication and translational expertise.

#### 3. Comparative advantage versus other structures.

CRITT was founded over a decade ago in Copenhagen by Prof. Arnt Lykke Jacobsen. Upon his retirement in 2014, Prof. Jacobsen turned over the Center and its directorship to Dr. Michael Carl. CRITT operations (including the continued laboratory research projects, and the administration of sustainable academic programs and educational ventures) moved to Kent State with Professor Carl in Fall 2018. The purpose of this Proposal is to *officially* establish CRITT as a multidisciplinary center in the College of Arts & Sciences.

CRITT will be a Kent State University inter-departmental Center, involving faculty from three departments:

- 1. MCLS: contributes expertise in language and translation processes
- 2. **Psychology**: adds expertise in cognitive modelling and empirical methods for analysis of data
- 3. **CS**: contributes computational methods for data preparation, production of auxiliary computer programs, feature extraction, database management, machine learning etc.

#### 4. What makes the unit particularly appropriate for Kent State University?

MCLS has a world-wide respected PhD program in translation studies. Just as humanities in general, translation studies have experienced a rise in empirical studies in the last decade. The CRITT expresses this trend with its proprietary database (Translation Process Research Database, hereafter TPRBD), research tools and methodologies, which are at the core of the Center and are already housed and in operation at Kent State. CRITT brings to Kent State specific experimental and quantitative methods that complement teaching at an advanced graduate level and offers new interdisciplinary research possibilities for translation, psychology and computer sciences PhD students and faculty.

CRITT adds expertise in Computational Linguistics (CL) and Natural Language Processing (NLP) to the portfolio of the CS department. It links behavioral and cognitive studies with computational (data analysis, machine learning, etc.), CL and NLP methods.

#### 5. Demand for the unit and for the graduates of the unit.

Graduate and PhD students a Kent State are already affiliated or involved in the Center's activity. The Center provides advanced training for PhD students in the MCLS, CS and Psychology programs to develop skills in research and data analysis that enhances their prospects as researchers and teaching scholars.

# 6. Duplication and interrelatedness of the unit's program(s) within the university, state, and region

KSU has no similar center unit that currently exists, no teaching of NLP in the CS department, no combination of reading/writing behavior research (eye tracking / keyboard logging) and computational-linguistic analysis.

CRITT was the first center of its kind when founded over a decade ago. The status and reputation of CRITT is such that it is readily identified internationally for its research achievements and training programs. It is fair to say that CRITT is singular and enjoys the status of a brand for its research and innovations in translation technology.

CRITT research, programing and administration will be identified as an official Center at Kent State University.

# 7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.

By securing CRITT as a Center at Kent State University, housed in the College of Arts and Sciences, is to leverage an existing unit brought to the university with the hiring of Professor Carl. Along with the reputation of the existing center as a global leader in research and innovations in translation and translation technologies, the center provides for a focused opportunity to leverage existing resources (both existing Kent State resources as well as the resources of CRITT) to expand external funding. CRITT has an established record of securing external funding in support of its academic mission. What is more efficient than effectively integrating an existing successful independent self-sustaining unit that immediately serves to enhance the research productivity and academic mission of multiple graduate programs in the University? And given the continued growth and development of technologies related to translation, we anticipate that CRITT will provide opportunities for additional external funding.

What makes language processing easy and what makes it difficult? How are text comprehension difficulties related to problems in text re-production, such as paraphrasing, summarization and translation? How can computer applications facilitate text comprehension, text production and translation across different languages? These and similar questions have been at the core of numerous psycholinguistic and translation studies which assess the cognitive load imposed by different modes of first and second language processing. While these studies have been based on relatively small-scale individual studies, large databases of behavioral text production data, such as the TPRDB, open completely new possibilities to ground our fundamental insights into text processing difficulties across different processing modes in empirical observations.

The TPRDB provides a framework to collect and analyze behavioral data, which will increase our scientific understanding of the underlying linguistic, psychological and social mechanisms involved in production, perception, and comprehension of language. It will build understanding of how to devise texts that are easier to understand, paraphrase (hence modify) and to translate by revealing computational properties of language that make fluent production and incremental comprehension easier. It will facilitate communication between individuals and across cultures and facilitate informed decision making across all sectors of society, allowing citizens, including minorities and the economically or educationally disadvantaged, to take control of critical decisions made using new technology in areas involving privacy, security, health, environment, finance, and law.

CRITT will involve a number of faculty from KSU interested in research and education how language is processed in humans and machines, from a computational, psychological and sociality point of view, involving mono- and multilingual, written and spoken language, as well as gestures and other forms of semiotic systems.

CRITT takes an empirical perspective firmly based in data sciences. Based on its behavioral database and analysis methods, CRITT has a problem driven approach: brainstorming of research questions, project design, and methods for data analysis are instrumental to open up new possibilities for developing, implementing, analyzing, and testing novel metrics for investigating user activity data within the goals of the project.

#### 8. Administrative reporting structure.

Director of CRITT reports to the Dean and consults with the board of advisors.

#### 9. Space and capital budget needs.

No new funds are requested for the establishment of CRITT as a Kent State University Center. The CRITT lab space is already in operation in Satterfield Hall. To date, CRITT has been selfsufficient through funding secured from external sources. Professor Carl and the affiliated faculty have and are pursuing external funding to support the mission of CRITT.

#### 10. A proposed operating budget with any one-time resource needs.

The Director received start-up funding and spending plan as a new faculty member beginning Fall 2018 to be distributed over three academic years. These expenditures support Equipment/Supplies, Research Assistant, Travel and Summer Stipends. Directing the Center is supported through an allocation of Professor Carl's faculty workload.

#### 11. Evaluation procedures including academic assessment procedures.

CRITT has a history of high scientific productivity.

- CRITT has produced more than 100 publication over the past 10 years
- Organized eight highly successful summer schools between 2011 and 2016
- Four summer boot camps, including a summer boot camp in 2019 at KSU
- Sponsored more than a dozen conferences, workshops and panels.
- Several PhD and MA thesis were/are based on the CRITT's TPRDB and its analysis and visualization tools. Among others:
  - 3 PhD dissertations, Kent State University, Modern and Classical Language Studies
  - 3 PhD dissertations, 2 MA thesis, Copenhagen Business School, Department of International Business Communication.
  - 2 PhD dissertations (unknown number of MA thesis), Johannes Gutenberg-Universität Mainz, Translations-, Sprach- und Kulturwissenschaft.

- o 2 PhD dissertations, Ghent University, Belgium, Faculty of Arts and Philosophy.
- 1 PhD dissertation, Durham University, UK, School of Modern Languages & Cultures.
- o 2 PhD dissertations, Renmin University of China, School of Foreign Languages:
- o 1 PhD dissertation, Hunan University, China, School of Foreign Languages:
- CRITT continues to be involved and contribute in numerous national and international projects.
  - Currently active international projects:
    - 2018-2021 Modelling Parameters of Cognitive Effort in Translation Production (Memento)
    - 2019-2020: Improving Products and Processes in Translation Technology Use (IMPETUS)
  - National project proposals under review:
    - Word Translation Entropy-based Translation Difficulty Indicator, Amazon

CRITT at Kent State University has and will continue this broad spectrum of activities. The performance of CRITT will be assessed on a yearly basis in the first two years, after this an evaluation will take place every 5 years. Evaluation will be based on:

- Number of students and researchers involved in the center's activities.
- Number of dissertations (MA and PhD) produced in the context of the center's core activities
- Scientific events organized, such as conferences, workshops, tutorials and meetings, faculty exchange, colloquia and talks etc.
- Scientific output, i.e. papers in journals, on national and international conferences and workshops etc.
- Number of research proposals produced and number and size of successful research proposals.
- The successful securing of external funding to support the research mission of the Center.

#### 12. A timetable for proposal implementation.

Given that the Center exists and is operating, the purpose of this proposal is to establish the Center as a unit in the University.



To:	David Odell-Scott, Associate Dean, College of Arts & Sciences
From:	Maria S. Zaragoza, Chair, Department of Psychological Sciences
Date:	9/16/19
Subject:	Proposal to establish Center for Research & Innovation in Translation & Translation Technology (CRITT)

I read with enthusiasm the proposal to establish a Center for Research and Innovation in Translation and Translation Technology (CRITT). As department chair, I am pleased to provide my full support for the establishment of CRITT at KSU. I anticipate that the establishment of this interdisciplinary center will create many new collaborative research opportunities between CRITT and faculty and graduate students in the Department of Psychological Sciences, and I will certainly encourage and support the participation of our faculty and students in these collaborative ventures. Given that CRITT has a separate and independent budget, I foresee no negative budgetary implications for the Department of Psychological Sciences.

> Department of Psychological Sciences P.O. Box 5190 • Kent, Ohio 44242-0001 330-672-2166 • Fax: 330-672-3786 • http://www.kent.edu

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September 16, 2019

David. W. Odell-Scott, PhD Associate Dean, College of Arts & Sciences Director, Center for Comparative & Integrative Programs

Re: Center for Research and Innovation in Translation and Translation Technology (CRITT)

Dear Dean Odell-Scott,

This email is to confirm that the proposed center proposed by Prof. Michael Carl does not duplicate or encroach upon any program or curriculum in our department, rather will complement the growth of a classic sub-area of Computer Science - Natural Language Processing (NLP), combining it with KSU's strength in Translation. This is an exciting development with potential for many breakthroughs. We will support when appropriate the participation of our faculty and students in opportunities to engage in the collaborative grant and other research activities of the Center. We do not see any budget implications to our department.

Kind regards,

Ford & Khey

Javed I. Khan, PhD Professor and Chair

Department of Computer Science P.O. Box 5190 • Kent, Ohio 44242-0001 Phone: (330) 672-9980 • http://www.cs.kent.edu/

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September 17, 2019

Dear Associate Dean Odell-Scott,

I am writing to express the strong support of the Department of Modern and Classical Language Studies (MCLS) for the establishment of the Center for Research and Innovation in Translation and Translation Technology (CRITT) as an official Center at Kent State University.

The proposed center does not encroach upon or duplicate any MCLS programs or curricula and will help us to build upon the department's strengths in empirical translation process research. I foresee no negative budgetary impact on MCLS from the establishment of the proposed center, and I will be very happy to support the participation of MCLS faculty and students in CRITT activities to further CRITT's research mission.

Best regards,

Keiran J. Dunne Professor and Chair

Modern and Classical Language Studies P.O. Box 5190 • Kent, Ohio 44242-0001 330-672-2150 • Fax: 330-672-4009 • http://www.kent.edu/mcls

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#### Background:

The Ohio Department of Higher Education (ODHE) has standards and procedures for academic program approval that are pursuant to 3333-1.04 (bachelor degrees) and 3333-1.07 (graduate degrees) of the Ohio Administrative Code for Ohio's public universities and 3333-1.08 of the Ohio Administrative Code for Ohio's independent universities. These standards and procedures are described in the Ohio Department of Education Guidelines and Procedures for Academic Program Review.

Specific to questions surrounding the overlap of hours between bachelor-level programs and masterlevel programs, ODHE expects that undergraduate bachelor-level degrees have at least 120 semester hours of credit (or the equivalent of 4 years of credit-level activity). Master's level programs should be at least 30 hours beyond the bachelor-level program. The total combined minimum number of hours for both degrees, under these definitions, would be 150 semester hours for a bachelor's to master's program.

The Chancellor's Council of Graduate Studies (CCGS) has proposed that ODHE allow up to 9 hours of master's level hours to count toward the bachelor's degree. This would allow for well-prepared students to have a less expensive education pathway that includes both a bachelor's and a master's degree. After review, ODHE staff developed a process for exception to the expectation of a minimum of 150 unique hours for a combined bachelor's to master's degree.

In order for an institution to allow the overlap of 9 hours between the two programs, the following should apply:

- The combining of the bachelor's program with a master's program must be approved at all appropriate stages at the institution (e.g., department, college, and university curriculum committees, for both undergraduate and graduate curricula, + provost) and by ODHE.
- Only exceptionally well-prepared students are admitted to the program.
- The total number of hours counted toward the master's degree  $\ge$  30.
- All hours counted toward the master's degree are at the graduate level.
- The total number of unique hours required for the completed bachelor's + master's degree is ≥ 141 hours.
- The student is charged undergraduate tuition and fees for no less than 120 credit hours.

#### **Process for Exceptions:**

In order to be provided with an exception that allows the master's program hours to be counted toward the bachelor's level program, the undergraduate program should work through the provost's office to apply for and receive acknowledgement from ODHE that the undergraduate institution has met the following expectations:

1. Both the bachelor's level program and the master's level program have been approved by ODHE and the Higher Learning Commission.

- 2. Confirmed that no more than 9 hours of the undergraduate program will be made up of courses in the master's program.
- 3. Identified how the undergraduate department within the institution will ensure students meet the program outcomes for the undergraduate degree that they will be receiving once they have completed the credits from the undergraduate program and the credits from the master's program.
- 4. Ensured documentation and advising for students is clear and transparent.
- 5. Ensure a pathway is in place for students who wish to leave the program with only a bachelor's degree before finishing graduate level work.
- 6. Identified how the institution will monitor student success in the program.
- 7. Described how the institution is ensuring that students pay undergraduate tuition throughout the undergraduate degree (including the 9 hours of graduate level coursework).
- 8. Agreed to submit annual reports on the scope of the program and student success.

Upon meeting the expectations above, the ODHE will submit a letter to the institution indicating they meet the exception for the combined bachelor's and master's program.



 TO: College Associate Deans for Graduate Education
 FROM: Therese E. Tillett, Associate Vice President Curriculum Planning and Administration
 SUBJECT: Combined bachelor's/master's degree programs
 DATE: 18 September 2019

In July 2019, the Ohio Department of Higher Education (ODHE) revised the policy regarding the allowance of applying graduate-level coursework toward both a bachelor's and master's degrees for students declared in a combined degree program (i.e. double counting graduate credit).

Previously, the ODHE allowed the double-counting of graduate credit <u>only</u> after a student completed a minimum of 150 unique credit hours (120 for the bachelor's degree and 30 credit hours for the master's degree). With that previous policy, there could be no double-counting of credit if the master's degree was 30 credit hours.

The revised policy permits an exception to the 150-unique-hours policy, allowing a maximum of 9 credit hours of graduate coursework to double count in a combined degree program with the following stipulations:

- The combined bachelor's/master's degree is approved by all appropriate bodies at the university (e.g., department, college, university undergraduate/graduate curriculum committees, provost) and by the ODHE.
- Only exceptionally well-prepared students are admitted to the program.
- Total number of credit hours counted toward the master's degree is minimum 30.
- All credit hours counted toward the master's degree are at the graduate level.
- Total number of unique credit hours required for the combined bachelor's/master's is minimum 141.
- The student is charged undergraduate tuition and fees for no fewer than 120 credit hours.
- The university will submit to the ODHE an annual report on the scope of the program and student success.

Under this revised policy, we will need to seek ODHE approval for any combined degree program where unique credit hours total is between 141 and 149 (see tables on next page). We will *not* need to seek ODHE approval for combined degree programs that are or more than 150 unique credit hours.

#### **Office of Curriculum Services**
Master's degree total credit hours	Maximum credit hours for double counting	Total unique credit hours	ODHE approval needed?
30-38	9	141-149	Yes
39+	9	150+	No
42+	12	150+	No

Table 1: Example of policy in practice for combined degree programs:

Table 2: Examples of actual/potential Kent State combined degree programs:

	Maximum credit hours	ODHE approval
Combined Programs	for double counting	needed?
B.S. Applied Engineering (120) +	Q	Voc
M.E.T. Engineering Technology (30)	9	Tes
B.B.A. Business Management (120) +	0	Voc
M.B.A. Business Administration (30-37)	9	res
B.S. Fashion Merchandising (120) +	0	Voc
M.F.I.S. Fashion Industry Studies (30)	9	Tes
B.S. Speech Pathology and Audiology (120) +	10	No
M.A. Speech Language Pathology (43)	12	INO
B.A. Studio Art (120) +	10	No
M.A.T. Secondary Education (43)	12	INO
B.S.P.H. Public Health (120) +	10	No
M.P.H. Public Health (46)	12	INU

For any program area that wishes to establish a combined degree program that will need the 150-unique-hours policy exception, please have the faculty complete the ODHE Combined Bachelor's/Master's Degree Program Request Form. The form should go through the regular curriculum review/approval process within the department. school and/or college. From there, it will go to EPC as a lesser action item and on to ODHE for approval.

I'm here to assist with any questions.

Best, Hivese



Randy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: [DATE]

Name of institution: Kent State University

## Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: [DEGREE] in [MAJOR] (e.g., B.A. in English)

Name of master's degree program: [DEGREE] in [MAJOR] (e.g., M.A. in English)

Proposed implementation date: Fall 2020

- 1. Identify the total number of credit hours in the undergraduate and master's programs combined.
- 2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.
- 3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

- 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.
- 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date		Curriculum Bulletin	
	Effective Date	Fall 2020	Approved by EPC	
Department	Geography			
College	AS - Arts and Sciences			
Degree	BA - Bachelor of Arts MS - Ma	ster of Science	•	
Program Name	Environmental Studies Pro	gram Banner C	ode ENVS	
Concentration(s)	Concentration(s) Banne	er Code(s)		
Proposal	Establish program			

Description of proposal:

This is a proposal to establish a new BA to MS degree option. It involves sharing 9 credits between the undergraduate environmental studies major and the graduate Masters degree. Students can apply for the program up through the Fall semester of their Senior year. After graduation with a BA degree, they will be able to enroll full time as a Masters student.

Does proposed revision change program's total credit hours? Xes No Current total credit hours: **150** Proposed total credit hours **141** 

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 expect any impact on programs, policies or procedures

Units consulted (other departments, programs or campuses affected by this proposal): No need to consult since this is all done within the Dept. of Geography

AAC	10, 15, 19
Department Chair / School Director	
	//
Campus Dean (for Regional Campuses proposals)	
Mary and Haley	10 135/19
College Dean (or designee)	
	1 1
Dean of Graduate Studies (for graduate proposals)	
	//
Provost (or designee)	

GEOG



# Department of Higher Education

Mike DeWine, Governor Randy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: [DATE]

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: B.A. in Environmental Studies

Name of master's degree program: M.S. in Geography

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

141

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

The university has a GPS (graduation planning system) in place that keeps students regularly informed on their progress towards their bachelor's degree in their declared major. Students will be informed that completing their bachelor's degree is their primary concern when in the dual program. Further, when students wish to apply for graduate assistantships, they will be told they are only eligible once the bachelor's degree is completed, hence the need to make sure that all criteria are met. Within the Department of Geography, the Environmental Studies program director and graduate coordinator (currently both the same person) both regularly meet with students and will work with them to plan their schedule.

TEOG

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Within Geography, there is a regular communication called "This Week in Geography" which goes out to all declared majors housed within the unit. This program will be mentioned there multiple times. Faculty will also be aware of the program and be asked to regularly inform the graduate coordinator and undergraduate coordinator of any promising students, and we also regularly run analyses of our majors' GPAs to identify the best performing students, so that these students can be approached personally.

4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Those students who decide to leave the program without finishing the requisite graduatelevel work will obtain a B.A. in Environmental Studies.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

TEOE

We would expect candidates for the joint BA Environmental Studies / MS Geography to have taken at least 15 credits in Geography courses, whether as part of their Environmental Studies major or as additional electives.

The courses that we would apply for joint credit include the following:

49070	59070	Geographic Information Science
49230	59230	Remote Sensing
41051	51051	Natural Disasters and Society
41066	51066	Global Climate Change
41073	51073	Conservation of Natural Resources
41074	51074	Resource Geography
41077	51077	Water and Society
41082	51082	Geography of Soils
41195	51195	ST: Environmental Geography
42064	52064	Settling the North American Environment
45085	55085	Urban Transportation
46070	56070	Urban and Regional Planning
46080	56080	Urban Sustainability

GEOG

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date		Curriculum Bulletin	
	E	fective Date	Fall 2020	Approved by EPC
Department	Geography			
College	AS - Arts and Science	es		
Degree	BA - Bachelor of Art	s MS - Mas	ster of Scienc	e
Program Name	Geography	Prog	jram Banner C	ode GEOG
Concentration(s)	Concentra	tion(s) Banne	r Code(s)	
Proposal	Establish program			

Description of proposal:

This is a proposal to establish a new BA to MS degree option. It involves sharing 9 credits between the undergraduate major and the graduate Masters degree. Students can apply for the program up through the Fall semester of their Senior year. After graduation with a BA degree, they will be able to enroll full time as a Masters student.

Does proposed revision change program's total credit hours? 🛛 Yes 🗌 No Current total credit hours: **150** Proposed total credit hours **141** 

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 expect any impact on programs, policies or procedures

Units consulted (other departments, programs or campuses affected by this proposal): No need to consult since this is all done within the Dept. of Geography

	NTS
Department Chair / School Director	10/15/19
	//
Campus Dean (for Regional Campuses proposals) Mary Haley College Dean (or designee)	10,25,19
Dean of Graduate Studies (for graduate proposals)	//
Provost (or designee)	//

TEDG



Mike DeWine, Governor Rendy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: [DATE]

Name of institution: Kent State University

Primary institutional contact for the request

Therese E. Tillett
Associate Vice President, Curriculum Planning and Administration
Office of the Provost
330-672-8558
ttillet1@kent.edu

Name of bachelor's degree program: B.A. in Geography

Name of master's degree program: M.S. in Geography

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

141

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

The university has a GPS (graduation planning system) in place that keeps students regularly informed on their progress towards their bachelor's degree in their declared major. Students will be informed that completing their bachelor's degree is their primary concern when in the dual program. Further, when students wish to apply for graduate assistantships, they will be told they are only eligible once the bachelor's degree is completed, hence the need to make sure that all criteria are met. Within the Department of Geography, the undergraduate coordinator and graduate coordinator both regularly meet with students and will work with them to plan their schedule.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Within Geography, there is a regular communication called "This Week in Geography" which goes out to all declared majors housed within the unit. This program will be mentioned there multiple times. Faculty will also be aware of the program and be asked to regularly inform the graduate coordinator and undergraduate coordinator of any promising students, and we also regularly run analyses of our majors' GPAs to identify the best performing students, so that these students can be approached personally.

4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Those students who decide to leave the program without finishing the requisite graduatelevel work will obtain a B.A. in Geography.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

GEOG

In the BA program in Geography, all students must take one of three tracks, which determine the numbers of courses they must take from each of the following subsets. All of the courses below are eligible to be taken at the graduate level and count for the Bachelor's degree as well, within the 9-hour limit. (Note: some courses are listed as an elective under more than one concentration)

Requir	ed for all tracks	5
49070	59070	Geographic Information Science
Enviro	nmental Conce	ntration electives
41065	51065	Applied Climatology
41066	51066	Global Climate Change
41073	51073	Conservation of Natural Resources
41074	51074	Resource Geography
41077	51077	Water and Society
41082	51082	Geography of Soils
41195	51195	ST: Environmental Geography
46080	56080	Urban Sustainability
49078	59078	GIS Environmental Hazards
Geogra	aphic Information	on Concentration electives
49072	59072	GIS and Health
49075	59075	GIS   Social Problems
49076	59076	Spatial Programming
49078	59078	GIS Environmental Hazards
49080	59080	Adv Geographic Information Science
49162	59162	Cartography / Geovisualization
49195	59195	ST: GIS
49230	59230	Remote Sensing
Social (	Geography Con	centration electives
41051	51051	Natural Disasters and Society
41066	51066	Global Climate Change
41073	51073	Conservation of Natural Resources
41077	51077	Water and Society
42052	52052	Medical Geography
42053	52053	Geographies of Memory/Heritage
42064	52064	Settling the North American Environment
42070	52070	Ethnic, Lifestyle, National Communities
42195	52195	ST: Social Geography
44010	54010	Geography of Global Economy
45085	55085	Urban Transportation
46070	56070	Urban and Regional Planning

GEOG 9

Kent State University | Combined Bachelor's/Master's Degree Request | Page 4

46080	56080	Urban Sustainability
46081	56081	Seminar in Urban Geography
49072	59072	GIS and Health
49075	59075	GIS   Social Problems

GEDG

# **MEDIA ADVOCACY MINOR**

## In Workflow

- 1. CCI Director Undergraduate (mrollyso@kent.edu)
- 2. CI Dean (areyno24@kent.edu)
- 3. Provost (jkellog7@kent.edu)
- 4. Educational Policies Council (jkellog7@kent.edu)
- 5. Final Catalog Review (Final Catalog Review@kent.edu)

# **Approval Path**

- 1. Wed, 23 Oct 2019 12:45:13 GMT Matthew Rollyson (mrollyso): Approved for CCI Director - Undergraduate
- 2. Thu, 24 Oct 2019 18:42:12 GMT Amy Reynolds (areyno24): Rollback to Initiator
- Mon, 28 Oct 2019 13:09:23 GMT Matthew Rollyson (mrollyso): Approved for CCI Director - Undergraduate
- 4. Mon, 28 Oct 2019 16:41:18 GMT Amy Reynolds (areyno24): Approved for CI Dean

## **New Program Proposal**

Date Submitted:Mon, 28 Oct 2019 12:38:30 GMT

## Viewing:Media Advocacy minor

## Last edit:Thu, 31 Oct 2019 17:47:46 GMT

Changes proposed by: czingron

#### **Reviewer Comments**

Catherine Zingrone (czingron) (Wed, 23 Oct 2019 13:23:05 GMT): Approved by CCI CCC on 10.21.19. Amy Reynolds (areyno24) (Thu, 24 Oct 2019 18:42:12 GMT): Rollback: Please revise elective courses, per our discussion. Thanks! Catherine Zingrone (czingron) (Mon, 28 Oct 2019 12:39:03 GMT): Approved by CCI CCC on 10.21.19.

#### Program Type:

Minor

#### College:

College of Communication and Information

#### Department/School:

College of Communication and Information

Level:

Undergraduate

Program Name: Media Advocacy minor

Degree:

Minor

### List the delivered modes for the program:

On-Ground

Fully Offered At: List all campuses/locations and methods (e.g., online, accelerated) for which a student can fully complete the program.

Kent Campus

#### Lead administrator for this proposal:

Stephanie Danes Smith

#### Explain the need for this program:

To meet student requests for a course of study that provides theory, background and experiential learning related to social media and advocacy and activism.

# Are you establishing new or revising courses for this program? If yes, please explain. (You will also need to submit separate course workflows.)

Yes. Establishing one new course entitled Introduction to Media Advocacy (CCI 20001).

#### Explain the current or future resources needed to support this program (e.g., faculty, staff, facilities, fiscal):

We do not anticipate needing any additional resources.

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

This minor will be available to all Kent State undergraduate students. The elective courses in the minor include courses within several CCI schools as well as departments and schools in other colleges, including EHHS (ADED and HDFS), A&S (PACS) and PH (PH).

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

Units Consulted
College of Arts and Sciences
College of Education, Health and Human Services
College of Public Health
School of Communication Studies
School of Visual Communication Design
School of Journalism and Mass Communication
School of Digital Sciences
School of Information

# **Catalog Copy**

#### **Effective Catalog:**

2020-2021

#### Description: Describe the program as you would to a prospective student.

The Media Advocacy minor prepares students to explore advocacy as both a professional discipline and an act of engaged citizenship by equipping them with theoretical and applied approaches for achieving meaningful social, political and cultural change through the use of media tools and concepts. The minor will deepen student understanding of individual activism, group advocacy and social movements. The required and elective courses will help students understand how to apply story-based strategies to create shared meaning, draw attention to societal issues and organize others to take action. It will also prepare students to understand how media shape individual decision making, public discourse and public opinion.

#### Accreditation: List specialized or professional accreditor for the program if applicable.

NA

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.

Admission to a minor is open to students declared 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 declared 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.

# 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 "demonstrate," "understand," "appreciate," etc.

Through this minor, students will be able to:

- Explore advocacy by studying social movement theories, organizing models and the history and role of communication and media on advocacy efforts.
- Understand and examine the power of story-based strategies in developing compelling change narratives, gaining public awareness and commitment and mobilizing sustainable collective action.
- Understand, apply and critically analyze the core components of story-based strategies, such as underlying assumptions, framing, narrative power, conflict and use of evidence.
- · Develop a useful toolkit of nonviolent mobilization strategies and tactics.
- Critically examine the role of traditional and digital media in framing and covering transformational change efforts.

- · Explore the critical elements of advocacy communication, including persuasive communication using all media, speechwriting, argumentation, testimony writing.
- Practice experiential advocacy by applying media tools and the specific skills of their disciplines to advocacy problems.

#### **Program Requirements:**

Code	Title	Credit Hours
Minor Requirements		
CCI 20001	INTRODUCTION TO MEDIA ADVOCACY	3
COMM 35464	Argumentation and Persuasive Communication	3
CCI 45091	SEMINAR IN MEDIA AND MOVEMENTS	3
Minor Electives, choose from the follow	ring:	9
ADED 20000	TOPICS IN SOCIAL JUSTICE IN TEACHING AND LEARNING	
CCI 45091	SEMINAR IN MEDIA AND MOVEMENTS <sup>1</sup>	
COMM 45007	FREEDOM OF SPEECH	
HDFS 44033	COMMUNITY OUTREACH IN NONPROFIT MANAGEMENT (ELR)	
JMC 21001	PRINCIPLES OF ADVERTISING	
PACS 31003	NONVIOLENCE: THEORY AND PRACTICE	
PH 35005	ADVOCACY AND ACTIVISM IN PUBLIC HEALTH	
PH 44025	PRINCIPLES OF PUBLIC HEALTH LEADERSHIP	
VCD 13000	DESIGN: PRINCIPLES, PROCESSES AND PRACTICE	
Minimum Total Credit Hours:		18

Minimum Total Credit Hours:

#### **Total Credit Hours:**

18

### **Progression Requirements**

**Progression Requirements:** 

None (good standing)

### **Graduation Requirements**

Graduation Requirements: (i.e., minimum grade in specific courses, passage of specific exam)

**Minimum Minor GPA** 

2.000

Additional Documents (e.g., needs assessment, e-mail communication) CCI - Media Advocacy Minor - support emails.pdf

### **Curriculum Services Information**

**Administrating Campus** Kent

Searchable Banner Major Code MEDA

Key: 612

From: Sent: To: Subject: Smith, Stephanie Tuesday, October 15, 2019 12:05 PM Reynolds, Amy; Zingrone, Cathy Fw: For Your Review: New CCI Minor



I hope this note brightens your day!

#### From: CROWE, ALICIA <acrowe@kent.edu>

Sent: Tuesday, October 15, 2019 9:56 AM To: Smith, Stephanie <ssmit149@kent.edu> Cc: SANDMANN, ALEXA <asandman@kent.edu>; Dellmann-Jenkins, Mary <mdellman@kent.edu>; PYTASH, KRISTINE <kpytash@kent.edu> Subject: Re: For Your Review: New CCI Minor

Good morning Stephanie,

I have spoken with the program coordinator for ADED and the school director where the HDFS course is housed. Both are very supportive.

I wanted to share that we are pleased to be included in this minor and look forward to it passing through. Make sure we have flyers when it is ready so we can share with students.

Alicia

Alicia R. Crowe, Ph.D. Associate Dean for Undergraduate Education and Student Services Professor of Social Studies and Teacher Education College of Education, Health, and Human Services



Vacca Office of Student Services 304 White Hall 150 Terrace Drive Kent State University Kent, OH 44242

330-672-2862 (phone) Please visit our website at: http://www.kent.edu/ehhs/voss

As an office we value: our students, one another, diversity, collaboration, trust, honesty, respect and mindfulness.

On Oct 8, 2019, at 3:17 PM, Smith, Stephanie <ssmit149@kent.edu> wrote:

Dear Associate Dean Crowe,

The College of Communication and Information (CCI) has been working on creating a minor in <u>Media</u> <u>Advocacy</u>. The Media Advocacy minor will prepare students to explore advocacy as both a professional discipline and an act of engaged citizenship by equipping them with theoretical and applied approaches for achieving meaningful social, political and cultural change through the use of media tools and concepts. The minor will deepen student understanding of how communication impacts individual activism, group advocacy and social movements. The required and elective courses will help students understand how to apply story-based strategies to create shared meaning, draw attention to societal issues, and organize others to take action. It will also prepare students to understand how media shape individual decision making, public discourse and public opinion.

This minor would be available to students in all majors at Kent State.

We are now at the final stages of completing the proposal for the minor and submitting the proposal to our college curriculum committee for approval. Attached is the catalogue proposal. As you can see, we've identified existing courses in your department/school that would make great elective options for students in this minor. Please let me know if you are in support of the proposal and/or have any questions. Additionally, would you please confirm that there are enough seats in your course(s) on the Minor Electives list to accommodate students pursuing the minor?

In order for us to make the deadline for our college's curriculum committee meeting and EPC, we would appreciate your response by October 15, 2019.

We look forward to hearing back from you.

Thank you.

Stephanie Danes Smith Associate Professor College of Communication and Information 330-672-8147

<MEDIA ADVOCACY Minor - Catalog Copy\_10-08.docx>

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From: Sent: To: Subject: Smith, Stephanie Wednesday, October 23, 2019 10:59 AM Zingrone, Cathy Fw: New CCI Media Minor

Hey, Cath--

Here is the other letter of support.

A&S was going to solicit input from its other departments, but I've not heard back and I am too worried if we don't.

S.

From: Alemagno, Sonia <salemagn@kent.edu> Sent: Friday, October 18, 2019 12:48 PM To: Smith, Stephanie <ssmit149@kent.edu> Cc: Bhargava, Tina <tbharga1@kent.edu> Subject: RE: New CCI Media Minor

The College of Public Health is in support of the media advocacy minor as proposed.

Thank you,

Sonia Alemagno

Sonia Alemagno, Ph.D. Dean and Professor, Health Policy and Management College of Public Health Kent State University Mailing Address: 800 Hilltop Drive, Moulton Hall P.O. Box 5190 Kent, OH 44242-0001 Office Location: 131 Moulton Hall Phone: 330-672-6501



College of Public Health

1

From: Smith, Stephanie <ssmit149@kent.edu> Sent: Friday, October 18, 2019 12:47:10 PM To: Alemagno, Sonia <salemagn@kent.edu>

Public Health

Cc: Bhargava, Tina <tbharga1@kent.edu> Subject: New CCI Media Minor

I am reaching out again about our new media advocacy minor. Since I didn't hear back from you, I'd like to assume that you have no questions or issues, but I want to doublecheck to be sure. If you have any questions, please let me know by Tuesday, Oct. 22.

Thank you so much, Stephanie Smith Associate Professor College of Communication & Information 330-672-8147

From: Sent: To: Subject: Smith, Stephanie Wednesday, October 9, 2019 5:17 PM Cooper, Neil; Haley, Mary Ann Re: For Your Review: New CCI Minor



Neil,

Thank you for getting back to us so quickly. We took a look at PACS 31003 NONVIOLENCE: THEORY AND PRACTICE and it sounds perfect for our minor, so we will incorporate it as an elective instead of the Negotiation course. Could you tell us when it is offered (e.g., every semester, every fall, every spring?) so we can advise students who will be interested in taking this course?

Best regards, Stephanie

### From: Cooper, Neil <cooper@kent.edu>

Sent: Wednesday, October 9, 2019 12:30 PM To: Smith, Stephanie <ssmit149@kent.edu>; Haley, Mary Ann <mhaley@kent.edu> Subject: Re: For Your Review: New CCI Minor

Hi

I am not sure the Negotiation course from SPCS would be the best fit for a Minor in Media Advocacy

An alternative at the undergraduate level might be Nonviolence: Theory and Practice

Also - at my previous institution:

we had what we described as 'drop-down' graduate courses that could be taken by undergraduates If this option exists here then a more obvious course might be to label the Graduate Course in Social Movements and Nonviolent Conflict as a course that would be available to undergraduates - we offer this as part of a Conflict Analysis and Management concentration in the Politics Graduate curriculum. This would probably be the best fit but obviously if the option of a drop-down course does not exist here it would be out of the question

Regards Neil

From: "Smith, Stephanie" <ssmit149@kent.edu> Date: Tuesday, October 8, 2019 at 3:18 PM To: "Haley, Mary Ann" <mhaley@kent.edu> Cc: "Cooper, Neil" <cooper@kent.edu> Subject: For Your Review: New CCI Minor

Dear Associate Dean Haley,

EPC Agenda | 18 November 2019 | Attachment 7 | Page 9 The College of Communication and Information (CCI) has been working on creating a minor in <u>Media Advocacy</u>. The Media Advocacy minor will prepare students to explore advocacy as both a professional discipline and an act of engaged citizenship by equipping them with theoretical and applied approaches for achieving meaningful social, political and cultural change through the use of media tools and concepts. The minor will deepen student understanding of how communication impacts individual activism, group advocacy and social movements. The required and elective courses will help students understand how to apply story-based strategies to create shared meaning, draw attention to societal issues, and organize others to take action. It will also prepare students to understand how media shape individual decision making, public discourse and public opinion.

### This minor would be available to students in all majors at Kent State.

We are now at the final stages of completing the proposal for the minor and submitting the proposal to our college curriculum committee for approval. Attached is the catalogue proposal. As you can see, we've identified existing courses in your department/school that would make great elective options for students in this minor. Please let me know if you are in support of the proposal and/or have any questions. Additionally, would you please confirm that there are enough seats in your course(s) on the Minor Electives list to accommodate students pursuing the minor?

In order for us to make the deadline for our college's curriculum committee meeting and EPC, we would appreciate your response by <u>October 15, 2019</u>.

We look forward to hearing back from you.

Thank you.

Stephanie Danes Smith Associate Professor College of Communication and Information 330-672-8147

From: Sent: To: Subject: Smith, Stephanie Wednesday, October 23, 2019 11:26 AM Zingrone, Cathy Fw: New CCI Media Advocacy Minor



From: Haley, Mary Ann <mhaley@kent.edu> Sent: Friday, October 18, 2019 12:59 PM To: Smith, Stephanie <ssmit149@kent.edu> Subject: RE: New CCI Media Advocacy Minor

Hello Stephanie,

I thought you were most interested in the response from Peace and Conflict Studies. I see that Professor Cooper responded to you and that you offered to change the course from their school. I will send out the program to the entire college and see what response I receive.

Regards, Mary Ann

#### Mary Ann Haley, Ph.D.

Associate Dean College of Arts and Sciences Kent State University 113 Bowman Hall 330-672-8968

From: Smith, Stephanie <ssmit149@kent.edu> Sent: Friday, October 18, 2019 12:44 PM To: Haley, Mary Ann <mhaley@kent.edu> Subject: New CCI Media Advocacy Minor

Dear Dr. Haley,

I am reaching out again about our new media advocacy minor. Since I didn't hear back from you, I'd like to assume that you have no questions or issues, but I want to doublecheck to be sure. If you have any questions, please let me know by Tuesday, Oct. 22.

Thank you so much, Stephanie Smith Associate Professor College of Communication & Information 330-672-8147



From: Sent: To: Cc: Subject: -Graham, Elizabeth

Tuesday, October 8, 2019 4:01 PM Smith, Stephanie Zingrone, Cathy Re: For Your Review: New CCI Minor

Comm (CCI)

Dear Stephanie and Cathy,

I am in full support of the Media Minor in CCI as detailed in the attached document.

Sincerely,

Beth

-----

Elizabeth Graham, Ph.D. Director & Professor School of Communication Studies Kent State University Kent, OH 44142 (330) 672-3087

From: "Smith, Stephanie" <ssmit149@kent.edu> Date: Tuesday, October 8, 2019 at 3:24 PM To: "Graham, Elizabeth" <egraha18@kent.edu> Cc: "Zingrone, Cathy" <czingron@kent.edu> Subject: For Your Review: New CCI Minor

Dear Beth,

Thank you for your talking with the faculty in your schools about the Media Advocacy Minor. As a reminder, the minor will prepare students to explore advocacy as both a professional discipline and an act of engaged citizenship by equipping them with theoretical and applied approaches for achieving meaningful social, political and cultural change through the use of media tools and concepts. The minor will deepen student understanding of individual activism, group advocacy and social movements. The required and elective courses will help students understand how to apply story-based strategies to create shared meaning, draw attention to societal issues and organize others to take action. It will also prepare students to understand how media shape individual decision making, public discourse and public opinion.

This minor would be available to students in all majors at Kent State.

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We've received feedback from the faculty in your school about courses for the electives and have reviewed the list with Dean Reynolds. Attached is the final curricular proposal. Please let us know by **Friday**, **October 11**, **2019** if you are in support of the Minor as it is proposed. Also, please let us know if you have any questions and/or see any issues.

Thank you!

Stephanie & Cathy

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From: Sent: To: Cc: Subject: Scott Bogoniewski <sbogonie@kent.edu> Friday, October 18, 2019 8:54 AM Smith, Stephanie ROBINS, DAVID; Zingrone, Cathy Re: For Your Review: New CCI Minor

tal sciences

Yes, I fully support this. -scott

Sent from my iPhone

On Oct 15, 2019, at 2:26 PM, Smith, Stephanie <ssmit149@kent.edu> wrote:

Scott and Dave,

I'm just following up to see if you have any questions about the new minor, or if we can proceed with your support. Please let me know.

Thank you! Stephanie & Cathy

From: Smith, Stephanie Sent: Tuesday, October 8, 2019 3:23 PM To: Bogoniewski, Scott <sbogonie@kent.edu> Cc: ROBINS, DAVID <drobins@kent.edu>; Zingrone, Cathy <czingron@kent.edu> Subject: For Your Review: New CCI Minor

Dear Scott,

Thank you for your talking with the faculty in your schools about the Media Advocacy Minor. As a reminder, the minor will prepare students to explore advocacy as both a professional discipline and an act of engaged citizenship by equipping them with theoretical and applied approaches for achieving meaningful social, political and cultural change through the use of media tools and concepts. The minor will deepen student understanding of individual activism, group advocacy and social movements. The required and elective courses will help students understand how to apply story-based strategies to create shared meaning, draw attention to societal issues and organize others to take action. It will also prepare students to understand how media shape individual decision making, public discourse and public opinion.

This minor would be available to students in all majors at Kent State.

We've received feedback from the faculty in your school about courses for the electives and have reviewed the list with Dean Reynolds. Attached is the final curricular proposal. Please let us know by

EPC Agenda | 18 November 2019 | Attachment 7 | Page 15 Friday, October 11, 2019 if you are in support of the Minor as it is proposed. Also, please let us know if you have any questions and/or see any issues.

Thank you!

Stephanie & Cathy

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From: Sent: To: Cc: Subject:

#### MCKENNEY, MITCHELL

Tuesday, October 8, 2019 4:39 PM Smith, Stephanie FRUIT, JEFFREY; Zingrone, Cathy Re: Media Advoacy Minor--JMC Electives

JMC (CCI)

That's fine. I don't expect any issues with it. Thanks

### Mitch McKenney MBA

Associate professor and undergraduate coordinator Journalism and Mass Communication College of Communication and Information (330) 672-3665



From: "Smith, Stephanie" <ssmit149@kent.edu>
Date: Tuesday, October 8, 2019 at 3:06 PM
To: Mitch McKenney <mmckenne@kent.edu>
Cc: "FRUIT, JEFFREY" <jfruit@kent.edu>, "Zingrone, Cathy" <czingron@kent.edu>
Subject: Re: Media Advoacy Minor--JMC Electives

Hey Mitch,

I realize you have not had the chance to talk to the UGC about adding Principles of Advertising as an elective. We need to keep moving on this, so for now we'll include the course on the electives list, but if the committee comes back with a no, we'll amend it.

Thanks

From: Smith, Stephanie <ssmit149@kent.edu> Sent: Thursday, October 3, 2019 2:09 PM To: MCKENNEY, MITCHELL <mmckenne@kent.edu> Cc: FRUIT, JEFFREY <jfruit@kent.edu>; Zingrone, Cathy <czingron@kent.edu> Subject: Re: Media Advoacy Minor--JMC Electives

Sounds good.

From: MCKENNEY, MITCHELL <mmckenne@kent.edu> Sent: Thursday, October 3, 2019 2:03 PM To: Smith, Stephanie <ssmit149@kent.edu> Cc: FRUIT, JEFFREY <jfruit@kent.edu>; Zingrone, Cathy <czingron@kent.edu> Subject: Re: Media Advoacy Minor--JMC Electives

OK, got it.

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It's too bad, from my perspective, because I thought Social Media Strategies or Fundamentals would offer them skills that the survey courses wouldn't.

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EPC Agenda | 18 November 2019 | Attachment 7 | Page 17 Anyway, I'll msg Undergrad Studies Committee about including Principles of Ads. Thanks -- Mitch

Mitch McKenney MBA Associate professor and undergraduate coordinator Journalism and Mass Communication College of Communication and Information (330) 672-3665 KENT STATE

From: "Smith, Stephanie" <ssmit149@kent.edu> Date: Thursday, October 3, 2019 at 1:09 PM To: Mitch McKenney <mmckenne@kent.edu> Cc: "FRUIT, JEFFREY" <jfruit@kent.edu>, "Zingrone, Cathy" <czingron@kent.edu> Subject: Media Advoacy Minor--JMC Electives

Mitch,

Amy reviewed the proposal for the minor this morning and she approved JMC 28001 (Principles of Public Relations) as an elective. She would also like for JMC to consider Principles of Advertising (JMC 21001) as an elective. There is no prereq listed for it, and I believe it can be taught by Wendy, Danielle and Evan. I believe it is taught every year -- or is it every semester? Please let me know if JMC would endorse this course on the electives list.

Amy did <u>not</u> approve JMC 21008 (Social Media Strategies) or JMC 20005 (Fundamentals of Media Messaging) as electives for the minor. She is trying to keep balance with the number of CCI electives so that the minor is more interdisciplinary.

Please let me know JMC's decision so we can complete the paperwork.

Best regards, Stephanie



Mike DeWine, Governor Randy Gardner, Chancellor

# CHANGE REQUEST: TITLE AND CURRICULUM MODIFICATION

Date of submission: October 9, 2019

Name of institution: Kent State University

Previously approved title: Physical Education major, Bachelor of Science degree

Proposed new title: Physical Education and Sport Performance, Bachelor of Science degree

Proposed implementation date of the request: Fall 2020

**Date that the request received final approval from the appropriate institutional committee:** Kent State University Board of Trustees approved the request on *date to come*.

# Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

# **Educator Preparation Programs:**

Leads to licensure:	$\boxtimes$ Yes	🗆 No	(two concentrations lead to licensure)
Leads to endorsement:	$\Box$ Yes	🛛 No	

# Explain the rationale for title and curricular changes.

Kent State has offered a Bachelor of Science degree in Physical Education since 1971. However, the name of does not fit the overall scope of the major, which comprises three undergraduate concentrations:

- 1. Health and Physical Education, a five-year program that prepares students for dual, multi-age teacher licensure in heath education and physical education
- 2. Physical Activity and Sport Performance, a student-designed program with a required minor component

3. Physical Education Teacher Licensure, which prepares students for multi-age teacher licensure in physical education

The proposed title of Physical Education and Sport Performance better reflects the focus of the major as a whole and of the program area of the faculty.

The curricular changes to the program involve decreasing elective requirements in two concentrations and adding a health education course to one concentration. These actions are due to a recent changes in the required anatomy and physiology course and to add content that will better prepare students for teaching health issues, education and environment policy. The previous revisions to the anatomy and physiology course increased the total number of credit hours (from 3 to 4) required for graduation for the 2019-2020 catalog year. These proposed revisions will return the program to 120-157 minimum total credit hours beginning with fall 2020.

# Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

The CIP code assigned to the major is the following, which continues to be appropriate and is not changing.

13.1314 Physical Education Teaching and Coaching. A program that prepares individuals to teach physical education programs and/or to coach sports at various educational levels.

# Describe how the title and curricular changes will affect students in the current program.

These changes will not affect current students. Students may upgrade their catalog year to take advantage of the reduced credit hours and added course content or if they want the new major title displayed on their transcript and diploma. If they do not want to change their catalog year, they may still take the health education course as an elective in order to gain the content that will be delivered in the revised major.

Describe any faculty, administrative or support service changes occurring along with the title and curriculum changes.

Current resources are sufficient and are not changing with this request.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Not applicable.

# Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness of the new curriculum will be monitored by reviewing student grades in courses and their results of the Ohio Assessment for Educators tests.

### Submit a comparison of the currently authorized curriculum and the proposed curriculum.

See appendix at the end of the document.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Respectfully,

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

# APPENDIX: Curriculum Revision of the B.S. Degree in Physical Education and Sport Performance

Note: All PEP (Physical Education Professional) courses will be revised to the PESP (Physical Education and Sport Performance) course subject, effective for fall 2020.

Previously Authorized Curriculum		Changes for Fall 2020
Major Requirements		
EXSC 25057 Human Anatomy and Physiology I	4	Credit hours increased in 2019
PEP 15010 Introduction to Physical Education, Fitness and Sport	3	
PEP 25033 Lifespan Motor Development	3	
PEP 25056 Assessment of Learning in Physical Education/Sport	3	
PEP 35020 Fitness Education	3	
PEP 35084 Motor Skill Analysis	3	
PSYC 11762 General Psychology	3	
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	9	
Kent Core Social Sciences	3	
Subtotal Major Credit Hours:	44	
Health and Physical Education Concentration Requirements		
EHHS 49526 Student Teaching in Health and Physical Education	10	
HED 11570 Personal Health	3	
HED 20000 Teaching Health to Young Learners	3	
HED 21050 Health Education Theories	3	
HED 21030 Introduction to Health Education	3	
HED 32530 Drug Use and Misuse	3	
HED 32542 Methods and Applications of Health Education	5	
HED 32544 Human Sexuality	3	
HED 34050 Program Planning and Evaluation in Health Education	3	
HED 42041 Health Coaching	3	
HED 44543 Administration of School Health Programs	3	
HED 44544 Sexuality Education Programs	3	
HED 44550 Drug Abuse and Violence Education Programs	3	
HED 49525 Inquiry Seminar into Professional Practice	3	
PEP 15011 Development and Analysis of Invasion Games	3	
PEP 15015 Development and Analysis of Net Games	3	
PEP 15020 Fundamental Movement, Gymnastics and Dance	3	
PEP 25025 Teaching in Physical Educ	3	
PEP 25026 Overview of Outdoor Pursuits/Adventure Education	3	
PEP 45037 Adapted Physical Education	3	
PEP 45051 Elementary School Physical Education Methods	3	
PEP 45053 Elementary School Physical Education Content	3	
PEP 45058 Secondary School Physical Education Methods	3	
PEP 45059 Secondary School Physical Education Content	3	
PEP 49525 Inquiry into Professional Practice in Physical Ed	3	
SPAD 35065 History and Philosophy of Sport and Physical Activity	3	
Physical Activity, Wellness and Sport (PWS) Electives	3	Electives decreased to 2 credits
CI 47330 Reading and Writing in Adolescence and Adulthood	3	
COMM 15000 Introduction to Human Communication	3	
CULT 29535 Education in A Democratic Society	3	

#### EPC Agenda | 18 November 2019 | Attachment 8 | Page 5

Kent State University | Title/Curriculum Change Request | B.S. in Physical Education | Page 5

Previously Authorized Curriculum	Changes for Fall 2020	
EPSY 29525 Educational Psychology	3	
NUTR 23511 Science of Human Nutrition	3	
SPED 23000 Introduction to Exceptionalities	3	
Subtotal Concentration Credit Hours:	114	Total decreased to 113 credits
Total Credit Hours For This Concentration:	158	Total decreased to 157 credits
Physical Activity and Sport Performance Concentration Requirem	ents	
PEP 15020 Fundamental Movement, Gymnastics and Dance	3	
PEP 45015 Psychology of Coaching	3	
PEP 45037 Adapted Physical Education	3	
PEP 45092 Internship in Physical Education	3	
or PEP 45096 Individual Investigation in Physical Education		
SPAD 25000 Sport in Society	3	
SPAD 35065 History/Philosophy of Sport and Physical Activity	3	
Physical Activity, Wellness and Sport (PWS)	1	
or Professional Movement Elective		
Development and Analysis Electives	6	
Kent Core Basic Sciences	3	
Kent Core Additional	6	
Declared Minor and General Electives	42	
Subtotal Concentration Credit Hours:	76	

# Subtotal Concentration Credit Hours: 76

**Total Credit Hours For This Concentration: 120** 

Physical Education Licensure Concentration Requirements		
		HED 42575 Health and Learning
		Strategies (3 credits) added
PEP 15011 Development and Analysis of Invasion Games	3	
PEP 15015 Development and Analysis of Net Games	3	
PEP 15016 Development and Analysis of Target and Field Games	3	
PEP 15020 Fundamental Movement, Gymnastics and Dance	3	
PEP 25025 Teaching in Physical Education	3	
PEP 25026 Overview of Outdoor Pursuits and Adventure Education	3	
PEP 45037 Adapted Physical Education	3	
PEP 45051 Elementary School Physical Education Methods	3	
PEP 45053 Elementary School Physical Education Content	3	
PEP 45058 Secondary School Physical Education Methods	3	
PEP 45059 Secondary School Physical Education Content	3	
PEP 49525 Inquiry into Professional Practice in Physical Ed	3	
PEP 49526 Student Teaching in Physical Education	12	
SPAD 35065 History/Philosophy of Sport and Physical Activity	3	
Physical Activity, Wellness and Sport (PWS) Electives	3	Electives decreased to 1 credit
CI 47330 Reading and Writing in Adolescence/Adulthood	3	
CULT 29535 Education in A Democratic Society	3	
EPSY 29525 Educational Psychology	3	
SPED 23000 Introduction to Exceptionalities	3	
Kent Core Basic Sciences	3	
Kent Core Additional	6	
General Electives	1	Elective removed

Subtotal Concentration Credit Hours: 76 Total Credit Hours For This Concentration: 120

# **PHYSICAL EDUCATION AND SPORT PERFORMANCE - B.S.**

### **In Workflow**

- 1. HS Agenda Role (saugusti@kent.edu)
- 2. TLC Agenda Role (saugusti@kent.edu)
- 3. HS Faculty Committee Chair (ncaine@kent.edu)
- 4. HS Director (eglickma@kent.edu)
- 5. TLC Director (asandman@kent.edu)
- 6. EH CCC Agenda Role Undergraduate (saugusti@kent.edu)
- 7. EH Dean Undergraduate (acrowe@kent.edu)
- 8. Provost (jkellog7@kent.edu)
- 9. Final Catalog Review (Final Catalog Review@kent.edu)

### **Approval Path**

- 1. Wed, 09 Oct 2019 19:29:40 GMT Jennifer Kellogg (jkellog7): Rollback to Initiator
- 2. Wed, 09 Oct 2019 19:37:21 GMT Susan Augustine (saugusti): Approved for HS Agenda Role
- 3. Thu, 10 Oct 2019 13:08:40 GMT Susan Augustine (saugusti): Approved for TLC Agenda Role
- 4. Thu, 10 Oct 2019 14:33:36 GMT Natalie Caine-Bish (ncaine): Approved for HS Faculty Committee Chair
- 5. Thu, 10 Oct 2019 14:35:45 GMT Ellen Glickman (eglickma): Approved for HS Director
- 6. Fri, 11 Oct 2019 13:18:34 GMT Alexa Sandmann (asandman): Approved for TLC Director
- 7. Fri, 18 Oct 2019 17:28:33 GMT Hilda Pettit (hapettit): Approved for EH CCC Agenda Role - Undergraduate
- 8. Fri, 18 Oct 2019 17:30:01 GMT Hilda Pettit (hapettit): Approved for EH Dean - Undergraduate

Date Submitted:Wed, 09 Oct 2019 19:34:54 GMT

# Viewing:Physical Education and Sport Performance - B.S. Last approved:Wed, 15 May 2019 18:02:19 GMT Last edit:Fri, 18 Oct 2019 17:05:01 GMT

Changes proposed by: saugusti

#### **Reviewer Comments**

Susan Augustine (saugusti) (Wed, 09 Oct 2019 14:36:09 GMT):submitted for Insook Kim. approved by TLC SCC on October 8, 2019
 Jennifer Kellogg (jkellog7) (Wed, 09 Oct 2019 19:29:40 GMT):Rollback: Returning to initiator.
 Susan Augustine (saugusti) (Wed, 09 Oct 2019 19:37:05 GMT):Department was corrected from Health Sciences to Teaching, Learning and Curriculum Studies.
 Susan Augustine (saugusti) (Fri, 18 Oct 2019 14:11:52 GMT):Rationale was edited to specify changes.

Hilda Pettit (hapettit) (Fri, 18 Oct 2019 17:29:06 GMT):EHHS Curriculum Committee approved 10-18-2019 Hilda Pettit (hapettit) (Fri, 18 Oct 2019 17:29:56 GMT):EHHS Curriculum Committee approved 10-18-2019

### Program Type:

Major or Degree

**College:** College of Education Health and Human Services

### Department/School:

Teaching Learning and Curricul

Level:

Undergraduate

Program Name:

Physical Education and Sport Performance - B.S.

#### Degree:

**Bachelor of Science** 

#### List the delivered modes for the program:

On-Ground

# Fully Offered At: List all campuses/locations and methods (e.g., online, accelerated) for which a student can fully complete the program.

Kent Campus

#### Lead administrator for this proposal:

Insook Kim

#### **CIP Code**

131314 - Physical Education Teaching and Coaching.

#### Attach Ohio Department of Higher Education Change Request

ODHE-change-request\_name-curriculum-undergraduate.docx

#### Why are you making these revisions?

The current title of the major, Physical Education Professional (PEP) does not fit the overall scope of the three undergraduate concentrations: Health and Physical Education, Physical Education Teacher Licensure, and Physical Activity and Sport Performance. The proposed title, Physical Education and Sport Performance (PESP) better reflects the focus of the major as a whole and of the program area which also includes two minors: Athletic Coaching and Sport, Exercise, and Performance Psychology.

The curricular changes involve decreasing elective requirements in two concentrations and adding a health education course to one concentration. Specifically, Health and Physical Education concentration (HPE): reduce PWS electives from 3 to 2; Physical Education Licensure concentration (PEL): add HED 42375, reduce PWS Electives from 3 to 1, and remove General Electives (1 cr). These actions are due to a recent increase in credit hours for the required anatomy and physiology course and to add content that will better prepare students for teaching health issues, education, and environment policy. The previous revisions to the A&P course raised the total number of credits required for graduation for the 2019-2020 catalog year. This action will return them to 120-157 minimum total credit hours beginning in fall 2020.

#### How will these revisions affect current students in the program?

The title change is not expected to impact current students. They may upgrade their catalog year to take advantage of the reduce credit hours and added course content or if they want the new title on their transcript/diploma. If they do not want to change their catalog year, they may still take the health education course as an elective in order to gain the content that will be delivered in the revised major. The B.S.E. School Health Education major will undergo changes to maintain equivalency with their Health and Physical Education concentration

# Are you establishing new or revising courses for this program? If yes, please explain. (You will also need to submit separate course workflows.)

No

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

#### **Units Consulted**

School of Foundations, Leadership and Administration

School of Health Sciences

School of Teaching, Learning and Curriculum Studies

# **Catalog Copy**

#### **Effective Catalog:**

2020-2021

#### Description: Describe the program as you would to a prospective student.

The Bachelor of Science degree in Physical Education and Sport Performance comprises three concentrations:

- The **Health and Physical Education** concentration is a five-year program that provides the curriculum necessary for students seeking Ohio teacher licensure in both health education and physical education. The program includes multiple field experiences in a variety of school districts, followed by a full semester of student teaching. Students teach in both subjects and are eligible to sit for the multi-age teacher licensing examinations. Students may apply a maximum of 12 credit hours of graduate courses toward the B.S.E. degree.
- The Physical Activity and Sport Performance concentration is grounded in the understanding that the study of physical activity and sport is important in themselves and as biological and social concepts. The concentration provides students with the opportunity
to design their educational experience by developing an individualized program of study. Students in this concentration are required to declare a minor, either in a related field or outside the field.

• The **Physical Education Teacher Licensure** concentration prepares students to seek Ohio teacher licensure in physical education. The program includes multiple field experiences in a variety of school districts, followed by a full semester of student teaching. Graduates are eligible to sit for the multi-age teacher licensing examinations.

#### Accreditation: List specialized or professional accreditor for the program if applicable.

National Council for Accreditation of Teacher Education

# 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.

Admission to this major is selective. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.750 high school GPA. Students who do not meet the GPA requirement at the time of admission for this major will be admitted to the EHHS General non-degree program until which time they have established a Kent State GPA of 2.750. They may then submit a change of program to declare this major.

Students seeking admission into the Health and Physical Education concentration or the Physical Education Teacher Licensure concentration of this program must meet all professional requirements for admission to advanced study and have a minimum overall 2.750 GPA in all previous undergraduate coursework. Students should contact the Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire into the procedures associated with admission to advanced study. Students transferring from another university should meet with an academic advisor in the College of Education, Health and Human Services at least one semester prior to transferring.

**Current Kent State and Transfer Students:** Active Kent State students who wish to change their major must have attempted a minimum 12 credit hours at Kent State and meet all admission criteria listed above to be admitted. Students who have not attempted 12 credit hours at Kent State will be evaluated for admission based on their high school GPA for new students or transfer GPA for transfer students. Transfer students who have not attempted 12 credit hours of college-level coursework at Kent State and/or other institutions will be evaluated based on both their high school GPA and college GPA.

**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 theOffice of Global Education's admission website (http://www.kent.edu/globaleducation/international-admissions).

# 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 "demonstrate," "understand," "appreciate," etc.

Graduates of the Health and Physical Education and Physical Education Licensure concentrations will be able to:

- 1. Apply discipline-specific scientific and theoretical concepts critical to the development of physically literate individuals.
- 2. Plan and implement a variety of developmentally appropriate learning experiences and content aligned with local, state and national standards to develop physically literate individuals.
- 3. Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
- 4. Utilize assessments and reflection to foster student learning and inform instructional decisions.
- 5. Demonstrate dispositions essential to becoming effective professionals.
- 6. Demonstrate understanding and value of human diversity.

Graduates of the Physical Activity and Sport Performance concentration will be able to:

- 1. Demonstrate understanding and value of human diversity.
- 2. Apply their broad spectrum of knowledge of human movement in their capstone experience by being able to:
  - a. Describe and apply biophysical (anatomical, physiological and biomechanical) and social-psychological concepts to skillful movement, physical activity and fitness, depending upon their area of focus.
  - b. Identify individual and group motives and opportunities and barriers to involvement in different types of human movement.
  - c. Understand the historical significance of past events and how these events have shaped the present development of sport and physical education.

#### Program Requirements:

Code	Title	Credit Hours
Major Requirements (courses count in r	najor GPA) <sup>1</sup>	
ATTR/EXSC 25057	HUMAN ANATOMY AND PHYSIOLOGY I (KBS) (KLAB) <sup>2</sup>	4
PEP 15010	INTRODUCTION TO PHYSICAL EDUCATION, FITNESS AND SPORT	3
PEP 25033	LIFESPAN MOTOR DEVELOPMENT	3
PEP 25056	ASSESSMENT OF LEARNING IN PHYSICAL EDUCATION AND SPORT	3
PEP 35020	FITNESS EDUCATION	3

3

MOTOR SKILL ANALYSIS

PEP 35084

Additional Requirements (courses do n	ot count in major GPA)	
PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS) <sup>3</sup>	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Composition <sup>3</sup>		6
Kent Core Mathematics and Critical Rea	asoning	3-5
Kent Core Humanities and Fine Arts (m	inimum one course from each)	9
Kent Core Social Sciences		3
Concentrations		
Choose from the following:		76-113
Health and Physical Education (http:	//catalog.kent.edu/colleges/eh/tlc/physical-education-bs/#HPE)	
Physical Education Licensure (http:/	/catalog.kent.edu/colleges/eh/tlc/physical-education-bs/#PEL)	
Physical Activity and Sport Performa	ance (http://catalog.kent.edu/colleges/eh/tlc/physical-education-bs/#PASP)	
Minimum Total Credit Hours:		120-157
		120-137
Minimum C grade is required Education Licensure concen	d in all major coursework for the Health and Physical Education concentration and the Phy tration.	/sical
<ul> <li>Students who have success ofATTR 25057/EXSC 25057.</li> </ul>	fully completedBSCI 11010with a minimum C grade may use that course in place	
Minimum C grade is required	for the Health and Physical Education and Physical Education Licensure concentrations.	i.
<b>Health and Physical Education</b>	Concentration Requirements	
Code	- Title Cr	edit Hours
Concentration Requirements (courses of	count in major GPA)	
FHHS 49526	STUDENT TEACHING IN HEALTH AND PHYSICAL EDUCATION (ELB)	10
HFD 11570	PERSONAL HEALTH (min C grade)	. 3
HED 20000	TEACHING HEALTH TO YOUNG LEARNERS (min C grade)	3
HED 21030	INTRODUCTION TO HEALTH FOLICATION (min C grade)	3
HED 21050		3
HED 22530	DRUG LISE AND MISUSE (min C grade)	3
HED 32530	METHODS AND APPLICATIONS OF HEALTH EDUCATION (WIC) (min C grade)	5
HED 32542	HUMAN SEVUALITY (min C grade)	2
HED 32344	DUMAN SEAUALTY (THILD GIAUE)	3
HED 34050	PROGRAM PLANNING AND EVALUATION IN HEALTH EDUCATION (IIIII C grade)	3
HED 42041	ADMINISTRATION OF SOLICOL LIFALTH DROODAMS (min 0 stade)	3
HED 44543	ADMINISTRATION OF SCHOOL HEALTH PROGRAMS (IMIT & grade)	3
HED 44544	SEXUALITY EDUCATION PROGRAMS (min C grade)	3
HED 44550	DRUG ABUSE AND VIOLENCE EDUCATION PROGRAMS (min C grade)	3
HED 49525	INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE (min C grade)	3
PEP 15011	DEVELOPMENT AND ANALYSIS OF INVASION GAMES (min C grade)	3
PEP 15015	DEVELOPMENT AND ANALYSIS OF NET GAMES (min C grade)	3
PEP 15016	DEVELOPMENT AND ANALYSIS OF TARGET AND FIELD GAMES (min C grade)	3
PEP 15020	FUNDAMENTAL MOVEMENT, GYMNASTICS AND DANCE (min C grade)	3
PEP 25025	TEACHING IN PHYSICAL EDUCATION (min C grade)	3
PEP 25026	OVERVIEW OF OUTDOOR PURSUITS AND ADVENTURE EDUCATION (min C grade)	3
PEP 45037	ADAPTED PHYSICAL EDUCATION (min C grade)	3
PEP 45051	ELEMENTARY SCHOOL PHYSICAL EDUCATION METHODS (min C grade)	3
PEP 45053	ELEMENTARY SCHOOL PHYSICAL EDUCATION CONTENT (min C grade)	3
PEP 45058	SECONDARY SCHOOL PHYSICAL EDUCATION METHODS (min C grade)	3
PEP 45059	SECONDARY SCHOOL PHYSICAL EDUCATION CONTENT (min C grade)	3
PEP 49525	INQUIRY INTO PROFESSIONAL PRACTICE IN PHYSICAL EDUCATION (min C grade)	3
SPAD 35065	HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL ACTIVITY (WIC) (min C grade)	3
Physical Activity, Wellness and Sport (P	WS) Electives, choose from the following (min C grade):	2
PWS 10020	DEVELOPMENT AND CONDITIONING	
PWS 10036	FITNESS WALKING	
PWS 10306	JOGGING	
PWS 10403	BEGINNING BALLROOM DANCE	
PWS 10413	LATIN SOCIAL DANCE	
PWS 11426	VARSITY SPORT TRAINING AND CONDITIONING	
PWS 11604	BEGINNING KARATE	
PWS 11633	JU JITSU	
PWS 11634	SELF-DEFENSE	
PWS 11663	BEGINNING YOGA	
PWS 11664	PILATES	

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PWS 11665	ZUMBA	
PWS 11666	BEGINNING SPINNING	
PWS 11667	BOOT CAMP I	
PWS 11673	INTERMEDIATE YOGA	
PWS 11674	INTERMEDIATE PILATES	
PWS 11675	ZUMBA TONING	
PWS 12324	WEIGHT TRAINING	
PWS 12325	WOMEN'S WEIGHT TRAINING	
PWS 12424	EXERCISE AND WEIGHT CONTROL	
PWS 12425	NAUTILUS EXERCISES	
PWS 13003	DANCE EXERCISE	
PWS 13010	JUDO-JUJITSU	
PWS 13016	CYCLING	
PWS 13040	CARDIO KICKBOXING	
Additional Requirements (courses do n	ot count in major GPA)	
CI 47330	READING AND WRITING IN ADOLESCENCE/ADULTHOOD (min C grade)	3
COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL) (min C grade)	3
CULT 29535	EDUCATION IN A DEMOCRATIC SOCIETY (min C grade)	3
EPSY 29525	EDUCATIONAL PSYCHOLOGY (min C grade)	3
NUTR 23511	SCIENCE OF HUMAN NUTRITION (KBS) (min C grade)	3
SPED 23000	INTRODUCTION TO EXCEPTIONALITIES (DIVD) (min C grade)	3
Kent Core Additional		3
Minimum Total Credit Hours:		113

Minimum Total Credit Hours:

# Physical Activity and Sport Performance Concentration Requirements

Code	Title	Credit Hours
<b>Concentration Requirements (cou</b>	urses count in major GPA)	
PEP 15020	FUNDAMENTAL MOVEMENT, GYMNASTICS AND DANCE	3
PEP 45015	PSYCHOLOGY OF COACHING	3
PEP 45037	ADAPTED PHYSICAL EDUCATION	3
PEP 45092	INTERNSHIP IN PHYSICAL EDUCATION (ELR)	3
or PEP 45096	INDIVIDUAL INVESTIGATION IN PHYSICAL EDUCATION	
SPAD 25000	SPORT IN SOCIETY (DIVD)	3
SPAD 35065	HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL ACTIVITY (WIC) <sup>1</sup>	3
Physical Activity, Wellness and Sp	port (PWS) or Professional Movement Elective	1
Development and Analysis Electiv	ves, choose from the following:	6
PEP 15011	DEVELOPMENT AND ANALYSIS OF INVASION GAMES	
PEP 15015	DEVELOPMENT AND ANALYSIS OF NET GAMES	
PEP 15016	DEVELOPMENT AND ANALYSIS OF TARGET AND FIELD GAMES	
Additional Requirements (course	s do not count in major GPA)	
Kent Core Basic Sciences		3
Kent Core Additional		6
Declared Minor and General Elect hours)	ives (total credit hours depends on earning 120 credit hours, including 39 upper division credit	42

Minimum Total Credit Hours:

1

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

# Physical Education Licensure Concentration Requirements

Code	Title	<b>Credit Hours</b>
Concentration Requirements (courses of	count in major GPA)	
HED 42575	HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS	3
PEP 15011	DEVELOPMENT AND ANALYSIS OF INVASION GAMES (min C grade)	3
PEP 15015	DEVELOPMENT AND ANALYSIS OF NET GAMES (min C grade)	3
PEP 15016	DEVELOPMENT AND ANALYSIS OF TARGET AND FIELD GAMES (min C grade)	3
PEP 15020	FUNDAMENTAL MOVEMENT, GYMNASTICS AND DANCE (min C grade)	3
PEP 25025	TEACHING IN PHYSICAL EDUCATION (min C grade)	3
PEP 25026	OVERVIEW OF OUTDOOR PURSUITS AND ADVENTURE EDUCATION (min C grade)	3
PEP 45037	ADAPTED PHYSICAL EDUCATION (min C grade)	3
PEP 45051	ELEMENTARY SCHOOL PHYSICAL EDUCATION METHODS (min C grade)	3
PEP 45053	ELEMENTARY SCHOOL PHYSICAL EDUCATION CONTENT (min C grade)	3
PEP 45058	SECONDARY SCHOOL PHYSICAL EDUCATION METHODS (min C grade)	3
PEP 45059	SECONDARY SCHOOL PHYSICAL EDUCATION CONTENT (min C grade)	3

Minimum Total Credit Hours:		76
Kent Core Additional		6
Kent Core Basic Sciences		3
SPED 23000	INTRODUCTION TO EXCEPTIONALITIES (DIVD) (min C grade)	3
EPSY 29525	EDUCATIONAL PSYCHOLOGY (min C grade)	3
CULT 29535	EDUCATION IN A DEMOCRATIC SOCIETY (min C grade)	3
CI 47330	READING AND WRITING IN ADOLESCENCE/ADULTHOOD (min C grade)	3
Additional Requirements (course	ses do not count in major GPA)	
PWS 13040	CARDIO KICKBOXING	
PWS 13016	CYCLING	
PWS 13010	JUDO-JUJITSU	
PWS 13003	DANCE EXERCISE	
PWS 12325	WOMEN'S WEIGHT TRAINING	
PWS 12324	WEIGHT TRAINING	
PWS 11675	ZUMBA TONING	
PWS 11674	INTERMEDIATE PILATES	
PWS 11673	INTERMEDIATE YOGA	
PWS 11667	BOOT CAMP I	
PWS 11666	BEGINNING SPINNING	
PWS 11665	ZUMBA	
PWS 11664	PILATES	
PWS 11663	BEGINNING YOGA	
PWS 11634	SELF-DEFENSE	
PWS 11633	JU JITSU	
PWS 11604	BEGINNING KARATE	
PWS 11426	VARSITY SPORT TRAINING AND CONDITIONING	
PWS 10413	LATIN SOCIAL DANCE	
PWS 10403	BEGINNING BALLROOM DANCE	
PWS 10306	JOGGING	
PWS 10036	FITNESS WALKING	
PWS 10020	DEVELOPMENT AND CONDITIONING	
Physical Activity, Wellness and	Sport (PWS) Electives, choose from the following (min C grade):	1
SPAD 35065	HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL ACTIVITY (WIC) (min C grade)	3
PEP 49526	STUDENT TEACHING IN PHYSICAL EDUCATION (ELR)	12
PEP 49525	INOUIRY INTO PROFESSIONAL PRACTICE IN PHYSICAL EDUCATION (min C grade)	3

#### **Total Credit Hours:**

120-157

1

#### **Progression Requirements**

#### **Progression Requirements:**

Students in the Health and Physical Education and Physical Education Licensure concentrations must meet all professional requirements for admission to advanced study.

To manage enrollment and deliver high-quality programs, the faculty will select the most qualified applicants for admission based upon evaluation of standardized test scores of reading, writing and mathematics; academic success (overall GPA<sup>1</sup>) at Kent State University; non-academic criteria and other specific program criteria.

Please be aware that reapplication may be necessary if postponing advanced study coursework or if withdrawn for one year or more.

Undergraduate students who have not completed a minimum of 12 Kent State University credit hours will be evaluated for advanced study and professional phase based on their high school GPA for new freshmen or transfer GPA for transfer students.

#### **Graduation Requirements**

Graduation Requirements: (i.e., minimum grade in specific courses, passage of specific exam)

mum Overall GPA				
0				
Physical Activity and Sport Performance Concentration				
mum Overall GPA				
0				

#### **Physical Education Licensure Concentration**

Minimum Major GPA	Minimum Overall GPA
2.750	2.750

 Students in the Health and Physical Education concentration and the Physical Education Licensure concentration are required to provide evidence of certification in First Aid, CPR and a minimum equivalence to level 5 competency in Red Cross swimming.

#### Licensure information

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.

Students must apply for State of Ohio Licensure (defined by completion of all licensure program requirements) within 12 months of program completion. After 12 months, applicants must meet State approved program/licensure requirements that are in effect at the time of application. This means that students who apply after the 12 month deadline may have to take additional coursework if the content, methods courses, program requirements, or licensure requirements have changed from the catalog in force.

#### Roadmap: Adjust the table to the proposed curriculum, including the Kent Core and general elective requirements.

#### HEALTH AND PHYSICAL EDUCATION CONCENTRATION

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
!	HED 11570	PERSONAL HEALTH	3
1	PEP 15010	INTRODUCTION TO PHYSICAL EDUCATION, FITNESS AND SPORT	3
!	PEP 15020	FUNDAMENTAL MOVEMENT, GYMNASTICS AND DANCE	3
	UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
	Kent Core Requirement		3
	Kent Core Requirement		3
		Credit Hours	16
	Semester Two		
	Requirement: Successful	completion of Praxis Core Reading, Writing and Mathematics	
	COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL)	3
!	CULT 29535	EDUCATION IN A DEMOCRATIC SOCIETY	3
!	PEP 15015	DEVELOPMENT AND ANALYSIS OF NET GAMES	3
	PEP 25026	OVERVIEW OF OUTDOOR PURSUITS AND ADVENTURE EDUCATION	3
!	Physical Activity, Wellnes	s and Sport (PWS) Elective	1
	Kent Core Requirement		3
		Credit Hours	16
	Semester Three		
	HED 21030	INTRODUCTION TO HEALTH EDUCATION	3
!	PEP 15011	DEVELOPMENT AND ANALYSIS OF INVASION GAMES	3
!	PEP 15016	DEVELOPMENT AND ANALYSIS OF TARGET AND FIELD GAMES	3
	Kent Core Requirement		3
	Kent Core Requirement		3
		Credit Hours	15
	Semester Four		
!	EPSY 29525	EDUCATIONAL PSYCHOLOGY	3
	HED 20000	TEACHING HEALTH TO YOUNG LEARNERS	3
	PEP 25056	ASSESSMENT OF LEARNING IN PHYSICAL EDUCATION AND SPORT	3
	PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	3
	Physical Activity, Wellnes	s and Sport (PWS) Electives	1
	Kent Core Requirement		3
		Credit Hours	16
	Semester Five		
	Requirement: minimum 2	.750 overall GPA by end of term; minimum 2.750 major GPA	
i	ATTR 25057 orEXSC 25057	HUMAN ANATOMY AND PHYSIOLOGY I (KBS) (KLAB) or HUMAN ANATOMY AND PHYSIOLOGY I (KBS) (KLAB)	4
	HED 21050	HEALTH EDUCATION THEORIES	3
	PEP 25033	LIFESPAN MOTOR DEVELOPMENT	3
	SPED 23000	INTRODUCTION TO EXCEPTIONALITIES (DIVD)	3
	Kent Core Requirement		3
	Kent Core Requirement		3
		Credit Hours	19

	Semester Six		
	Requirement: apply o minimum 2.750 majo	nline for Advanced Study before the second Friday of the term; 2.750 minimum overall GPA; r GPA	
	HED 32530	DRUG USE AND MISUSE	3
	HED 32544	HUMAN SEXUALITY	3
	HED 44543	ADMINISTRATION OF SCHOOL HEALTH PROGRAMS	3
!	PEP 25025	TEACHING IN PHYSICAL EDUCATION	3
	PEP 35084	MOTOR SKILL ANALYSIS	3
		Credit Hours	15
	Semester Seven		
	Requirement: apply for	or student teaching; minimum 2.750 major GPA; minimum 2.750 overall GPA	
!	HED 32542	METHODS AND APPLICATIONS OF HEALTH EDUCATION (WIC)	5
	HED 42041	HEALTH COACHING	3
	PEP 35020	FITNESS EDUCATION	3
	SPAD 35065	HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL ACTIVITY (WIC)	3
		Credit Hours	14
	Semester Eight		
	Requirement: minimu	ım 2.750 overa <b>ll</b> GPA; minimum 2.750 major GPA	
	HED 34050	PROGRAM PLANNING AND EVALUATION IN HEALTH EDUCATION	3
	HED 44544	SEXUALITY EDUCATION PROGRAMS	3
	HED 44550	DRUG ABUSE AND VIOLENCE EDUCATION PROGRAMS	3
!	PEP 45058	SECONDARY SCHOOL PHYSICAL EDUCATION METHODS	3
!	PEP 45059	SECONDARY SCHOOL PHYSICAL EDUCATION CONTENT	3
		Credit Hours	15
	Semester Nine		
	Requirement: minimu	ım 2.750 overa <b>ll</b> GPA; minimum 2.750 major GPA	
	CI 47330	READING AND WRITING IN ADOLESCENCE/ADULTHOOD	3
	NUTR 23511	SCIENCE OF HUMAN NUTRITION (KBS)	3
	PEP 45037	ADAPTED PHYSICAL EDUCATION	3
!	PEP 45051	ELEMENTARY SCHOOL PHYSICAL EDUCATION METHODS	3
!	PEP 45053	ELEMENTARY SCHOOL PHYSICAL EDUCATION CONTENT	3
		Credit Hours	15
	Semester Ten		
	Requirement: minimu	ım 2.750 overa <b>ll</b> GPA; minimum 2.750 major GPA	
	EHHS 49526	STUDENT TEACHING IN HEALTH AND PHYSICAL EDUCATION (ELR)	10
!	HED 49525	INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE	3
!	PEP 49525	INQUIRY INTO PROFESSIONAL PRACTICE IN PHYSICAL EDUCATION	3
		Credit Hours	16
		Minimum Total Credit Hours:	157

# **Physical Activity and Sport Performance Concentration**

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
	PEP 15010	INTRODUCTION TO PHYSICAL EDUCATION, FITNESS AND SPORT	3
	PEP 15020	FUNDAMENTAL MOVEMENT, GYMNASTICS AND DANCE	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		
	PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	3
	Development and Analysis	Elective	3
	Kent Core Requirement		3
	Kent Core Requirement		3
	Kent Core Requirement		3
		Credit Hours	15
	Semester Three		
i	ATTR 25057 orEXSC 25057	HUMAN ANATOMY AND PHYSIOLOGY I (KBS) (KLAB) or HUMAN ANATOMY AND PHYSIOLOGY I (KBS) (KLAB)	4
	PEP 25033	LIFESPAN MOTOR DEVELOPMENT	3

	Kent Core Requiremer	nt	3
	Kent Core Requiremer	nt	3
	Approved Minor and G	General Electives	3
		Credit Hours	16
	Semester Four		
!	PEP 25056	ASSESSMENT OF LEARNING IN PHYSICAL EDUCATION AND SPORT	3
	SPAD 25000	SPORT IN SOCIETY (DIVD)	3
	Approved Minor and G	General Electives	9
		Credit Hours	15
	Semester Five		
	Development and Ana	alysis Elective	3
	Physical Activity, Well	ness and Sport (PWS) or Professional Movement Elective	1
	Kent Core Requiremer	nt	3
	Kent Core Requiremer	nt	3
	Approved Minor and G	General Electives	5
		Credit Hours	15
	Semester Six		
	PEP 35084	MOTOR SKILL ANALYSIS	3
	PEP 45015	PSYCHOLOGY OF COACHING	3
	Approved Minor and G	General Electives	9
		Credit Hours	15
	Semester Seven		
	Note: apply for gradua	ation	
	PEP 35020	FITNESS EDUCATION	3
	PEP 45037	ADAPTED PHYSICAL EDUCATION	3
	SPAD 35065	HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL ACTIVITY (WIC)	3
	Approved Minor and G	General Electives	6
		Credit Hours	15
	Semester Eight		
!	PEP 45092	INTERNSHIP IN PHYSICAL EDUCATION (ELR)	3
	01PEP 45090	OF INDIVIDUAL INVESTIGATION IN PHYSICAL EDUCATION	10
	Approved Minor and G		10
			13
		Minimum Total Credit Hours:	120

# **Physical Education Licensure Concentration**

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
!	PEP 15010	INTRODUCTION TO PHYSICAL EDUCATION, FITNESS AND SPORT	3
1	PEP 15020	FUNDAMENTAL MOVEMENT, GYMNASTICS AND DANCE	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		
	Requirement: Successful c	completion of Praxis Core Reading, Writing and Mathematics	
!	CULT 29535	EDUCATION IN A DEMOCRATIC SOCIETY	3
	PEP 15015	DEVELOPMENT AND ANALYSIS OF NET GAMES	3
	PEP 25026	OVERVIEW OF OUTDOOR PURSUITS AND ADVENTURE EDUCATION	3
	PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	3
	Kent Core Requirement		3
		Credit Hours	15
	Semester Three		
	Requirement: minimum 2.7	750 overa <b>ll</b> GPA by end of term; minimum 2.750 major GPA	
i	ATTR 25057 orEXSC 25057	HUMAN ANATOMY AND PHYSIOLOGY I (KBS) (KLAB) or HUMAN ANATOMY AND PHYSIOLOGY I (KBS) (KLAB)	4
	EPSY 29525	EDUCATIONAL PSYCHOLOGY	3
!	PEP 15011	DEVELOPMENT AND ANALYSIS OF INVASION GAMES	3
	PEP 15016	DEVELOPMENT AND ANALYSIS OF TARGET AND FIELD GAMES	3

	Kent Core Requirement		3
		Credit Hours	16
	Semester Four		
	Requirement: apply onlir minimum 2.750 major	ne for Advanced Study before the second Friday of the term; 2.750 minimum overall GPA;	
	PEP 25025	TEACHING IN PHYSICAL EDUCATION	3
	PEP 25033	LIFESPAN MOTOR DEVELOPMENT	3
	PEP 25056	ASSESSMENT OF LEARNING IN PHYSICAL EDUCATION AND SPORT	3
	Physical Activity, Wellne	ss and Sport (PWS) Electives	1
	Kent Core Requirement		3
		Credit Hours	13
	Semester Five		
	Requirement: minimum	2.750 overall GPA; minimum 2.750 major GPA	
	CI 47330	READING AND WRITING IN ADOLESCENCE/ADULTHOOD	3
	HED 42575	HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS	3
	PEP 35020	FITNESS EDUCATION	3
	SPED 23000	INTRODUCTION TO EXCEPTIONALITIES (DIVD)	3
	Kent Core Requirement		3
		Credit Hours	15
	Semester Six		
	Requirement: minimum	2.750 overa <b>ll</b> GPA; minimum 2.750 major GPA	
	PEP 35084	MOTOR SKILL ANALYSIS	3
1	PEP 45058	SECONDARY SCHOOL PHYSICAL EDUCATION METHODS	3
1	PEP 45059	SECONDARY SCHOOL PHYSICAL EDUCATION CONTENT	3
	SPAD 35065	HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL ACTIVITY (WIC)	3
	Kent Core Requirement		3
		Credit Hours	15
	Semester Seven		
	Requirement: apply for g	raduation; minimum 2.750 overall GPA; minimum 2.750 major GPA	
	PEP 45037	ADAPTED PHYSICAL EDUCATION	3
1	PEP 45051	ELEMENTARY SCHOOL PHYSICAL EDUCATION METHODS	3
!	PEP 45053	ELEMENTARY SCHOOL PHYSICAL EDUCATION CONTENT	3
	Kent Core Requirement		3
	Kent Core Requirement		3
		Credit Hours	15
	Semester Eight		
	Requirement: minimum	2.750 overall GPA; minimum 2.750 major GPA	
!	PEP 49525	INQUIRY INTO PROFESSIONAL PRACTICE IN PHYSICAL EDUCATION	3
	PEP 49526	STUDENT TEACHING IN PHYSICAL EDUCATION (ELR)	12
		Credit Hours	15
		Minimum Total Credit Hours:	120

Attach Higher Learning Commission Substantial Change Request (undergraduate) or Ohio Department of Higher Education Full Proposal (graduate)

HED-email.pdf Notification Email.pdf

### **Curriculum Services Information**

Searchable Banner Major Code

PEP

Key: 521

# AUGUSTINE, SUSAN

Subject: FW: PEP Title Change

From: Kim, Insook
Sent: Thursday, September 26, 2019 12:32 PM
To: MULROONEY, AARON <amulroon@kent.edu>; PEER, KIMBERLY <kpeer@kent.edu>; Ridgel, Angela
<aridgel@kent.edu>
Subject: PEP Title Change

Hi Program Coordinators!!

I am writing this email to inform you that we are in the process to switch our program title from PEP (*Physical Education Professionals*) to PESP (*Physical Education and Sport Performance*). This change would better fit the overall scope of our three undergraduate concentrations (HPE licensure, PE licensure, and Physical Activity and Sport Performance) including two minors: Athletic Coaching (current) and Sport, Exercise, and Performance Psychology (under progress). I believe that this title change would not impact your programs and students. If you let me know whether you are okay with this change or provide your feedback, I would appreciate it. Thanks for your time.

Insook Kim Associate professor (Program Coordinator) Physical Education School of Teaching, Learning & Curriculum Studies (EHHS) 330-672-225 <u>ikim2@kent.edu</u>

# AUGUSTINE, SUSAN

To:Backus, AngelaSubject:RE: proposal

From: Backus, Angela <abackus1@kent.edu>
Sent: Tuesday, January 22, 2019 2:34 PM
To: AUGUSTINE, SUSAN <saugusti@kent.edu>
Cc: Sato, Takahiro <tsato@kent.edu>; Axiotis, Renee <iaxiotis@kent.edu>
Subject: Re: proposal

Hi Susan,

We approve the addition of HED 42575 to the PEL program requirements. We also approve the reduction of PWS electives from 3 to 2 for the HPE concentration.

Thanks, Angie

Angela Backus, Ph.D. Associate Professor Health Education and Promotion Kent State University



Mike DeWine, Governor Randy Gardner, Chancellor

# INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

Date of submission:	October 28, 2019
Name of institution:	Kent State University
Primary institutional contact for this request:	Therese E. Tillett Associate Vice President of Curriculum Planning and Administration Office of the Provost 330-672-8558 ttillet1@kent.edu
Name of program:	Aviation Maintenance Management major, Bachelor of Science degree
Classification of Instructional Program (CIP):	<b>47.0607 Airframe Mechanics and Aircraft Maintenance Technology/</b> <b>Technician.</b> A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all aircraft components other than engines, propellers, avionics, and instruments. Includes instruction in layout and fabrication of sheet metal, fabric, wood, and other materials into structural members, parts, and fittings, and replacement of damaged or worn parts such as control cables and hydraulic units.
Proposed start date:	Fall 2020 Start date is contingent upon final approval from the Ohio Department of Higher Education and the Higher Learning Commission.
Type of request:	$\Box$ New degree designation at Kent State $\boxtimes$ New major within an existing degree at Kent State

## **Delivery options:**

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

# The institution will be seeking specialized accreditation for the program:

🗆 No 🛛 🖾 Yes

Kent State will seek approval from the Federal Aviation Administration (FAA) for a Part 147<sup>1</sup> component, in addition to accreditation from the Aviation Accreditation Board International (AABI) for the degree program.

# Provide a brief description of the request.

The College of Aeronautics and Engineering is proposing a Bachelor of Science degree in Aviation Maintenance Management to prepare individuals who want to become technicians and managers in the field of aeronautics. The objective for the program will be to provide students with a working knowledge of aircraft repair, aviation technologies, aviation safety programs and aviation management concepts.

The proposed degree program will be offered in collaboration with Kent State's Ashtabula Campus, which has aviation maintenance courses that satisfy requirements for the airframe and powerplant certificate granted by the Federal Aviation Administration (FAA). The College of Aeronautics and Engineering and the Ashtabula Campus will work together to establish partnerships with aviation maintenance technician schools that offer FAA-approved airframe and powerplant maintenance programs but do not award degrees. Graduates from those schools will be able to transfer their coursework to earn an Associate of Technical Studies degree (Individualized Program major) from the Ashtabula Campus.

Once students have earned the two-year A.T.S. degree, they will be able to continue at Kent State for the next two years in the proposed B.S. degree in Aviation Maintenance Management, which will be offered hybrid (online/on-ground) at the Kent Campus and fully online. The online delivery will be ideal for students who do not want to relocate and/or are working full time.

The future goal of the collaboration between the College of Aeronautics and Engineering and the Ashtabula Campus is to earn the FAA designation as a Part 147 airframe and powerplant school. However, the implementation and future offering of the proposed B.S. degree is not dependent upon Kent State being designated as a Part 147 school.

## Explain the academic unit's rationale for making the request.

As new generation airplanes become more prominent in the global fleet, advances in airplane technology will drive demand for a new set of skills, such as digital troubleshooting and composites repair. Boeing, the world's largest aerospace company, projects that 769,000 new maintenance technicians will be needed worldwide in the next 20 years.<sup>2</sup>

<sup>&</sup>lt;sup>1</sup> Part 147 refers to the section of the Code of Federal Regulations regarding certificated aviation maintenance technician schools, see 14 C.F.R. § 147 (2019). Retrieved from www.govinfo.gov/content/pkg/CFR-2019-title14-vol3/xml/CFR-2019-title14-vol3-part147.xml.

<sup>&</sup>lt;sup>2</sup> Boeing (2019). 2019-2038 Boeing Pilot and Technician Outlook. Retrieved from <u>www.boeing.com/commercial/market/pilot-technician-outlook</u>.

A report from the Aviation Technician Education Council<sup>3</sup> notes that aviation mechanics continue to retire faster than they are being replaced, and that educators have the capacity to close that difference, with only one in two seats in technician schools being filled. Conversations held between the college, the Ashtabula Campus, technician schools and companies for aircraft maintenance, repair and operations indicate that students are more attracted to this field if there are academic degrees associated with the program. Likewise, companies are interested not only in filling their maintenance technician shortages, but also the gaps they will face in management when retirements occur.

The College of Aeronautics and Engineering, in partnership with the Ashtabula Campus, is uniquely poised to respond to the demand to educate future aircraft maintenance technicians, specialists and mangers. The college is already approved by the FAA for flight training and aircraft dispatcher. The college's bachelor's degree in aeronautics is the only program in Ohio to be accredited by the Aviation Accreditation Board International. The program also is the only one in Ohio (and one of 36 programs in the country) to be approved and designated by the FAA as an Air Traffic-Collegiate Training Initiative Program.

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

The college anticipates the hiring need of two full-time faculty to develop and teach the online curriculum for the two-year B.S. degree program. Some of the courses that will be required in the program are currently existing and required for the college's B.S. degree in Aeronautics.

The college is the primary operator at the Kent State University airport at which construction recently completed on a \$7 million, 17,800-square-foot academic center funded in part by the FedEx Corporation. The new airport facility includes classrooms, flight debriefing rooms, four new flight simulators and a faculty research laboratory.

<sup>&</sup>lt;sup>3</sup> Aviation Technical Education Council (2018). The 2018 Pipeline Report. Retrieved from <u>www.atec-amt.org/pipeline-report.html</u>.



Mike DeWine, Governor Randy Gardner, Chancellor

# INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

Date of submission:	October 28, 2019
Name of institution:	Kent State University
Primary institutional contact for this request:	Therese E. Tillett Associate Vice President of Curriculum Planning and Administration Office of the Provost 330-672-8558 ttillet1@kent.edu
Name of program:	Cybersecurity Engineering major, Bachelor of Science degree
Classification of Instructional Program (CIP):	<b>14.4701 Electrical and Computer Engineering:</b> A program that prepares individuals to apply mathematical and scientific principles to the design and development of computer systems. Includes instruction in computer architecture, cybersecurity, electronic circuits, electromagnetism, electronic materials and design, micro-fabrication methods and techniques, signal and image processing, and wireless communication networks.
Proposed start date:	Fall 2020 Start date is contingent upon final approval from the Ohio Department of Higher Education and the Higher Learning Commission.
Type of request:	$\Box$ New degree designation at Kent State $\boxtimes$ New major within an existing degree at Kent State
Delivery options:	

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

## The institution will be seeking specialized accreditation for the program:

 $\Box$  No  $\boxtimes$  Yes

Kent State will seek accreditation from the ABET Engineering Accreditation Commission.

## Provide a brief description of the request.

The College of Aeronautics and Engineering is proposing a Bachelor of Science degree in Cybersecurity Engineering to prepare individuals who want to become professional engineers in the broad field of cybersecurity. One objective of the program will be to provide students with a working knowledge of "analysis and evaluation of components and systems with respect to security and to maintaining operations in the presence of risks and threats"<sup>1</sup> with an emphasis on engineered systems. Students will gain the knowledge and skills necessary to address security issues pertaining to stakeholder needs and requirements (from a system engineering perspective) considering the lifecycle of the system from the outset. Design and development of systems, their components and associated networks to increase trustworthiness is a driving concern.

ABET offers accreditation for cybersecurity programs under two separate and distinct commissions: Computer Accreditation Commission (CAC) and Engineering Accreditation Commission (EAC). Both have the Computing Sciences Accreditation Board (CSAB) as a lead ABET society, which guides curricular requirements specific to the accreditation process; EAC also receives direction from the Institute of Electrical and Electronics Engineers and the International Council of Systems Engineering. Of the six specialized curriculum requirements set forth by ABET EAC, the requirement to offer curriculum that includes "engineering topics necessary to determine cybersecurity requirements and to analyze, design, test and protect complex devices and systems that incorporate hardware, software, and human components"<sup>1</sup> makes a cybersecurity engineering degree program uniquely poised to exist within the College of Aeronautics and Engineering.

The College of Aeronautics and Engineering offers a B.S. degree in Computer Engineering Technology, with a large number of courses that are directly relevant to this proposed degree (more than 20 existing courses). Students in the computer engineering technology program have completed capstone projects focused on cybersecurity engineering. In addition, the college offers a minor in electronic technology and is partnering with Kent State's College of Applied and Technical Studies to create pathway programs for that college's A.A.S. degree in Electrical/Electronic Engineering Technology and B.S. degree in Engineering Technology, both offered on the Tuscarawas Campus. Both colleges currently have programs accredited by ABET.

Recognizing that the College of Aeronautics and Engineering has focus and experience with hardware and human factors, but not software, the college will work with other academic departments within Kent State to fill the gap in curriculum and best leverage existing expertise and offerings. As one example, the Department of Computer Science offers a comprehensive set of courses that address the software and information security implications for the design of an engineered system.

<sup>&</sup>lt;sup>1</sup> ABET Accreditation Criteria 2019-2020. Retrieved from <u>www.abet.org/accreditation/accreditation-</u> <u>criteria/criteria-for-accrediting-engineering-programs-2019-2020/#3</u>

## Explain the academic unit's rationale for making the request.

The Bureau of Labor Statistics projects that the job outlook for information security analysts (those who plan and carry out security measures to protect an organization's networks and systems) will grow by an astounding 32 percent in the next 10 years.<sup>2</sup>

The College of Aeronautics and Engineering is currently working with the National Security Administration to have its B.S. degree in Computer Engineering Technology designated as a Center of Academic Excellence in Cyber Defense.<sup>3</sup> This distinction will transition to the proposed cybersecurity engineering degree program once it is in place. Additionally, the college is working to establish partnerships with the State of Ohio, University of Cincinnati and University of Akron in the Ohio Cyber Collaboration Committee.<sup>4</sup>

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

While an increase in the number of faculty may be required as projected enrollment in the cybersecurity engineering degree program grows, at this time there is no immediate need for faculty. Additionally, there is no anticipated need for additional staff or technologies. The College of Aeronautics and Engineering is in discussions with university architects for an expansion to its building on the Kent Campus. Any growth associated with this or other proposed academic programs is being incorporated into that discussion.

<sup>&</sup>lt;sup>2</sup> Bureau of Labor Statistics: U.S. Department of Labor (2018). Retrieved from <u>https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm</u>.

<sup>&</sup>lt;sup>3</sup> National Security Agency, Central Security Service (n.d.). National Centers of Academic Excellence. Retrieved from <u>www.nsa.gov/resources/students-educators/centers-academic-excellence</u>.

<sup>&</sup>lt;sup>4</sup> Ohio Cyber Collaboration Committee (n.d.). Retrieved from <u>www.ohioc3.org</u>.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date		Curriculum Bulletin
		Effective Date	Fall 2020	Approved by EPC
Department	College of Applie	ed & Technical S	tudies	
College	AP - Applied and	Technical Studi	es	
Degree	AAS - Associate	of Applied Scien	Ce	
Program Name	Legal Assisting	Prog	ram Banner C	Code LEGT
Concentration(s)	Conce	ntration(s) Banne	r Code(s)	
Proposal	Temporarily sust	oend admissions		

Description of proposal:

This proposal is to suspend admissions into the Associate of Applied Science (AAS) in Legal Assisting (LEGT) at the Trumbull Campus. The next step will be to inactivate the program and replace it with the College of Arts & Sciences, BA in Paralegal Studies.

Does proposed revision change program's total credit hours? Current total credit hours: 65 Proposed total credit hours 65

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, policies or procedures at the Trumbull Campus. There are no full-time TT faculty members teaching at the campus in this program. After the program is inactivated, students will be allowed to complete the AAS degree.

Units consulted (other departments, programs or campuses affected by this proposal): Trumbull Campus Faculty Council, College of Applied & Technical Studies Curriculum Committee, EPC

REQUIRED	ENDOF	<b>SEME</b>	NTS
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Department Chair / School Director DAN PALMER TRUABUL Campus D (for Bergional Campuses proposals)

NAG

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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Provost (or designee)

# **Proposal Summary**

# Temporarily Suspend Admission to AAS - Legal Assisting

1. Provide a rationale for the suspension of admission of the program.

This proposal is to suspend admissions into the Associate of Applied Science (AAS) in Legal Assisting (LEGT) at the Trumbull Campus. The next step will be to inactivate the program and replace it with the College of Arts & Sciences, BA in Paralegal Studies.

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 Fall 2019, Trumbull has 7 active students in the LEGT program. The suspension of admission will not affect these students. The courses they need for graduation will be continued to be offered since they are also required in the BA in Paralegal Studies.

3. Describe whether there will be a loss of faculty or staff positions due to the suspension.

No loss of faculty, there are currently no full-time faculty teaching in this AAS program.

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.

The courses used in this program are courses also used in the BA Paralegal Studies program and will continue to be offered at the Trumbull Campus by adjuncts approved by the Paralegal Studies Program Director.

5. Describe the plan for communicating the suspension of admissions.

Advisors on the Trumbull Campus will be notified.

# A.A.S. Degree in Legal Assisting Technology

# Student Enrollment – Fall Semester (15<sup>th</sup> day census)

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
14	17	23	18	14	14	11	4	6	8

# Degrees Earned – Fiscal Year

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
1	4	4	5	2	5	5	5	2	1

#### New Graduate Degree Program Development Plan Master of Science and Doctor of Philosophy in Mechatronics Engineering

The PDP should address, in a summary narrative of no more than five pages (exclusive of appendices, which should be kept as brief as possible), the following concerns:

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 designations of the new programs are Master of Science and Doctor of Philosophy in Mechatronics Engineering. These designations are appropriate to complement the existing Bachelor of Science degree in Mechatronics Engineering at Kent State University and increase the profile of the program. These designations provide industry, government, and academic recognition and are easily identifiable by students and their potential employers. Such degrees will attract the highest-quality students and research faculty.

Currently there is not a graduate engineering degree at Kent State University. There is a Master of Technology (MTEC) degree. The MTEC is considered a professional degree. There is a revision underway to make this a Master of Engineering Technology (MET) which will also be a professional degree.

The focus of the MS/PhD degrees is to provide students a theoretical and research-oriented curriculum that provides significant depth in mechatronics-specific disciplines. Establishment of these degrees allows the university to compete with other institutions offering engineering graduate degrees.

The purpose, significance, and importance of mechatronics engineering in today's society is immeasurable. Autonomous systems, robotics, and manufacturing touch or affect almost every other discipline on Earth. Humankind's continued progress as well as protection of the planet requires engineers with specialized knowledge in mechanical, electrical, control, and computer systems.

# 2. Description of the proposed curriculum including identification of any specializations intended to appear on the student transcript (see Section IV).

M. S. The proposed curriculum requires 31 credit hour with the 1.0 credit Aeronautics and Engineering (AE) seminar requirement. Students can select a thesis or non-thesis option. The thesis option is recommended for students who anticipate future doctoral study. The non-thesis option is recommended for those who do not anticipate pursuing a doctoral program.

Торіс	Thesis	Non-Thesis		
Graduate Seminar	1.0	1.0		
Advanced Mathematics <sup>1</sup>	6.0	6.0		
Graduate Engineering Core (to be established)	9.0	9.0		
Thesis / Research Credits <sup>2</sup>	9.0	3.0		
Graduate Elective Courses	6.0	12.0		
Total	31.0	31.0		
<sup>1</sup> students select two from a pre-approved list of mathematics courses.				
<sup>2</sup> thesis option consists of 6.0 thesis credits and 3.0 graduate research credits for a total of 9.0 credit				
hours. Non-thesis option consists of 3.0 graduate resear	ch credits.			

110	D	36 1 /	•	<b>-</b> ·	•
MS	Degree _	- Mechatro	nics	Engine	erino
111.0.	Degree	111contati O	mes.	Linging	Jornig

<u>Ph.D.</u> The proposed curriculum requires 90 credit hours beyond the baccalaureate degree and 60 credit hours beyond the master's degree. The curricular requirements for both post-baccalaureate and post-masters options are provided in the following table:

Doctor of Finosophy – Mechauonics Engineering					
Торіс	Post-baccalaureate	<b>Post-masters</b>			
Graduate Seminar (Repeating 1.0 credit hour course)	3.0	3.0			
Advanced Mathematics <sup>*</sup>	9.0	3.0			
Research – Dissertation (30.0 max) & Research Credits	48.0	39.0			
Graduate Elective Courses	30.0	15.0			
Total	90.0	60.0			
*students select from a pre-approved list of mathematics c	ourses.				

Doctor of Philosophy – Mechatronics Engineering

In addition to the course requirements, the Ph.D. requires the successful completion of four exams: 1) qualifying exam, 2) candidacy exam, to from a PhD committee and address the questions of committee members including the PhD advisor, 3) proposal defense exam, and 4) final examination, also known as a dissertation defense.

<u>Information for both programs</u>. No specializations will appear on the student transcript for either degree. The college will work with the Department of Mathematical Sciences to select appropriate graduate courses for these degrees.

CAE already has relevant graduate courses pertaining to the foundational areas of mechatronics (mechanical, electrical, control and computer) but will work with appropriate Kent State University units as appropriate to leverage existing courses. For example, we will collaborate closely with the Department of Computer Science to ensure there is no overlap in computer science and robotics. There will be some additional development of graduate courses over time, including courses in the following areas: dynamics/vibrations/controls; manufacturing/industrial automation and robotics; mechanics and structures; electronics; and engineering design.

Course names and descriptions will follow in the full proposal. The college expects a majority of the coursework in both degrees to be combined 60000/70000 courses. The M.S. degree might have some 50000-level coursework.

#### 3. Description of a required culminating, or integrated learning, experience.

Examples of suitable culminating experiences include, but are not limited to: preparation of a thesis, dissertation or other creative written work; capstone or exit projects, which may be applied in nature and not necessarily involve research; comprehensive examinations; supervised field experiences, or any other integrated learning experience.

<u>M.S.</u> The master-of-science degree requires a research component, both in the thesis and nonthesis option. For the thesis option, the culminating experience consists of 9.0 credit hours of thesis research in consultation with a thesis advisor and committee. The committee approves the thesis topic and then accepts the final thesis after a successful thesis defense.

For the non-thesis option, the culminating experience consists of 3.0 research credit hours in consultation with a faculty advisor. At the discretion of the advisor, design and creativity projects

may satisfy this requirement. At a minimum, the non-thesis activity requires a report, and a presentation and/or demonstration. A course will be established for non-thesis research.

<u>Ph.D.</u> The culminating experience for the Ph.D. is specialized research, leading to a definitive contribution to the candidate's research focus-area. This contribution should be of sufficient importance to warrant publication in a recognized journal. The candidate must successfully propose and defend their research dissertation in a public setting.

#### 4. Administrative arrangements for the proposed program: department and school or college involved.

Both degrees will reside in the College of Aeronautics & Engineering. The faculty graduate coordinator provides oversight in conjunction with the faculty engineering coordinator. The Dean has committed administrative assistant support for the college's graduate programs. Graduate engineering faculty will serve as student advisors.

5. 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.

At the college level, this program is required to achieve university strategic priorities. The university prioritizes research and tenure-track faculty to increase its scholarly productivity. Tenure-track faculty have a research requirement. Research requires graduate students and hence graduate programs. The college requires graduate engineering programs to attract quality faculty who can secure funding that will attract quality students to the program. Through the three previous tenure track faculty searches, every single interview candidate highlighted the paradox of a research requirement despite having no research-based graduate program.

The United States Department of Labor, Bureau of Labor Statistics (BLS) predicts an 11.5% increase in postsecondary teacher employment from 2018 to 2028<sup>-1</sup>. Also, Deloitte and The Manufacturing Institute found that the number of new manufacturing jobs is predicted to grow to 1.96 million workers by 2028. Within this same time frame, 2.6 million baby boomers are expected to retire, leaving 2.4 million jobs unfilled <sup>2</sup>.

Mechatronics engineering focuses on designing, modeling, manufacturing, and maintaining products that have both mechanical and electronic components. Graduates of mechatronics engineering programs are spearheading the development of safer, streamlined workplace in many industries, such as automotive, transportation, and instrumentation. Goodyear has reclassified their engineering positions as mechatronics engineers as opposed to mechanical because they understand the skill set that is needed to exist is today's manufacturing environment. Companies like Rockwell Automation, Swagelok, Tesla and many other car manufactures also employ large numbers of mechatronics engineers. With the retirement of so many baby boomers, many of whom hold senior engineering positions, there is a critical need for individuals who can lead and conduct mechatronics engineering in industry, government, and academia. Currently, there are no public institutions within the state of Ohio offering graduate degrees in mechatronics engineering and only a very few nationwide. If accepted, Kent State University

<sup>&</sup>lt;sup>1</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Postsecondary Teachers, on the Internet at <u>https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm</u> (visited *October 01, 2019*).

<sup>&</sup>lt;sup>2</sup> <u>https://www2.deloitte.com/us/en/insights/industry/manufacturing/manufacturing-skills-gap-study.html</u>

would be the only public institution in Ohio to offer a graduate degree in mechatronics engineering.

#### 6. Prospective enrollment.

The Master of Science and Doctor of Philosophy in Mechatronics Engineering are expected to draw students from several areas within and outside of Kent State University. In only its second year of existence, the Bachelor of Science in Mechatronics Engineering has an enrollment of 14 students. The Bachelor of Science in Mechatronics Engineering Technology has an enrollment of 38 students. As these students graduate, the expectation is that some of them will continue into the graduate program. Some students from the current Master of Technology program may also transfer to the graduate program in mechatronics engineering. The program should also attract students from outside of Kent State University who possess Bachelor of Science degrees in mechanical and electrical engineering as well as a few from computer engineering and other disciplines. A conservative estimate would be 10 students in the first year and 40 students by year four. Once a full complement of faculty is assembled with adequate research capabilities, that number could double to approximately 20 students per year.

#### 7. Special efforts to enroll and retain underrepresented groups in the given discipline.

The college already takes great efforts to recruit, enroll, and retain under-represented groups in the discipline. This began through the recruitment of six new faculty members into the college in 2019-2020. The college has already established student organizations supporting under-represented groups and annually celebrates its international students. The college will emphasize diversity through its seminar series, by inviting diverse members of academia and industry to discuss diverse topics relevant to the college.

#### 8. Availability and adequacy of the faculty and facilities available for the new degree program.

There are currently 13 faculty members (including the Dean) with doctoral degrees in engineering, physics, or applied sciences who can support this program in some capacity. Current CAE faculty members are sufficient to launch this program at present and additional faculty who will have the credentials to support the proposed degree will be added in the future as the program grows.

The college has recently opened a new facility called, FedEx Aeronautics Academic Center, which is located at the Kent State University Airport. The new 17,800 square foot facility will provide amenities and collaborative spaces for students, classrooms, briefing rooms, simulator rooms and faculty and staff offices. The facility will also provide space for current and additional courses and allow for the establishment of several mechatronics projects including aerospace robotics and autonomous systems.

#### 9. Need for additional facilities and staff and the plans to meet this need.

There is a planned wing annex already part of Kent State's Master Plan for the Aeronautics & Engineering Building, which will provide an additional 17,000 square feet of faculty, classroom, and research space. The university is in the process of fundraising with projected groundbreaking in the next two years. With the addition of this space, current university research allocation initiatives, and additional collaborative space available through the university's design and innovation initiative, the facility issues should be adequately addressed.

10. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

Projected additional costs include those associated with additional faculty, recruiting, and moving some content online.

The following are examples of institutional commitment.

- The college has recently hired two new associate deans and six new tenure-track faculty.
- The college provides a start-up package to its tenure-track faculty and provides professional development funding for all faculty and staff.
- In Fall 2018, the college embarked on a re-structuring initiative to ensure that it operates in a manner consistent with other engineering colleges at other institutions.
- The college has launched two new undergraduate engineering programs since 2016, with the first graduating class of aerospace engineers this Spring 2020.
- The university conducted a thorough review of the college in 2016, which resulted in the current name and structure of the college.
- The college conducted a national dean search in 2017/18 to provide the visionary leadership necessary for achieving institutional goals. The Dean was hired in Fall 2018.
- College infrastructure projects are among the top five infrastructure goals of the university, with additional construction planned on the Airport Academic Complex with the addition of a maintenance facility, and with development and fundraising of the college building extension continuing toward groundbreaking next year.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date 23-Oct-19		Curriculum Bulletin	
		Effective Date	Fali 2020	Approved by EPC	-
Department	Nursing				
College	NU - Nursing				
Degree	PHD - D	octor of Philosop	ohy		
Program Name	PhD in Nursing	Prog	ram Banner C	ode	
Concentration(s)	Conce	entration(s) Banner	Code(s)		
Proposal	Revise program				

#### Description of proposal:

The intended effect of the actions described in this proposal is to develop a current, relevant, state-of-the-science curriculum for students pursuing a research focused doctorate in nursing. The following revisions are proposed: (a) inactivate 11 courses; (b) revise the credit hours from 3 to 2 for NURS 70710 History and Philosophy for Nursing Science; (c) remove the requirement for two cognates and replace with the requirement for 3-credit hour electives; (d) develop 10 new courses and; (e) add NURS 70798 Research in Nursing.

There will be no revisions to the following courses and components of the PhD in Nursing program:

- 1. NURS70715 Theory Construction and Development in Nursing (3 credit hours)
- 2. NURS80199 Dissertation I (30 credit hours)
- 3. NURS80299 Dissertation II (as needed)
- 4. Admission criteria
- 5. Candidacy examination
- 6. Dissertation proposal defense
- 7. Dissertation defense

The total number of credit hours for coursework in the PhD in Nursing program will increase from 42 to 43 credit hours. Following successful completion of 43 credit hours of coursework, each student will sit for a candidacy exam. After passing the candidacy exam, students will enroll continuously in a minimum of 30 hours of NURS 80199 Dissertation I, and 15 credit hours of NURS80299 Dissertation II each semester thereafter until the dissertation is successfully defended.

Does proposed revision change progra	m's total credit hours?	🛛 Yes	🗌 No
Current total credit hours: 42	Proposed total credit I	nours 43	

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

There are no issues related to duplication of course offerings in the CON. Other colleges/departments on campus (i.e., Evaluation and Measurement, Psychological Sciences, Public Health, and Sociology) were consulted to determine whether the statistics courses that they offered could be incorporated into the revised PhD in Nursing program curriculum. There were several challenges. First, the specific statistical content needed by our students was either covered in too much depth (e.g., entire course dedicated to path analysis) or not enough depth (e.g., no content on mediation and moderation). The majority of the faculty in the CON use SPSS and students must have good working knowledge of this software to succeed in other courses and during their mentored research experience; other colleges/department use different statistical software, like SAS and Stata. Finally, some colleges/departments could not guarantee being able to consistently accommodate our students, especially as the PhD in Nursing program grows, or consistently offer specific statistic courses each year. EPC Agenda | 18 November 2019 | Attachment 13 | Page 2 Units consulted (other departments, programs or campuses affected by this proposal): Not applicable

	ENTS
Wendy Umberger Department Chair / School/Director	1012312019
Campus Dean (for Regional Campuses proposals)	//
Barbara Broome College Dean (or designee)	10 128 12019
Dean of Graduate Studies (for graduate proposals)	//
Provost (or designee)	//



Mike DeWine, Governor Randy Gardner, Chancellor

# REQUEST FOR REACTIVATION OF A GRADUATE PROGRAM

Date of request: to come

Name of institution: Kent State University

Primary institutional contact for this request:

Name:	Cynthia R. Stillings
Title:	Interim Dean of Graduate Studies
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

**Degree designation:** Ph.D. degree in Nursing

Implementation date: Fall Semester 2020

### 1. Provide a rationale for reactivating the program.

Kent State University has offered the Ph.D. degree in Nursing jointly with the University of Akron since the program's inception in 1999. In August 2018, the University of Akron announced that it would no longer offer the program and would "teach out" currently enrolled students. At that point, Kent State suspended admission to the program for academic year 2019-2020.

During the past year while the program has been suspended, Kent State's College of Nursing formed a task force to evaluate the curriculum and to make recommendations for its continuation. The degree program has not gone through any significant curriculum revision since its establishment. With the proposed curricular revisions and a plan for additional hires, the college has the resources to reactivate the program and start accepting applicants for fall 2020 semester.

# 2. Indicate the projected number of students who will be enrolled in the program each year during the first three years of program reactivation.

The College of Nursing anticipates it will admit five students in fall 2020. The ability to increase admissions to more than five students each year will depend upon the college's success in hiring more tenure-track nursing faculty to support the degree program.

# 3. Describe any curricular changes between the suspended and reactivated program. Please also prepare to submit the Curriculum Modification Change Request form if 50 percent or more of the program requirements have changed.

See the curriculum modification document (attached) for an explanation of curricular revisions. The intended effect of the proposed revisions is to develop a current, relevant and state-of-the-science curriculum for students pursuing a research doctorate in nursing.

4. Describe intended delivery options (e.g., online/hybrid, accelerated, offsite locations) for the program, and note any that were not offered at the time program was suspended. Please note that the institution may be required to submit additional change request forms to complete the review.

The Ph.D. degree will be offered on-ground at the Kent Campus as has been done in the past. In the future, faculty may have students in the Ph.D. and the D.N.P. degrees jointly take two courses (NURS 70712 Design Fundamentals and NURS 70713 Advanced Statistics I). If approved, those two courses will be offered fully online since the D.N.P. degree is online.

# 5. Describe whether current faculty resources are sufficient to support the program. Describe any other additional resources needed to reactivate the program.

Presently, 12 full-time faculty from the College of Nursing teach in the Ph.D. degree, and the college plans to hire additional tenure-track faculty with active programs of research.

6. Does the program lead to professional certification or licensure? If yes, list the name of the credential to be earned upon completion of the program. Indicate whether the appropriate accrediting/state licensing agencies have been notified to reactivate the program.

The Ph.D. degree in Nursing does not lead to professional certification or licensure. Research doctorates are not accredited by the Commission on Collegiate Nursing Education.

# 7. Provide the date of approval and the name and title of the person at the institution who approved this request.

On 22 April 2019, the Ohio Department of Higher Education approved Kent State University to offer the degree program separate from the previous joint degree with the University of Akron. On *date to come*, the College of Nursing faculty voted to reopen admission to the degree program under the substantially revised curriculum.

The college faculty's recommendation was approved by College of Nursing Dean Barbara Broome on 28 October 2019; Graduate Studies Interim Dean Cynthia Stillings on 7 November 2019; and the Educational Policy Council, a council of the Faculty Senate, on 18 November 2019.

The signature below verifies that this request has received the necessary institutional approval and that this information is truthful and accurate.

Respectfully,

Cynthia R. Stillings Interim Dean of Graduate Studies Kent State University



Mike DeWine, Governor Randy Gardner, Chancellor

# CHANGE REQUEST: CURRICULUM MODIFICATION

Date of submission: to come

Name of institution: Kent State University

Primary institutional contact for the request:

Name:	Cynthia R. Stillings
Title:	Interim Dean of Graduate Studies
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

Degree designation: Ph.D. degree in Nursing

Implementation date: Fall Semester 2020

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

The Educational Policies Council, a council of the Faculty Senate, approved the request on *date to come*.

#### **Educator Preparation Programs:**

Leads to licensure:	🗆 Yes 🛛 No
Leads to endorsement:	🗆 Yes 🛛 No

### 1. Provide a rationale for the proposed curriculum changes.

Kent State University's Ph.D. degree in Nursing (previously a joint degree with the University of Akron) has not had any significant curriculum revisions since its establishment in 1999. A task force formed by the College of Nursing was charged to evaluate the curriculum and make recommendations. The task force reviewed documents from the American Association of Colleges of Nursing<sup>1</sup> and literature related to research doctoral nursing programs,<sup>2</sup> in addition to analyzing data from responses to a survey sent to the program's students every spring for the past several years.

The task force ensured that any revisions to the curriculum aligned with the College of Nursing's established student learning outcomes for the Ph.D. degree in Nursing:

- Generate new knowledge that contributes to the advancement of health, healthcare and nursing science
- Disseminate advances in scientific knowledge
- Use collaborative, interdisciplinary and innovative approaches to knowledge generation
- Assume leadership roles in health care and education as researchers, educators and advanced clinicians
- Serve as stewards of the body of knowledge for the discipline of nursing

### 2. Describe how the changes will affect students currently in the program.

By the start of fall 2019, there were 20 enrolled students in the Ph.D. degree. All successfully completed their first-year coursework; four students are completing their second-year coursework in academic year 2019-2020 and are expected to sit for candidacy prior to the start of academic year 2020-2021. No new students were admitted to the program for academic year 2019-2020. Starting in fall 2020, all students admitted into the Ph.D. in Nursing will take coursework from the revised curriculum.

3. Submit a comparison of the currently authorized curriculum and the proposed curriculum. Submit course descriptions and (short) syllabi for all new courses as appendix items.

Previously Authorized Curriculum		Comments
Core Requirements (36 credit hours)		
NURS 70705 Foundations of Research Methods in Nursing	3	Inactivated
NURS 70710 History and Philosophy of Nursing Science	3	Revised to 2 credits
NURS 70715 Theory Construction and Development in Nursing	3	Unchanged
NURS 70720 Introduction to Nursing Knowledge Domains	3	Inactivated
NURS 70725 Quantitative Research Methods in Nursing	3	Inactivated
NURS 70727 Advanced Health Care Statistics I	3	Revised to NURS 70741
NURS 70730 Qualitative Research Methods in Nursing	3	Inactivated
NURS 70735 Nursing and Health Care Policy	3	Inactivated
NURS 70737 Advanced Health Care Statistics II	3	Inactivated
NURS 70745 Advanced Topics in Quantitative Research Methods		Revised to NURS 70743
or NURS 70747 Advanced Methods for Nursing Research:		Revised to NURS 70742
Application of Qualitative Methods		
NURS 70751 Nursing Science Seminar I		Inactivated
NURS 70752 Nursing Science Seminar II		Inactivated
Cognate Areas (6 credit hours)		
3 credit hours must be from discipline outside of nursing, and		Revised
3 credit hours may be within or outside of nursing.		
Dissertation (30 credit hours)		
NURS 80199 Dissertation I	30	Unchanged

Proposed Revised Curriculum		Comments
Core Requirements (37 credit hours)		
NURS 70710 History and Philosophy of Nursing Science	2	Revised from 3 credits
NURS 70711 Scientific Writing	2	New
NURS 70712 Research Design Fundamentals	2	New
NURS 70713 Advanced Statistics I	2	New
NURS 70714 Leadership for Nursing Science	3	New
NURS 70715 Theory Construction and Development in Nursing	3	Unchanged
NURS 70740 Advanced Statistics II	3	New
NURS 70741 Advanced Statistics III	3	Revised; was NURS 70727
NURS 70742 Advanced Qualitative Methods for Health Science	4	Revised; was NURS 70747
NURS 70743 Advanced Quantitative Methods for Health Science	4	Revised; was NURS 70745
NURS 70744 Proposal Development	3	New
NURS 70791 Variable Content Seminar: Emerging Issues in Nursing	3	New
NURS 70798 Research in Nursing	3	Existing course added

#### EPC Agenda | 18 November 2019 | Attachment 13 | Page 7

Kent State University | Change Request: Curriculum Modification | Ph.D. in Nursing | Page 3

Proposed Revised Curriculum		Comments
Electives (6 credit hours)		
Two courses chosen in consultation with faculty advisor		Existing courses
Dissertation (30 credit hours)		
NURS 80199 Dissertation I	30	Unchanged

Suggested semester sequence for the revised curriculum of the Ph.D. in Nursing:

Year 1	Fall Semester	Total:	8
	NURS 70710 History and Philosophy of Nursing Science		2
	NURS 70711 Scientific Writing		2
	NURS 70712 Research Design Fundamentals		2
	NURS 70713 Advanced Statistics I		2
	Spring Semester	Total:	10
	NURS 70715 Theory Construction and Development in Nursing		3
	NURS 70740 Advanced Statistics II		3
	NURS 70742 Advanced Qualitative Methods for Health Science		4
	Summer Term	Total:	6
	NURS 70714 Leadership for Nursing Science		3
	Elective		3
Year 2	Fall Semester	Total:	10
	NURS 70741 Advanced Statistics III		3
	NURS 70743 Advanced Quantitative Methods for Health Science		4
	NURS 70798 Research in Nursing		3
	Spring Semester	Total:	9
	NURS 70791 Variable Content Seminar: Emerging Issues in Nursing		3
	NURS 70744 Proposal Development		3
	Elective		3
	Summer Term		
	Candidacy Examination		
Year 3	Fall Semester	Total:	15
	NURS 80199 Dissertation I		15
	Spring Semester	Total:	15
	NURS 80199 Dissertation I		15

See Appendix A for descriptions of new courses.

Explanation of specific curriculum revisions:

- Research Methods
  - The task force found redundancy in the concepts related to research methods, as well as lack of instruction in both advanced qualitative and quantitative methods. In the current curriculum, there are six methods courses, each 3 credit hours, covering literature review, design, sampling, measurement and data collection. The first four courses (NURS 70705, NURS 70720, NURS 70725, NURS 70730) were designed to be introductory. Students then selected one of the last two, either an advanced qualitative methods (NURS 70747) or advanced quantitative methods (NURS 70745) course, depending on the method they planned to use in their dissertation.

 In the revised curriculum, faculty are inactivating all six methods courses, replacing them with three courses: one 2-credit-hour course (NURS 70712) covering the basic concepts of quantitative and qualitative research; one 4-credit-hour advanced qualitative course (NURS 70742); and one 4-credit-hour advanced quantitative course (NURS 70743). The content of each methods course will be carefully constructed to avoid redundancy and build on prior knowledge.

### Seminars

- The task force believed the two 3-credit-hour seminar courses (NURS 70751, NURS 70752) lacked structure and contained redundant material. Both were taken in the second year of study. For example, in first seminar course, two of the objectives were to "identify a phenomenon of interest and develop an argument to support the purpose of the proposed research" and "analyze empirical research studies to write an integrated literature review that defends how the proposed research study addresses a gap in knowledge." Students already met these objectives by successfully passing first-year coursework, and the task force believed it was unnecessary for students to take coursework in these areas again. In the second seminar course, students again worked on "critically evaluating scientific knowledge" as it related to their phenomena of interest. They also reviewed for the candidacy exam. The task force strongly believed that preparation for the candidacy exam should not be housed within a course.
- In the revised curriculum, faculty are inactivating the two seminar courses, replacing them with two 3-credit-hour courses: The first (NURS 70711) will assist students in learning how to critically analyze and conduct a systematic review of the literature in their proposed area of study; and the second (NURS 70791) will focus on significant emerging areas in nursing science, such as genomics, big data or symptom science.

## Nursing History and Philosophy

Faculty are decreasing the credit hours, from 3 to 2, for the history and philosophy course (NURS 70710). Content related to philosophical underpinnings of qualitative and quantitative research in nursing will be introduced in NURS 70710; however, indepth coverage will be transferred to NURS 70712, NURS 70742, NURS 70743. The instructor of NURS 70710, who has taught the course for the past five years, is confident that course objectives can be met with the revised credit hours.

## Health Care Policy

- Accredited nursing schools adhere to standards set by the American Association of Colleges of Nursing, which stipulates that nursing curriculum at the bachelor's and master's levels must contain content related to health policy.<sup>3</sup> Therefore, the health policy course (NURS 70735) in the doctorate is redundant.
- In the revised curriculum, faculty are inactivating the health policy course, replacing it with a 3-credit-hour course (NURS 70714) that will cover the leadership roles for nurse scientists in developing health policy and global initiatives.
- Statistics
  - Members of the task force unequivocally concurred that graduates of the Ph.D.
     degree must be able to competently understand and apply a wide scope of statistical

tests. Task force members found that students entering the program often lack working knowledge of basic statistics and have difficulty proceeding on to more advanced statistics without a solid foundation.

- In the revised curriculum, faculty are adding three statistics courses that build upon each other: The first course (NURS 70713), 2 credit hours, will review basic descriptive, non-parametric and parametric tests, and provide content on entering and cleaning data, handling missing data and outliers and testing statistical assumptions. The second course (NURS 70740), 3 credit hours, will cover in-depth content related to regression, mediation, moderation, general linear model and exploratory factor analysis. The third course (NURS 70741), 3 credit hours, will offer introductory knowledge to more complex analytic techniques, such as path analysis, structural equation modeling and confirmatory factor analysis.
- Nursing faculty consulted with colleagues at Kent State in the disciplines of sociology public health, psychological sciences and evaluation and measurement to determine if any of the statistics courses they offered could be incorporated into the revised Ph.D. curriculum. There were three challenges:
  - (1) The specific statistical content needed by nursing students was covered in too much depth (e.g., entire course dedicated to path analysis) or not enough depth (e.g., no content on mediation and moderation).
  - (2) The other courses used statistical software SAS and/or Stata; whereas, nursing students need to know SPSS because the majority of nursing faculty use SPSS in their courses and in research.
  - (3) The other disciplines could not guarantee being able to consistently offer specific statistic courses or reserve seats to nursing students in their courses each year.

## Research

 In preparation for the dissertation, students now will be required to collaborate on a research project (NURS 70798) with their faculty advisor and complete 135 mentored hours. Students will engage in such activities as data collection, coding, analysis and interprofessional team work. They will prepare and submit research presentations and manuscripts.

# Dissertation Development

 The task force found that one of the biggest challenges for doctoral candidates was developing their dissertation proposal after finishing their coursework. In the revised curriculum, students will enroll in a 3-credit-hour proposal development course (NURS 70744) in their last semester of coursework, prior to the candidacy examination. The course will be structured so that students should be able to produce a first draft of their dissertation proposal at the course's end.

## Electives

• The current curriculum requires students to select two cognate areas, one outside nursing and one in or outside nursing. The task force saw that as a limitation.

- In the revised curriculum, students will complete two courses of their choosing in consultation from their faculty advisor. The elective courses should accomplish one of two objectives:
  - (1) Supplement the student's study in a particular substantive area or method of research
  - (2) Align with the student's career goals post-graduation

# 4. Describe changes to the following because of the request:

# • Total number of credit hours for program completion:

Credit hours for coursework are increased from 42 to 43. With the 30-credit hour dissertation requirement, total credit hours for the full program increases from 72 to 73.

# • Time to complete program:

Time to completion is unchanged. Students are expected to complete the Ph.D. coursework within two full academic years. Per Kent State University policy, doctoral degree students entering Kent State with a master's degree must complete the degree within 10 years from first enrollment.

# 5. Describe any faculty changes because of the request.

Presently, 12 full-time faculty from the College of Nursing teach in the Ph.D. degree, and the college plans to hire additional tenure-track faculty with active programs of research.

## 6. Describe any administrative or support service changes because of the request.

Kent State has sufficient services to support students in the degree program.

## 7. Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness of the new curriculum will be assessed over time by monitoring the number and quality of applicants, the percentage of the graduating students and the percentage of job placements after graduation.

# 8. Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Not applicable. The Commission on Collegiate Nursing Education does not accredit research doctorates.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings Interim Dean of Graduate Studies Kent State University

### END NOTES

<sup>1</sup> Documents from the American Association of Colleges of Nursing that the task force reviewed included <u>Advancing healthcare transformation: A new era for academic nursing</u> (March 2016) and <u>The research-focused doctoral program in nursing: Pathways to excellence</u> (November 2010).

<sup>2</sup> Literature that the task force reviewed included the following:

- Brandon, D.H., Collins-McNeil, J., Onsomu, E.O., & Powell, D.L. (2014). Winston-Salem State University and Duke University's bridge to the doctorate program. *North Carolina Medical Journal*, *75*, 68-70.
- Gazza, E.A., Shellenbarger, T., & Hunker, D.F. (2013). Developing as a scholarly writer: The experience of students enrolled in a PhD in nursing program in the United States. *Nurse Education Today*, *33*, 268-274.
- Henly, S.J., McCarthy, D.O., Wyman, J.F., Alt-White, A.C., Stone, P.W., McCarthy, A.M., Moore, S.M. (2015a). Emerging areas of nursing science and PhD education for the 21<sup>st</sup> century: Response to commentaries. *Nursing Outlook*, 63, 439-445.
- Henly, S.J., McCarthy, D.O., Wyman, J.F., Heitkemper, M.M., Redeker, N.S., Titler, M.G., Dunbar-Jacob, J. (2015b). Emerging areas of science: Recommendations for nursing science education from the Council for the Advancement of Nursing Science idea festival. *Nursing Outlook, 63*, 398-4-7.
- Henly, S.J., McCarthy, D.O., Wyman, J.F., Stone, P.W., Redeker, N.S., McCarthy, A.M., Conley, Y.P. (2015c). Integrating emerging areas of nursing science into PhD programs. *Nursing Outlook, 63*, 408-416.
- Nehls, N., Barber, G., & Rice, E. (2016). Pathways to the PhD in Nursing: An analysis of similarities and differences. *Journal of Professional Nursing*, *32*, 163-172.
- Rice, D. (2016). The research doctorate in nursing: The PhD. *Oncology Nursing Forum, 43*, 146-148.
- Shea, K.D., Brewer, B.B., Carrington, J.M., Davis, M., Gephart, S., & Rosenfeld, A. (2019). A model to evaluate data science in nursing doctoral curricula. *Nursing Outlook, 67,* 39-48.
- Smith, C.R., Martsolf, D.S., Draucker, C.B., Shambley-Ebron, D.Z. Pritchard, T.J., & Maler, J. (2016). Stimulating research interest and ambitions in undergraduate nursing students: The research-doctorate pipeline initiative. *Journal of Nursing Education*, *55*, 133-140.
- Wyman, J.F., & Henly, S.J. (2015). PhD programs in nursing in the United States: Visibility of American Association of Colleges of Nursing core curricular elements and emerging areas of science. *Nursing Outlook*, *63*, 390-397.

<sup>3</sup> Information on the necessary curriculum and expected competencies of bachelor's- and master's-level nursing programs can be found in <u>The essentials of baccalaureate education for</u> <u>professional nursing practice</u> (October 2008) and <u>The essentials of master's education in nursing</u> (March 2011) by the American Association of Colleges of Nursing.

### APPENDIX A: DESCRIPTIONS FOR NEW COURSES

**NURS 70711 Scientific Writing (2 credit hours).** Course covers how to conduct several types of literature reviews. Students conduct a literature review relevant to their research interest, synthesize the literature, identify gaps and write a synthesis of the literature. Ethical issues and authorship considerations are discussed.

**NURS 70712 Research Design Fundamentals (2 credit hours).** Course focuses on learning fundamental methodological concepts and tools that enable an understanding of research problems and serve as a basis to conduct quantitative and qualitative research. There is emphasis on linking theory and research models to research questions, hypotheses and designs.

NURS 70713 Advanced Statistics I (2 credit hours). Course focuses on learning introductory descriptive, parametric and non-parametric statistical models. Students learn how to enter, clean and handle missing data, as well as perform analyses using SPSS. Expected outcomes are a conceptual understanding of statistical models covered in the course, interpretation of output of statistical analyses and communication of findings in oral and written work.

**NURS 70714 Leadership for Nursing Science (3 credit hours).** Course focuses on the development of the nurse scientist as a leader across health care and higher educational settings.

**NURS 70740 Advanced Statistics II (3 credit hours).** Course provides in-depth knowledge of regression, general linear model and exploratory factor analysis statistical models. Course outcomes include a conceptual understanding of these models and the ability to conduct and interpret output of statistical analyses and communicate findings in oral and written work. Knowledge of SPSS is required.

NURS 70741 Advanced Statistics III (3 credit hours). This course focuses on more advanced statistical models used in nursing, including but not limited to, confirmatory factor analysis, path analysis and structural equation modeling. Course outcomes are a conceptual understanding of these models and ability to interpret output of statistical analyses and communicate findings in oral and written work.

NURS 70742 Advanced Qualitative Methods for Health Sciences (4 credit hours). Select qualitative research methods used to study nursing phenomena are examined. Theory and philosophical underpinnings, design, recruitment, data collection and analysis, evaluation of rigor, and ethical issues for major qualitative methods are discussed.

NURS 70743 Advanced Quantitative Methods for Health Sciences (4 credit hours). This course extends knowledge of quantitative research designs for nursing and focuses on cross-sectional, cohort, and case control studies, and clinical trials. Advanced knowledge of measurement, sampling, data collection and methods to improve quantitative design rigor is covered. There is emphasis on application of course content to a selected research question or hypothesis.

**NURS 70744 Proposal Development (3 credit hours).** Students critically evaluate existing literature to develop persuasive and methodologically sound arguments addressing at least one critical gap for nursing science. Focus is on study design, scope and feasibility of projects that culminate in a dissertation proposal first draft.

NURS 70791 Variable Content Seminar: Emerging Issues in Nursing Science and Research (3 credit hours). Course examines in-depth current scientific trends and emerging topics in nursing research.
### Proposal Summary Curriculum Revision of the PhD in Nursing Program

#### **Description of Action, Including Intended Effect**

The PhD in Nursing has been offered jointly with the University of Akron since its inception in 1999. In the fall of 2018, the University of Akron announced that it would no longer offer a PhD in Nursing and would "teach out" students currently enrolled in the program. Approval from the Ohio Department of Higher Education to allow Kent State University (KSU) College of Nursing (CON) to continue to offer the PhD in Nursing was obtained in November 2018. The CON Advisory Committee and KSU Educational Policies Council subsequently approved the suspension of admissions for academic year 2019-2020. A task force was formed to evaluate the curriculum of the PhD in Nursing program and make recommendations for revision. The program has not gone through any significant curriculum revision since 1999. The intended effect of the actions described in this proposal is to develop a current, relevant, state-of-the-science curriculum for students pursuing a research focused doctorate in nursing.

Documents from the American Association of Colleges of Nursing (AACN)<sup>1</sup> and literature related to endorsed curricula for the research focused nursing doctorate<sup>2</sup> assisted the task force to evaluate and make recommendations for revision. The task force also reviewed data from the "Milestone Survey" (i.e., a questionnaire developed by the Joint KSU-University of Akron PhD in Nursing Council) that has been administered to students in the program every spring for the past several years. The task force ensured that any revisions to the curriculum aligned with the CON's established student learning outcomes for the PhD in Nursing program: (a) Generate new knowledge that contributes to the advancement of health, healthcare and nursing science; (b) Disseminate advances in scientific knowledge; (c) Use collaborative, interdisciplinary and innovative approaches to knowledge generation; (d) Assume leadership roles in health care and education as researchers, educators and advanced clinicians, and; (e) Serve as stewards of the body of knowledge for the discipline of nursing.

The following revisions to the PhD in Nursing program are proposed:

- 1. Inactivate 11 courses
  - a. NURS70735 Advanced Health Care Statistics I (3 credit hours)
  - b. NURS70705 Foundations of Research Design (3 credit hours)
  - c. NURS70725 Quantitative Research Methods in Nursing (3 credit hours)
  - d. NURS70737 Advanced Health Care Statistics II (3 credit hours)
  - e. NURS70730 Qualitative Methods in Nursing (3 credit hours)
  - f. NURS70720 Introduction to Nursing Knowledge Domains (3 credit hours)
  - g. NURS70745 Application of Quantitative Methods (3 credit hours)
  - h. NURS70747 Application of Qualitative Methods (3 credit hours)
  - i. NURS86091 Nursing Science Seminar I (3 credit hours)
  - j. NURS70735 Nursing and Health Care Policy (3 credit hours)
  - k. NURS87091 Nursing Science Seminar II (3 credit hours)
- 2. Revise the credit hours from 3 to 2 for NURS70710 History and Philosophy for Nursing Science

- 3. Remove the requirement for two cognates and replace with the requirement for two 3-credit hour electives
- 4. Develop 10 new courses
  - a. NURS70711 Scientific Writing (2 credit hours)
  - b. NURS70712 Research Design Fundamentals (2 credit hours)
  - c. NURS70713 Advanced Statistics I (2 credit hours)
  - d. NURS70740 Advanced Statistics II (3 credit hours)
  - e. NURS70741 Advanced Statistics III (3 credit hours)
  - f. NURS70714 Leadership for Nursing Science (3 credit hours)
  - g. NURS70742 Advanced Qualitative Methods for Health Science (4 credit hours)
  - h. NURS70743 Advanced Quantitative Methods for Health Science (4 credit hours)
  - i. NURS70791 Variable Content Seminar: Emerging Issues in Nursing Science and Research (3 credit hours)
  - j. NURS70744 Proposal Development (3 credit hours)
- 5. Add NURS70798 Research in Nursing (3 credit hours) to the curriculum.

There will be no revisions to the following courses and components of the PhD in Nursing program:

- 1. NURS70715 Theory Construction and Development in Nursing (3 credit hours)
- 2. NURS80199 Dissertation I (30 credit hours)
- 3. NURS80299 Dissertation II (as needed)
- 4. Admission criteria
- 5. Candidacy examination
- 6. Dissertation proposal defense
- 7. Dissertation defense

The total number of credit hours for coursework in the PhD in Nursing program will increase from 42 to 43 credit hours. Following successful completion of 43 credit hours of coursework, each student will sit for a candidacy exam. After passing the candidacy exam, students will enroll continuously in a minimum of 30 hours of NURS 80199 Dissertation I, and 15 credit hours of NURS80299 Dissertation II each semester thereafter until the dissertation is successfully defended. Table 1 illustrates the current curriculum; Table 2 shows the revised curriculum.

Methods Courses. The task force found redundancy in the PhD in Nursing curriculum, especially concepts related to research methods. There were six methods courses (i.e., NURS70705 Foundations of Research Design, NURS70720 Introduction to Nursing Knowledge Domains, NURS70725 Quantitative Research Methods in Nursing, NURS70730 Qualitative Methods in Nursing, NURS70745 Application of Quantitative Methods and NURS70747 Application of Qualitative Methods) covering topics such as review of the literature, design, sampling, measurement, and data collection. The first four courses were designed to be introductory (i.e., NURS70705 Foundations of Research Design, NURS70720 Introduction to Nursing Knowledge Domains, NURS70725 Quantitative Research Methods in Nursing, and NURS70730 Qualitative Methods in Nursing). Each student then chose and completed one of two advanced methods courses (i.e., NURS70745 Application of Quantitative Methods or NURS70747 Application of Qualitative Methods); the choice was dependent upon the methods (i.e., quantitative versus qualitative) the student planned to use in his/her dissertation. A negative consequence was that graduates did not receive instruction in both advanced qualitative and quantitative methods. All six methods courses (i.e., NURS70705 Foundations of Research Design, NURS70720 Introduction to Nursing Knowledge Domains, NURS70725, Quantitative Research Methods in Nursing, NURS70730 Qualitative Methods in Nursing, NURS70745 Application of Quantitative Methods and NURS70747 Application of Qualitative Methods) will be inactivated. In the revised curriculum, students will take one 2-credit hour methods course to introduce them to basic concepts of quantitative and qualitative research (i.e., NURS70712 Research Design Fundamentals). They will then progress to complete a 4-credit hour advanced qualitative course (i.e., NURS70742 Advanced Qualitative Methods for Health Sciences) and a 4-credit hour advanced quantitative course (i.e., NURS70743 Advanced Quantitative Methods for Health Sciences) (Table 2). The content of each methods course will be carefully constructed to avoid redundancy and build on prior knowledge. Students will be able to apply and extend knowledge gained from NURS70742 Advanced Qualitative Methods for Health Sciences and NURS70743 Advanced Quantitative Methods for Health Sciences by completing 135 mentored research hours with their faculty advisors in NURS70798 Research in Nursing.

Seminar Courses. The two seminar courses (i.e., NURS86091 Nursing Science Seminar I and NURS87901 Nursing Science Seminar II) lacked structure and contained redundant material. Both were taken in the second year of study. For instance in NURS86091 Nursing Science Seminar I, two of the course objectives were to "identify a phenomenon of interest and develop an argument to support the purpose of the proposed research" and "analyze empirical research studies to write an integrated literature review that defends how the proposed research study addresses a gap in knowledge." Students already met these objectives by successfully passing first year coursework and the task force believed it is unnecessary for them to take coursework in these areas again. In the revised curriculum, students will take NURS70711 Scientific Writing in the first semester of study and learn how to critically analyze the literature and conduct a systematic review in their proposed area of study; these skills will be used and honed throughout the program. In the last semester of study, students will produce a first draft of their dissertation proposal in the course, NURS70744 Proposal Development.

In NURS87091 Nursing Science Seminar II, students again worked on "critically evaluating scientific knowledge" as it related to their phenomena of interest. They also reviewed for the candidacy exam. The task force strongly believed that preparation for the candidacy exam should not be housed within a course. Both of these seminar courses will be deactivated. In the revised curriculum, there will be one 3-credit hour variable content seminar course (i.e., NURS70791 Variable Content Seminar: Emerging Issues in Nursing Science and Research); it will focus on significant emerging areas in nursing science, such as genomics, big data, or symptom science (Table 2).

History and Philosophy of Nursing Science Course. The credit hours for NURS70710 History and Philosophy of Nursing Science will be decreased from 3 to 2 credit hours. Content related to philosophical underpinnings of qualitative and quantitative research in nursing will be introduced in NURS 70710; however, in-depth coverage will be transferred to NURS 70712, NURS 70742, and NURS 70743. The faculty member who taught the course over the past five years, and will continue to teach the course in the revised curriculum, is confident that course objectives can be met with the reduction to 2 credit hours.

Nursing and Health Care Policy Course. Accredited schools and colleges of nursing adhere to the *Baccalaureate and Master's Essentials in Nursing*<sup>3</sup>, which stipulate that curriculum must contain content related to health policy; therefore, master's prepared nurses entering a PhD in Nursing program have had health policy courses in both their undergraduate and master's programs. NURS70735 Nursing and Health Care Policy will be deactivated. Instead, a leadership course will be

developed and implemented (i.e., NURS70714 Leadership for Nursing Science). Health policy and nursing science, along with leadership roles for nurse scientists in health policy development and global initiatives, will be incorporated into this course (Table 2).

Statistics Courses. Members of the task force unequivocally concurred that graduates of the PhD in Nursing program needed competency in understanding and applying a wide scope of statistical tests. Task force members acknowledged that master's prepared nurses entering PhD programs often lack working knowledge of basic statistics and have difficulty proceeding on to more advanced statistics. A 2-credit hour statistics course (i.e., NURS70713 Advanced Statistics I) that reviews basic descriptive, non-parametric and parametric tests, along with content on entering and cleaning data, handling missing data and outliers, and testing statistical assumptions, will be required in the first semester of the curriculum. A second statistics course (i.e., NURS70740 Advanced Statistics II) will cover in-depth content related to regression, mediation, moderation, general linear model, and exploratory factor analysis. A third statistics course (NURS70741 Advanced Statistics III) will offer introductory knowledge to more complex analytic techniques, such as path analysis, structural equation modeling, and confirmatory factor analysis.

**Research and Proposal Development Courses.** In the revised curriculum, students will be required to complete 135 mentored hours with the student's primary advisor (i.e., *NURS70798 Research in Nursing*) (Table 2). Students will engage in activities such as data collection, coding, entry, and analysis, inter-professional teamwork, and preparation and submission of research presentations and manuscripts.

The task force reviewed the Milestone Survey and progression data over the past five years and concluded that one of the biggest challenges for students was developing the dissertation proposal after finishing coursework. In the revised curriculum, students will enroll in a 3-credit hour proposal development course (i.e., NURS70744 Proposal Development). It will be taken during the last semester of coursework, prior to the candidacy examination. NURS70744 Proposal Development will be structured so that the student can successful produce a first draft of his/her dissertation proposal.

**Elective Courses.** Each student will complete two 3-credit hour doctoral level elective courses of his/her choosing in the revised curriculum. Advisors will assist students in choosing elective courses. The stipulation of "elective" versus "cognate" course is changed in the revised curriculum to be congruent with accepted definitions of each. Elective courses will supplement the student's program of study in a particular substantive area of research or a specific method of research, including advanced statistical approaches, or assist the student with career goals following graduation (e.g., teaching in higher education).

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

There are no issues related to duplication of course offerings in the CON. Other colleges/departments on campus (i.e., Evaluation and Measurement, Psychological Sciences, Public Health, and Sociology) were consulted to determine whether the statistics courses that they offered could be incorporated into the revised PhD in Nursing program curriculum. There were several challenges. First, the specific statistical content needed by our students was either covered in too much depth (e.g., entire course dedicated to path analysis) or not enough depth (e.g., no content on mediation and moderation). The majority of the faculty in the CON use SPSS and students must have good working knowledge of this software to succeed in other courses and during their

mentored research experience; other colleges/department use different statistical software, like SAS and Stata. Finally, some colleges/departments could not guarantee being able to consistently accommodate our students, especially as the PhD in Nursing program grows, or consistently offer specific statistic courses each year.

#### Fiscal, Enrollment, Facilities and Staffing Considerations

The marketing department in the CON has been working diligently with Graduate Studies and University Communication and Marketing to develop and implement strategies to attract and enroll the brightest students into KSU PhD in Nursing program. All courses will be delivered faceto-face; there are ample small classrooms in the CON to accommodate teaching. Faculty may consider having PhD and DNP students jointly take NURS70712 Research Design Fundamentals and NURS70713 Advanced Statistics I in the future. If approved, these two courses would need to be delivered online since the DNP program is 100% online.

Dean Broome is working on hiring more tenured faculty with active programs of research. We anticipate admitting five students in fall 2020; our ability to increase admissions to greater than five students each year will depend upon our success in hiring more tenure-track nursing faculty.

#### Evidence of Need and Sustainability if Establishing

Not applicable.

#### **Provisions for Phase-Out if Inactivating**

All students currently enrolled in the PhD in Nursing program have successfully completed all first year coursework. There are four students completing second year coursework in academic year 2019-2020 and are expected to sit for candidacy prior to the start of academic year 2020-2021. Starting in fall 2020, all students admitted into the PhD in Nursing program will take coursework in the revised curriculum.

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

CON Faculty Meeting CON Graduate Curriculum Committee Meeting CON College Advisory Committee Educational Policies Council Implementation

September 23, 2019 October 7, 2019 October 21, 2019 December 16, 2019 Fall 2020

CARLON COLOR DANS	YEAR 1: Fall Semester	
NURS 70710	History and Philosophy of Nursing Science	3
NURS 70727	Advanced Health Care Statistics I	3
NURS 70705	Foundations of Research Methods in Nursing	3
	Total	9
	YEAR 1: Spring Semester	的感觉
NURS 70715	Theory Construction and Development in Nursing	3
NURS 70737	Advanced Health Care Statistics II	3
NURS 70725	Quantitative Research Methods in Nursing	3
NURS 70730	Qualitative Research Methods in Nursing	3
	Total	12
	YEAR 2: Fall Semester	的的时
NURS 70720	Introduction to Nursing Knowledge Domains	3
NURS 86091	Nursing Science Seminar I	3
NURS 70745	Application of Quantitative Methods	
	or	
NURS 70747	Application of Qualitative Methods	3
	Cognate	3
	Total	12
an ang ang ang ang ang ang ang ang ang a	YEAR 2: Spring Semester	<b>科</b> 编制
NURS 87091	Nursing Science Seminar II	3
NURS 70735	Nursing and Health Care Policy	3
	Cognate	3
	Total	9
	Total Credit Hours for Coursework	42
enter se l'astro-	YEAR 2: Summer Semester	<b>LARTIN</b>
	Candidacy Examination	
国家建筑建筑建筑	YEAR 3: Fall Semester	(COLORING)
NURS 80199	Dissertation I	15
的情况中学问题的	YEAR 3: Spring Semester	
NURS 80199	Dissertation I	15
	Minimum Total Credit Hours for Dissertation Work	30

### Table 1. Current PhD in Nursing Curriculum

	YEAR 1: Fall Semester	
NURS 70710	History and Philosophy of Nursing Science	2
NURS 70711	Scientific Writing	2
NURS 70712	Research Design Fundamentals	2
NURS 70713	Advanced Statistics I	2
	Total	8
Physical Sector	YEAR 1: Spring Semester	的影响
NURS 70715	Theory Construction and Development in Nursing	3
NURS 70740	Advanced Statistics II	3
NURS 70742	Advanced Qualitative Methods for Health Sciences	4
	Total	10
	YEAR 1: Summer Semester	
NURS 70714	Leadership for Nursing Science	3
	Elective	3
	Total	6
STREET STREET	YEAR 2: Fall Semester	4.5.
NURS 70741	Advanced Statistics III	3
NURS 70743	Advanced Quantitative Methods for Health Sciences	4
NURS 70798	Research in Nursing	3
	Total	10
	YEAR 2: Spring Semester	energian -
NURS 70791	Variable Content Seminar - Emerging Areas in Nursing Science and Research	3
NURS 70744	Proposal Development	3
	Elective	3
	Total	9
	Total Credit Hours for Coursework	43
	YEAR 2: Summer Semester	
	Candidacy Examination	
	YEAR 3: Fall Semester	民國和自己
NURS 80199	Dissertation I	15
en an	YEAR 3: Spring Semester	
NURS 80199	Dissertation I	15
	Minimum Total Credit Hours for Dissertation Work	- 30

### Table 2. Revised PhD in Nursing Curriculum

#### Notes

<sup>1</sup> Documents from the American Association of Colleges of Nursing that the task force reviewed included Advancing healthcare transformation: A new era for academic nursing (March 2016) and The research-focused doctoral program in nursing: Pathways to excellence (November 2010).

<sup>2</sup> Literature that the task force reviewed included the following:

- Brandon, D.H., Collins-McNeil, J., Onsomu, E.O., & Powell, D.L. (2014). Winston-Salem State University and Duke University's bridge to the doctorate program. *North Carolina Medical Journal*, 75, 68-70.
- Gazza, E.A., Shellenbarger, T., & Hunker, D.F. (2013). Developing as a scholarly writer: The experience of students enrolled in a PhD in nursing program in the United States. *Nurse Education Today, 33*, 268-274.
- Henly, S.J., McCarthy, D.O., Wyman, J.F., Alt-White, A.C., Stone, P.W., McCarthy, A.M., Moore, S.M. (2015a). Emerging areas of nursing science and PhD education for the 21<sup>st</sup> century: Response to commentaries. *Nursing Outlook, 63*, 439-445.
- Henly, S.J., McCarthy, D.O., Wyman, J.F., Heitkemper, M.M., Redeker, N.S., Titler, M.G., Dunbar-Jacob, J. (2015b). Emerging areas of science: Recommendations for nursing science education from the Council for the Advancement of Nursing Science idea festival. *Nursing Outlook, 63*, 398-4-7.
- Henly, S.J., McCarthy, D.O., Wyman, J.F., Stone, P.W., Redeker, N.S., McCarthy, A.M., Conley, Y.P. (2015c). Integrating emerging areas of nursing science into PhD programs. *Nursing Outlook, 63*, 408-416.
- Nehls, N., Barber, G., & Rice, E. (2016). Pathways to the PhD in Nursing: An analysis of similarities and differences. *Journal of Professional Nursing*, 32, 163-172.
- Rice, D. (2016). The research doctorate in nursing: The PhD. Oncology Nursing Forum, 43, 146-148.
- Shea, K.D., Brewer, B.B., Carrington, J.M., Davis, M., Gephart, S., & Rosenfeld, A. (2019). A model to evaluate data science in nursing doctoral curricula. *Nursing Outlook, 67*, 39-48.
- Smith, C.R., Martsolf, D.S., Draucker, C.B., Shambley-Ebron, D.Z. Pritchard, T.J., & Maler, J. (2016). Stimulating research interest and ambitions in undergraduate nursing students: The research-doctorate pipeline initiative. *Journal of Nursing Education*, 55, 133-140.
- Wyman, J.F., & Henly, S.J. (2015). PhD programs in nursing in the United States: Visibility of American Association of Colleges of Nursing core curricular elements and emerging areas of science. Nursing Outlook, 63, 390-397.

<sup>3</sup> Information on the necessary curriculum and expected competencies of bachelor's- and master'slevel nursing programs can be found in *The essentials of baccalaureate education for professional nursing practice* (October 2008) and *The essentials of master's education in nursing* (March 2011) by the American Association of Colleges of Nursing.

# NURSING - PH.D.

College of Nursing Henderson Hall Kent Campus 330-672-7930 nursing@kent.edu www.kent.edu/nursing

## Description

#### Admission to the Nursing program has been suspended temporarily as of fall 2019.

The Ph.D. degree in Nursing prepares nurse scientists to develop methods to advance health, health care and the nursing profession. Graduates are expected to lead and promote innovative scholarly endeavors within and across disciplines, and to assume leadership roles in the profession.

## FULLY OFFERED AT:

Kent Campus

## **Admission Requirements**

Active, unrestricted Ohio registered nurse license (international students need to show proof of legal ability to practice as a registered nurse in country of origin)

Bachelor's and master's degrees in nursing, or a Doctor of Nursing Practice degree, from an accredited program<sup>1</sup> for

#### unconditional admission

Minimum overall 3.000 graduate GPA on a 4.000 point scale for unconditional admission

Official transcript(s)

GRE scores (must be less than five years old at the time of application)

Résumé or curriculum vitae

Essay (two pages, single-spaced) addressing the following questions:

Why do you want to pursue a Ph.D. in nursing?

What are your professional goals?

How have you been involved in research, publications and professional presentations?

How have you been involved in professional organizations?

What are your research interests?

Why are you interested in these research areas?

How could research—and specifically your research—in these areas advance science?

#### Nursing - Ph.D. < Kent State University

Sample of written work

EPC Agenda | 18 November 2019 | Attachment 13 | Page 22

Three letters of reference from health care professionals or academic faculty members who can speak to the applicant's professional and academic abilities (two of the three references from doctoral-prepared individuals are preferred)

Interview

English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:<sup>2</sup>

Minimum 560 TOEFL PBT score (paper-based version)

Minimum 83 TOEFL IBT score (Internet-based version)

Minimum78 MELAB score

Minimum 6.5 IELTS score

Minimum 55 PTE score

For more information about graduate admissions, please visit the <u>Graduate Studies admission website</u>. For more information on international admission, visit the <u>Office of Global Education's admission website</u>.

- <sup>1</sup> A bachelor's degree in a closely related health field may be considered if the applicant has a master's degree in nursing or a D.N.P. degree from an accredited program. A master's degree in a closely related field may be considered if the applicant has a bachelor's degree in nursing from an accredited program.
- <sup>2</sup> International applicants who do not meet the above test scores may be considered for conditional admission.

## **Program Learning Outcomes**

Graduates from this program will be able to:

- 1 Generate new knowledge that contributes to the advancement of health, health care and nursing science.
- 2 Disseminate advances in scientific knowledge.
- 3 Use collaborative, interdisciplinary and innovative approaches to knowledge generation.
- 4 Assume leadership roles in health care and education as researchers, educators and advanced clinicians.
- 5 Serve as stewards of the body of knowledge for the discipline of nursing.

## **Program Requirements**

## MAJOR REQUIREMENTS

#### Major Requirements (min B grade in all courses)

70711 NURS 20705	FOUNDATIONS OF RESEARCH METHODS IN NURSING Secon to her Writing	× 2
<u>NURS 70710</u>	HISTORY AND PHILOSOPHY OF NURSING SCIENCE	X2
NUR\$70715	THEORY CONSTRUCTION AND DEVELOPMENT IN NURSING	3
NURS 70700 70712	INTRODUCTION TO NURSING KNOWLEDGE DOMAINS Research Design	X2
	Fundamentals	

10/23/2019	Nursing - Ph.D. < Kent State University	0   D 00
10 11 2 NUR\$ 7.9725	QUANTITATIVE RESEARCH METHODS IN NURSING Advinced Statistics	3   Page 23
NURS 70939 70740	ADVANCED HEALTH CARE STATISTICS 1 Statistics	3
NURS 70780 70742	QUALITATIVE RESEARCH METHODS IN NURSING Advanced Qualitative Methods	×4
NURS 70795 70714	NURSING AND HEALTH CARE POLICY Leadership for Health Sciences	3
NURS 70737 70741	ADVANCED HEALTH GARE STATISTICS II III	3
NURS 70745 70743	ADVANCED TOPICS IN QUANTITATIVE RESEARCH METHODS For Health Sciences	×4
or NURS 70747	ADVANCED METHODS FOR NURSING RESEARCH: APPLICATION OF QUALITATIVE METHODS	
NUR\$ 70751 7017 98	NURSING SCIENCE SEMINART Research in Nursing	3
NURS 70752 70791	NURSING SCIENCE SEMINARIE Variable Content Seminar - Emerging	3
NURS 80199	DISSERTATION IN A Research	30
Etectives of Cognate Aseas		6
Minimum Total Credit Ho	ours:	72

Advanced topic or method is selected with the approval of student's advisor.

- Each doctoral candidate, upon admission to candidacy, must register for NURS 80199 for a total of 30 credit hours. It is expected that a doctoral candidate will continuously register for Dissertation I, and thereafter NURS 80299, each semester, including summer, until all requirements for the degree have been met.
- 21 Cognate areas support the student's research interest and are selected with the approval of the student's academic advisor. Two courses are required, of which 3 credit hours must be from discipline outside of nursing, and 3 credit hours may be within or outside of nursing. Two 3-credit hour doctoral level elective courses will supplement the student's program of study in a substantive area of research or specific method of research, including 2d vaned statistical CANDIDACY EXAMINATION approaches, or assist the student with career gails following grad usters.

At the conclusion of coursework, students sit for the candidacy examination. The examination provides the basis for evaluation of the student's readiness for completing the dissertation. Students must successfully pass candidacy and a proposal defense before beginning dissertation work.

## **GRADUATION REQUIREMENTS**

Minimum B grade in all courses.<sup>1</sup>

Passage of the candidacy examination

Submission and successful defense of a dissertation

If a course must be repeated, the student cannot take other courses that require that course as a prerequisite until the course is successfully retaken. If the student retakes the course and does not earn a minimum B grade, the student may be dismissed from the Ph.D. degree.

### Umberger, Wendy

From:	Adams, Richard	
Sent:	Wednesday, June 19, 2019 4:26 PM	
То:	Vermeersch, Patricia; SERPE, RICHARD	
Cc:	Umberger, Wendy; KALKHOFF, WILLIAM	
Subject:	RE: Doctoral level stats classes collaboration?	
Attachments:	Multivariate Techniques 6221772217.pdf; Advanced Data Analysis 6221872218.pdf;	
	Grad_Quantitative_Res_Meth_Syl(Fall_2018).docx	

Hi Pat,

We offer three quantitative analysis classes in our doctor program: quantitative research methods, multivariate analysis, and advanced data analysis. I attach the most recent syllabi for these classes. We require all of our students to take the three courses and offer them in a fall, spring, fall sequence. We will continue to offer these courses moving forward. Students outside of Sociology can take these courses, with permission from the instructor. It seems that we cover much of what you list below in our classes. As you can see from the syllabi, all classes have a lab component and we teach STATA for all of the statistical analyses. If you'd like to talk about these classes and the possibility of your Ph.D. students taking them, please let me know. I'm happy to meet with you. I'm available this and next week to meet. I'm out of town the first two weeks of July. Thanks,

Dick

Richard E. Adams Professor and Associate Chair 204 Merrill Hall Department of Sociology 700 Hilltop Drive Kent, OH 44242 (330)672-2721

From: Vermeersch, Patricia <pvermeer@kent.edu> Sent: Wednesday, June 19, 2019 2:08 PM To: Adams, Richard <radams12@kent.edu> Cc: Umberger, Wendy <wlewando@kent.edu>; Vander horst, Anthony <avanderh@kent.edu> Subject: Fw: Doctoral level stats classes collaboration?

Dr. Adams,

Please see email below. I heard back from Dr. Vander Horst and he suggested I contact you about this.

Thank you in advance for any help. Pat

Kent State University, College of Nursing PO Box 5190 Kent, OH 44242 Henderson Hall, Rm 303 330-672-8817 Office 330-672-5003 FAX

From: Vermeersch, Patricia Sent: Wednesday, June 19, 2019 11:40 AM To: Vander horst, Anthony Cc: Umberger, Wendy Subject: Doctoral level stats classes collaboration?

Dr. Vander horst,

Like your PhD program ours is undergoing revision due to the dissolution with Univ of Akron. In our revised curriculum plan we are discussing the possibility of having our students take your SOC 72218 Advanced Data Analysis and SOC 72217 Multivariate techniques versus offering these within the CON. The topics we feel our students need as second and third courses are below.

6	Regression: simple
3	Multiple regression
6	Logistic regression
6	Mediation and moderation
3	General linear model
3	ANOVA
3	ANCOVA
3	Factorial ANOVA
3	RM-ANOVA
3	MANOVA
6	Exploratory factor analysis
45	
and	
3	Complex statistical methods
9	Confirmatory factor analysis
9	Path analysis
9	Structural equation modeling
9	Big data
6	Evolving methods
45	

Given these topics, will your department be offering these still? If so, could you accommodate up to 5 additional students from nursing on a yearly basis? If so, what semesters are these courses offered?

Other ideas we have discussed are interdisciplinary content with separate "labs" for application of the content.

As we are on a timeline to get all changes approved, I would appreciate a response as soon as your able. You can also call me on my cell 513-235-6353 as I am in and out of the office this summer.

Pat.

Patricia Vermeersch, PhD, GNP-BC Professor and Director, PhD Program Kent State University, College of Nursing PO Box 5190 Kent, OH 44242 Henderson Hall, Rm 303 330-672-8817 Office 330-672-5003 FAX

### Umberger, Wendy

From: Sent: To: Subject: Vermeersch, Patricia Wednesday, October 23, 2019 3:07 PM Umberger, Wendy Fw: Stats courses?

Patricia Vermeersch, PhD, GNP-BC Professor and Director, PhD Program Kent State University, College of Nursing PO Box 5190 Kent, OH 44242 Henderson Hall, Rm 303 330-672-8817 Office 330-672-5003 FAX

From: Umberger, Wendy <wlewando@kent.edu> Sent: Wednesday, June 26, 2019 3:40 PM To: Vermeersch, Patricia <pvermeer@kent.edu> Subject: RE: Stats courses?

Hi Pat,

It sounds like a great conversation.

I don't think that 73020 would be a good replacement for our Advanced Statistics I because I'm afraid that it might be "too advanced" and our students might get lost. Usually PH doctoral students come straight out of master's work and have good working knowledge of statistics. Our first course is really to get PHD nursing students up to speed.

83014 seems like it could be an option for Advanced Stats II. I'm wondering when (semester, days of the week) and how it is offered (F2F or online). I'm concerned that it being taught with SAS.

I think that the taskforce wanted students to have exposure to more advanced methods in Advanced Stats III. They have the option of taking a single course on one advanced statistical model in their electives.

Wendy

From: Vermeersch, Patricia <pvermeer@kent.edu> Sent: Wednesday, June 26, 2019 3:24 PM To: Umberger, Wendy <wlewando@kent.edu> Cc: Hallam, Jeffrey <jhallam1@kent.edu> Subject: Fwd: Stats courses?

Wendy

I had a great conversation with Jeff today. See his analysis below. The timing of the two courses also lined up with our program plan. For stats 1 and 2. They are committed to offering these for their own students and could

absorb 5 doctoral nursing students. What we have in stats 3 they asaatly sentes and by by the page 28 evaluation and management as a single in depth topic. They use both SPSS and SAS in all courses.

Please reach out to him if you have additional questions. Pat

Sent from my iPhone

Begin forwarded message:

From: "Hallam, Jeffrey" <<u>ihallam1@kent.edu</u>> Date: June 26, 2019 at 10:57:14 AM EDT To: "Vermeersch, Patricia" <<u>pvermeer@kent.edu</u>> Subject: RE: Stats courses?

Pat – Here is the information you requested. We would be able to handle Nursing PhD students in these courses and having them in the course would benefit us from an inter-professional perspective. If you need additional information please let me know.

	686 72020	Advance	d Mothods in Drovention Science
	565 / 3020 DET 93014	Annlind	a Methods in Prevention Science
	585	Applied BST	Regression Analysis of Public Health Data
<u>Course</u> Number	73020	83014	Notes
Statistical Concepts	X		
Non Parametric/ Parametric	X		
Levels of Measrement/ Types of Variables	X		
Bias	X		
Descriptive Statistics	x		
t-test and Chi-Square	x		
Data Analysis using SPSS	x	SAS	SAS is used, but students may use SPSS. R or
Data Management	x	х	
Data Cleaning	x	x	
Missing Data	x	x	
Simple Regression	x		
Multiple Regression		x	
Logistic Regression		X	
Mediation/ Moderation		X	
GLM		x	
ANOVA	х		
ANCOVA	x		
Factorial ANOVA	x		
Repeated Measures ANOVA	x		
Exploratory Factor Analysis		x	
Complex statistical methods	x		
Confirmatory Factor Analysis			Teach individual students who use it
Path Analysis			Teach individual students who use it
Structural Equation Modeling			Typically have student take course in EHHS
Big Data			Working on this
Evolving Methods			Working on this

#### Jeff,

Our PhD curriculum is undergoing some changes and we are interested in what courses our nursing PhD students might be able to take in Public Health that are similar to what we have envisioned our students need. I was told you are the most familiar with all the courses there. I know you have served on some of our students' committees so I appreciate your thoughts. Although we have looked at the course descriptions for many courses across campus, it is always difficult to know what is actually covered. I have included our proposed topics to help you let me know if you have any courses that a) cover these and b) would your college be willing to let our students take any as a regular part of their program? If you would like to chat first, please call my cell 513-235-6353 or email back some days and times and a number and I will call you. Thursdays are my clinic days so they are always out but otherwise I am pretty open.

#### Advanced Stats I

2	Statistical concepts
2	Non-parametric versus parametric tests
2	Types of variables and level of measurement
2	Bias: Assumptions, outliers, normality, linearity, homoscedasticity, heteroscedasticity
2	Descriptive statistics
2	Simple correlations
2	T tests and Chi Squares for group differences
6	Data analysis using SPSS
4	Entering variables and data
2	Cleaning data
4	Handling missing data
30	

#### Advanced Stats II

6	Regression: simple
3	Multiple regression
6	Logistic regression
6	Mediation and moderation
3	General linear model
3	ANOVA
3	ANCOVA
3	Factorial ANOVA
3	RM-ANOVA
3	MANOVA
6	Exploratory factor analysis
45	

#### Advanced stats III

3	Complex statistical methods
9	Confirmatory factor analysis
9	Path analysis
9	Structural equation modeling
9	Big data
6	Evolving methods
45	

Patricia Vermeersch, PhD, GNP-BC Professor and Director, PhD Program Kent State University, College of Nursing PO Box 5190 Kent, OH 44242 Henderson Hall, Rm 303 330-672-8817 Office 330-672-5003 FAX



то:	Educational Policies Council
FROM:	Interim Senior Vice President and Provost Melody J. Tankersley
SUBJECT:	Agenda for Monday, 27 January 2020 3:20 p.m., Room 306AB, Kent Student Center
DATE:	Tuesday, 21 January 2020

If any of the action items require corrections or create consequences not addressed in the proposal, 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 Friday, 24 January 2024, to ensure that the materials are available at the meeting for review.

- Joint EPC Agenda
  - Action and Information Items (page 1)
  - Lesser Action Items (page 9)
- Graduate EPC Agenda
  - Action Items (page 3)
  - Information Items (page 4)
  - Lesser Action Items (page 9)
- Undergraduate EPC Agenda
  - Action Items (page 6)
  - Information Items (page 7)
  - Lesser Action Items (page 15)
- Undergraduate University Requirements Course Revisions (page 25)
- Course Revisions (page 28)

## JOINT EDUCATIONAL POLICIES COUNCIL

#### ACTION ITEMS

1. Minutes of meeting on 18 November 2019. <u>Attachment 1</u>

#### College of Communication, School of Digital Sciences (presented by Dean Amy L. Reynolds)

2. Revision of school name, from Digital Sciences to Emerging Media and Technology. Effective Fall 2020 | <u>Attachment 2</u>

#### **INFORMATION ITEMS**

#### College of Architecture and Environmental Design

 Establishment of a combined B.A./M.H.D. degree program in the Interior Design [ID]/Healthcare Design [HCD] majors that allows the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 152.
Effective Fall 2020 <u>Attachment 3</u>

#### JOINT EPC AGENDA continued

#### **INFORMATION ITEMS** continued

#### College of Arts and Sciences, Department of Computer Science

 Establishment of combined B.S./M.S. degree programs in the Computer Science [CS] major that allows the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141.
Effective Fell 2020 LAttershapert 4.

Effective Fall 2020 | Attachment 4

#### College of Arts and Sciences, Department of English

 Establishment of a combined B.A./M.A. degree program in the English [ENG] major that allows the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141.

Effective Fall 2020 | Attachment 5

 Establishment of a combined B.A./M.A. degree program in the Teaching English as a Second Language [TESL] major that allows the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141.
Effective Fall 2020 | <u>Attachment 6</u>

#### College of Arts and Sciences, Department of Geology

 Establishment of a combined B.A./M.S. degree program in the Geology [GEOL] major that allows the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141.
Effective Fall 2020 L Attachment 7.

Effective Fall 2020 | Attachment 7

#### College of Arts and Sciences, Department of Sociology

 Establishment of a combined B.A./M.A. degree program in the Criminology and Justice Studies [CRJU]/Criminology and Criminal Justice [CRCJ] majors that allows the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141. Effective Fall 2020 | <u>Attachment 8</u>

#### College of Business Administration, Department of Economics

 Establishment of combined B.A./M.A.E. and B.B.A./M.A.E. degree programs in the Economics [ECON] major that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141. Effective Fall 2020 | Attachment 9

#### College of Business Administration, Department of Management and Information Systems

 Establishment of a combined B.B.A./M.B.A. degree program in the Business Administration [BAD] major that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 151.
Effective Fall 2020 | <u>Attachment 10</u>

### GRADUATE EDUCATIONAL POLICIES COUNCIL

#### **ACTION ITEMS**

#### College of Aeronautics and Engineering (presented by Dean Christina L. Bloebaum)

 Establishment of the Aerospace Engineering [AERS] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees. Also established are 31 courses for the program. Minimum total credit hours to program completion are 30 for the M.S., 60 for post-master's Ph.D. and 90 for postbaccalaureate Ph.D.
Effective Fall 2020 pending final approvals | Attachment 11

Effective Fall 2020 pending final approvals | Attachment 11

#### College of the Arts, School of Theatre and Dance (presented by Dean John R. Crawford-Spinelli)

- Establishment of an Acting for the Returning Professional [ARP] major within the Master of Fine Arts [MFA] degree. The major replaces a concentration in the Theatre Studies [THEA] major. Minimum total credit hours to program completion are 60.
  Effective Fall 2020 pending final approvals | Attachment 12
- Establishment of a Theatre Design and Technology [TDAT] major within the Master of Fine Arts [MFA] degree. The major replaces four concentrations in the Theatre Studies [THEA] major: Design/ Technology–Costume Design [DTCD]; Design/Technology–Lighting Design [DTLT]; Design/Technology– Scene Design [DTSC]; and Design/Technology–Technical Direction [DTTD]. Also established are 28 courses for the program. Minimum total credit hours to program completion are 60. Effective Fall 2020 pending final approvals | <u>Attachment 13</u>
- 4. Inactivation of the Theatre Studies [THEA] major within the Master of Fine Arts [MFA] degree. The program is replaced by two new majors (formerly concentrations): Acting for the Returning Professional and Theatre Design and Technology (see separate proposals to establish). Effective Fall 2020 pending final approvals | <u>Attachment 14</u>

#### College of Arts and Sciences (presented by Dean James L. Blank)

- Revision of name, inactivation of optional concentration and revision of course requirements for the Chemical Physics [CPHY] major within the Master of Science [MS] degree. Revised name is Material Sciences [MTSC]. Inactivated concentration is Liquid Crystal Engineering [LCE]. Course revision includes replacing all required courses; increasing electives; and identifying culminating requirement as thesis or project. Minimum total credit hours to program completion decrease, from 30-38 to 30. Effective Fall 2020 | <u>Attachment 15</u>
- Revision of name and course requirements for the Chemical Physics [CPHY] major within the Doctor of Philosophy [PHD] degree. Revised name is Material Sciences [MTSC]. Course revision includes revising elective research credit hours for post-master's students, from 6 to 9; and including biology, chemistry and physics courses as elective options. Minimum total credit hours to program completion are unchanged at 60 for post-master's and 90 for post-baccalaureate. Effective Fall 2020 | <u>Attachment 16</u>

# College of Arts and Sciences, *Department of Computer Science/Department of Mathematical Science* (presented by Dean James L. Blank)

 Establishment of a Data Science [DATA] major within the Master of Science [MS] degree. Minimum total credit hours to program completion are 30.
Effective Fall 2020 pending final approvals | <u>Attachment 17</u>

#### **ACTION ITEMS** continued

# **College of Business Administration**, *Department of Management and Information Systems* (presented by Dean Deborah F. Spake)

 Establishment of a Business Analytics [C646] graduate certificate, which will be offered fully online and on-ground at the Kent Campus. Minimum total credit hours to program completion are 12. Effective Fall 2020 | <u>Attachment 18</u>

# College of Education, Health and Human Services, School of Foundations, Leadership and Administration (presented by Dean James C. Hannon)

 Revision of name for the Sport and Recreation Management [SRM] major within the Master of Arts [MA] degree. Revised name is Sport Administration [SPAD]. Minimum total credit hours to program completion are unchanged at 34.
Effective Fall 2020 | <u>Attachment 19</u>

# College of Education, Health and Human Services, School of Lifespan Development and Educational Sciences (presented by Dean James C. Hannon)

10. Revision of name, admission and course requirements for the Rehabilitation Counseling [RHAB] within the Master of Education [MED] degree. Revised name is Clinical Rehabilitation Counseling [CRC]. Revision includes adding Supplemental Interview Form for admission; and removing required EVAL 65510 and RHAB 67744; adding six CES courses as required; moving EPSY 65523 from elective to required; revising seven RHAB courses (including changing course subject to CES); and replacing four RHAB courses with CES courses (RHAB courses are inactivated). Minimum total credit hours to program completion increase, from 53 to 60.

Effective Fall 2020 (effective spring 2021 for admission revision) | Attachment 20

#### College of Nursing (presented by Dean Barbara A. Broome)

 Establishment of an Adult/Adolescent Sexual Assault Nurse Examiner [C647] graduate certificate. All courses are established for the certificate. Minimum total credit hours to program completion are 12. Effective Fall 2020 | <u>Attachment 21</u>

#### INFORMATION ITEMS

#### College of Arts and Sciences, Department of Computer Science

 Program development plan to establish an Artificial Intelligence major within the Master of Science degree. A full proposal will come to the EPC for a vote at a later date. (This item had been withdrawn from the May 2019 EPC agenda.) Attachment 22

#### College of Business Administration, Department of Accounting

 Revision of instructional delivery for the Accounting [ACCT] major within the Master of Science in Accounting [MSA] degree. The program will be offered fully online in addition to on-ground. Admission, course and graduation requirements are unchanged. Effective Fall 2020 | <u>Attachment 23</u>

#### **INFORMATION ITEMS** continued

#### College of Education, Health and Human Services, School of Foundations, Leadership and Administration

- Temporary suspension of admission to the Educational Leadership K-12 [EDLE] major within the Master of Education [MED], Educational Specialist [EDS] and Doctor of Philosophy [PHD] degrees. Effective Fall 2020 | <u>Attachment 24</u>
- Temporary suspension of admission to the Hospitality and Tourism Management [HTM] major within the Master of Science [MS] degree.
  Effective Fall 2021 (noted in fall 2020 catalog) | <u>Attachment 25</u>

#### College of Education, Health and Human Services, School of Lifespan Development and Educational Sciences

 Program development plan to establish a Healthcare Interpreting major within the Master of Science degree. A full proposal will come to the EPC for a vote at a later date. <u>Attachment 26</u>

#### College of Education, Health and Human Services, School of Teaching, Learning and Curriculum Studies

6. Revision of instructional delivery and establishment of one concentration for the Curriculum and Instruction [CI] major within the Master of Education [MED] degree. New concentration is Secondary Education [SEED], which will be offered on-ground. Concentrations to be offered fully online and hybrid are Mathematics Education [MTHE] and Curriculum and Teaching Studies [CTS]. Concentrations to be offered hybrid are Science Education [SCED], Social Studies Education [SSED], Middle Childhood Education [MCED], English/Language Arts Education [ELAE] and Physical Education Teacher Education [PETE]. Minimum total credit hours to program completion are unchanged at 30-43, depending on concentration.

Effective Fall 2020 | Attachment 27

7. Revision of admission requirements and substantial revision of course requirements for the Early Childhood Education [ECDE] major within the Master of Arts in Teaching [MAT] degree. Admission revision includes allowing GRE test scores in verbal, quantitative and analytical writing (with stipulations) to substitute for Praxis Core Reading, Writing and Mathematics test scores. Course revision includes establishing one course, removing two courses, adding two existing courses (both revised); revising nine courses and substantially revising six courses (with no equivalency to their current version). Minimum total credit hours to program completion increase, from 58 to 64. Effective Fall 2020 (effective spring 2021 for admission revisions) | <u>Attachment 28</u>

## UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

#### ACTION ITEMS

#### University Requirements Curriculum Committee (presented by Dean Alison J. Smith)

 Designation of Kent Core status to ENVS 22070 Nature and Society (3) in the Social Sciences category. The course replaces GEOG 10160 Introduction to Geography (3) in the Kent Core. Course content and description for ENVS 22070 is revised. Effective Fall 2020 | <u>Attachment 29</u>

#### College of Aeronautics and Engineering (presented by Dean Christina L. Bloebaum)

- Establishment of an Aviation Law and Policy [AVLP] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 17. Effective Fall 2020 | <u>Attachment 30</u>
- Establishment of a Cybersecurity Engineering [CYEN] major within the Bachelor of Science [BS] degree. Five courses are establish for the program. Minimum total credit hours to program completion are 123. Effective Fall 2020 pending final approvals | <u>Attachment 31</u>

#### College of Applied and Technical Studies (presented by Dean Susan J. Stocker)

- 4. Revision of name and course requirements for the Computer Design, Animation and Game Design [CDAG] major within the Associate of Applied Science [AAS] degree. Revised name is Technical Modeling Design [TMD]. Revision includes adding EERT 32003 as required; removing required MAGC 22004 and MAGC 22005; moving MAGC 22010 from required to elective; and moving ENG 20002, MAGC 22000 and MAGC 22001 from electives to required. Minimum total credit hours to program completion decrease, from 61 to 60. Effective Fall 2020 | <u>Attachment 32</u>
- Inactivation of the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree at the Trumbull Campus. Admission to the program at Trumbull was suspended in fall 2018. The program is and will continue to be offered at the Tuscarawas Campus. Effective Fall 2020 | <u>Attachment 33</u>
- Revision of name, establishment of two concentrations and revision of course requirements for the Modeling, Animation and Game Creation [MAGC] major within the Bachelor of Science [BS] degree. Revised name is Animation Game Design [AGD]. New concentrations are Animation [ANIM] and Game Design [GADE]. Course revisions are required by the National Association for Schools of Art and Design for program accreditation. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020 | <u>Attachment 34</u>

#### College of Arts and Sciences, Department of Geology (presented by Dean James L. Blank)

- Establishment of the Earth Science [ESCI] minor to be offered at the Kent and Stark campuses. Minimum total credit hours to program completion are 15. Effective Fall 2020 | <u>Attachment 35</u>
- Establishment of an Environmental Geology [EGEO] minor to be offered at the Kent and Stark campuses. Minimum total credit hours to program completion are 15. Effective Fall 2020 | <u>Attachment 36</u>
- Establishment of a Paleontology [PAL] minor to be offered at the Kent and Stark campuses. Minimum total credit hours to program completion are 14.
  Effective Fall 2020 | <u>Attachment 37</u>

#### **ACTION ITEMS continued**

## College of Arts and Sciences, *Department of Modern and Classical Language Studies* (presented by Dean James L. Blank)

10. Revision of name and course requirements for the German Literature, Culture and Translation [GLCT] major within the Bachelor of Art [BA] degree. Revised name is German [GER]. Revision includes decreasing major requirements from 40 to 31 credit hours by removing two courses and changing two required courses to either/or; replacing specific major electives with any upper-division GER course; and increasing general electives. Minimum total hours to program completion is unchanged at 120. Effective Fall 2020 | <u>Attachment 38</u>

#### College of Arts and Sciences, Department of Political Science (presented by Dean James L. Blank)

11. Revision of name for the Global Studies [GLST] major within the Bachelor of Science [BS] degree. Revised name is International Relations [INTL]. Admission, course and graduation requirements are unchanged. Effective Fall 2020 | <u>Attachment 39</u>

#### College of Communication and Information, School of Digital Science (presented by Dean Amy L. Reynolds)

- Revision of name, inactivation of all concentrations and substantial revision of course requirements for the Digital Sciences [DS] major within the Bachelor of Science [BS] degree. Revised name is Emerging Media and Technology [EMAT]. Inactivation concentrations are Digital Systems Analysis [DSA], Digital Systems Interaction [DSIN], Digital Systems Management [DSMT], Digital Systems Software Development [DSSD and Digital Systems Telecommunication Networks [DSTN]. Minimum total hours to program completion is unchanged at 120. Effective Fall 2020 | <u>Attachment 40</u>
- Establishment of a Web Development [WDEV] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.
  Effective Fall 2020 | <u>Attachment 41</u>

#### **INFORMATION ITEMS**

#### **College of Applied and Technical Studies**

- Initial inquiry to establish the Agribusiness major within the Associate of Applied Business degree. A full proposal will come to EPC for a vote at a later date. <u>Appendix 42</u>
- 2. Revision of instructional delivery and location, establishment of one concentration, revision of name of one concentration and substantial revision of course requirements for the Business Management Technology [BMRT] major within the Associate of Applied Business [AAB] degree. The program will be offered fully online and on-ground at the Geauga Campus (in addition to continuing at Ashtabula, East Liverpool, Salem, Trumbull and Tuscarawas campuses and Twinsburg location). New concentration is Logistic and Supply Chain Management [LSC]. Concentration General Management, and Entrepreneurship and Manufacturing [GMEM] is renamed Management and Entrepreneurship [MGEN]. Minimum total credit hours to program completion decrease, from 62-65, depending on concentration, to 60.

Effective Fall 2020 | <u>Appendix 43</u>

 Initial inquiry to establish a Cybersecurity major within the Associate of Applied Business degree. A full proposal will come to EPC for a vote at a later date. <u>Attachment 44</u>

#### **INFORMATION ITEMS** continued

#### **College of Applied and Technical Studies**

4. Revision of instructional location for the Environmental Health and Safety [EVHS] major within the Associate of Applied Science [AAS] degree. The program will be offered at the East Liverpool Campus in addition to continuing at the Trumbull Campus. Admission, course and graduation requirements are unchanged.

Effective Fall 2020 | Attachment 45

#### College of Arts and Sciences, Department of Computer Science

- Revision of instructional location for the Computer Science [CS] major within the Bachelor of Arts [BA] degree. The program will be offered at the Stark Campus in addition to continuing at the Kent Campus. Admission, course and graduation requirements are unchanged. Effective Fall 2020 | <u>Attachment 46</u>
- Revision of instructional location for the Computer Science [CS] major within the Bachelor of Science [BS] degree. The program with no concentration and the Information Security [INSE] concentration will be offered at the Stark Campus in addition to continuing at the Kent Campus. Admission, course and graduation requirements are unchanged. Effective Fall 2020 | <u>Attachment 47</u>

#### College of Arts and Sciences, Department of Geology

 Revision of instructional location for the Geology [GEOL] major within the Bachelor of Arts [BA] degree. The program will be offered at the Stark Campus in addition to continuing at the Kent Campus. Admission, course and graduation requirements are unchanged. Effective Fall 2020 | <u>Attachment 48</u>

## LESSER ACTION ITEMS

### JOINT EDUCATIONAL POLICIES COUNCIL

#### College of Nursing

 Inactivation of the combined B.S.N./M.S.N degree program in the Nursing [NURS] major. The combined program has had low enrollment for some time. Effective Fall 2020

### GRADUATE EDUCATIONAL POLICIES COUNCIL

#### College of the Arts, School of Music

 Revision of course requirements for the Performance [PERF] major within the Master of Music [MM] degree. Revision includes adding MUS 55121 and MUS 55142 as ensemble electives. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2020

#### College of Arts and Sciences, Center for Comparative and Integrative Programs

 Revision of course requirements for the Liberal Studies [LSTU] major within the Master of Liberal Studies [LSM] degree. Revision includes removing required AS 61000; adding new course AS 60092 as required; and removing stipulations on elective options to make them more flexible. Minimum total credit hours to program completion decrease, from 33 to 30. Effective Fall 2020

#### College of Arts and Sciences, Department of Computer Science

- Revision of admission and course requirements for the Computer Science [CS] major within the Master of Arts [MA] degree. Revision includes removing the GRE and revising computer science requirements for admission; and increasing allowance of 50000-level coursework in the program, from 6 to 12 credit hours. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2020 (effective spring 2021 for admission revision)
- 4. Inactivation of one concentration and revision of course requirements for the Computer Science [CS] major within the Master of Science [MS] degree. Inactivated concentration is Non-Thesis Option [NTHS]. Revision includes adding 10 CS courses as electives. The culminating requirement of thesis or coursework is revised to thesis or capstone project or capstone project and internship. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2020
- Revision of admission and course requirements for the Computer Science [CS] major within the Doctor of Philosophy [PHD] degree. Post-baccalaureate students with a degree in computer science may be directly admitted to the doctorate. Minimum total credit hours to program completion revise, from 60 to 60 for post-master's and 90 for post-baccalaureate. Effective Fall 2020

#### College of Arts and Sciences, Department of Geography

 Inactivation of the Cyber Geographic Information Science [C638] graduate certificate. Inactivation is due to staffing changes, course offering challenges and low enrollment. In its four years, only one student declared the certificate. There were no students enrolled in fall 2019. Effective Fall 2020

#### LESSER ACTION ITEMS continued

#### College of Arts and Sciences, Department of Geography

7. Inactivation of all concentrations and revision of course requirements for the Geography Information Science [GIS] major within the Master of Geographic Information Science [MGISC] degree. Inactivated concentrations are CyberGIS [GISC], Environmental Geographic Information Science [GISE] and Geographic Information Science and Health [GISH]. Revision includes adding GEOG 69231 as required; removing GEOG 52052 and GEOG 69231 as electives; and revising elective requirement, from 6 to 12. Minimum total credit hours to program completion are unchanged at 30. Effective Fall 2020

#### College of Arts and Sciences, Department of Sociology

8. Revision of course requirements for the Sociology [SOC] major within the Doctor of Philosophy [PHD] degree. Students are no longer required to declare a second specialization area. Minimum total credit hours to program completion are unchanged at 60 for post-master's and 90 for post-baccalaureate. Effective Fall 2020

#### **College of Business Administration**

 Revision of course requirements for the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree. Required MIS 84023 is revised as either/or with ECON 72054. Minimum total credit hours to program completion are unchanged at 67. Effective Fall 2020

#### College of Business Administration, Department of Economics

 Inactivation of the Doctoral Economics [DECN] minor due to low enrollment. Only three students have earned the minor since it was established 13 years ago. Effective Fall 2020

#### College of Business Administration, Department of Management and Information Systems

- Inactivation of three concentrations and temporary suspension of admission to two concentrations for the Business Administration [BAD] major within the Master of Business Administration [MBA] degree. Inactivated concentrations are Entrepreneurship [ENTR], Marketing [MKTG] and Fashion Design and Merchandising [FDM]. Admission to all three were suspended in fall 2016. Suspended concentrations are Information Systems [INSY] and Supply Chain Management [SCM]. Effective Fall 2020
- Revision of admission requirements for the Business Administration (Executive MBA) [EMBA] major within the Master of Business Administration [MBA] degree. Two forms of recommendation are now be required instead of three.
  Effective Spring 2021 (noted in fall 2020 catalog)
- 13. Revision of admission and course requirements for the Business Analytics [BA] major within the Master of Science [MS] degree. Revision includes eliminating the linear algebra requirement for admission; waiving the GMAT/GRE for recent Kent State bachelor's degree holders (with a 3.500 overall GPA) and applicants with three or more years of relevant work experience; moving MIS 65099 from required to elective; and moving MIS 64092 from elective to required. Minimum credit hours to program completion are unchanged at 30.

Effective Fall 2020 (effective spring 2021 for admission revision)

#### LESSER ACTION ITEMS continued

#### College of Communication and Information, School of Information

- Revision of admission requirements for the School Library Media K-12 [SLMK] major within the Master of Library and Information Science [MLIS] degree. Revision includes adding GRE score (if GPA is below 3.0) and exception statement for graduate readiness; replacing goal statement with application essay and student profile form; and increasing scores for English language proficiency. Effective Spring 2021 (noted in fall 2020 catalog)
- Revision of course requirements for the User Experience Design [UXDE] major within the Master of Science [MS] degree. Revision includes adding UXD 60118 as required; and moving UXD 60106 from required to elective. Minimum total credit hours to program completion are unchanged at 36. Effective Fall 2020

#### College of Communication and Information, *School of Information /* College of Education, Health and Human Services, *School of Teaching, Learning and Curriculum Studies*

 Revision of course requirements for the dual degree [DDSL] program with the M.L.I.S. degree in School Library Media K-12 [SMLK] and the M.Ed. degree in Educational Technology [EDTN]. Revision includes replacing ADED 62146 with ADED 62145. Minimum total credit hours to program completion are unchanged at 57. Effective Fall 2020

#### College of Education, Health and Human Services

17. Establishment of a residence requirement policy for non-degree teacher education licensure/ endorsement preparation program. The policy prescribes the number of Kent State credit hours that must be earned to be recommended for licensure to the Ohio Department of Education. Effective Fall 2020

#### College of Education, Health and Human Services, School of Foundations, Leadership and Administration

- 18. Temporary suspension of admission to the Community College Leadership [C619] graduate certificate. Effective Fall 2020
- Revision of course requirements for the Higher Education Administration and Student Affairs [HISA] within the Educational Specialist [EDS] degree. Revision includes adding HIED 76745 as an elective. Minimum total credit hours to program completion are unchanged at 30. Effective Fall 2020
- Revision of course requirements for the Interprofessional Leadership [INLD] major within the Doctor of Education [EDD] degree. Revision includes replacing CULT 89582 with CULT 80030 in the cultural foundations cognate. Minimum total credit hours to program completion are unchanged at 60. Effective Fall 2020
- 21. Temporary suspension of admission to the Ohio Superintendent's Licensure [C850] graduate certificate. Effective Fall 2020
- Temporary suspension of admission to the following non-degree licensure programs: Principal Grades PK-6 Licensure Preparation [PRK6], Principal Grades 4-9 Licensure Preparation [PR49] and Principal Grades 5-12 Licensure Preparation [PR12]. Effective Fall 2020

#### LESSER ACTION ITEMS continued

#### College of Education, Health and Human Services, School of Health Sciences

- 23. Revision of admission and course requirements for the Exercise Physiology [EXPH] within the Master of Science [MS] degree. Revision includes removing GRE/MCAT for admission; adding EXPH 65083 as either/or with EXPH 65081; and adding EXPH 65084 as either/or with EXPH 65082. Minimum total credit hours to program completion are unchanged at 34. Effective Fall 2020 (effective spring 2021 for admission revision)
- 24. Revision of course requirements for the Exercise Physiology [EXPH] within the Doctor of Philosophy [PHD] degree. Revision includes adding EXPH 75080 and EXPH 75086 as electives; removing electives BMS 70462 (or BSCI 80462); adding EXPH 75081 as either/or with required EXPH 75083; adding EXPH 75082 as either/or with required EXPH 75084; and removing required BSCI 70142 (or CHEM 70261 or CHEM 70262). Minimum total credit hours to program completion are unchanged at 65. Effective Fall 2020
- 25. Revision of course requirements for the Health Education and Promotion [HEDP] within the Doctor of Philosophy [PHD] degree. Revision includes removing HED 81300 as required. Minimum total credit hours to program completion decrease, from 72 to 69. Effective Fall 2020
- 26. Revision of course requirements for the Speech Language Pathology [SLP] major within the Master of Arts [MA] degree. Revision includes removing SPA 64391 as required. Minimum total credit hours to program completion decrease, from 43 to 42. Effective Fall 2020

#### College of Education, Health and Human Services, School of Lifespan Development and Educational Sciences

- Revision of course requirements for the Behavioral Intervention Specialist [C605] graduate certificate. Revision includes adding new course SPED 63034 as required. Minimum total credit hours to program completion increase, from 21 to 24. Effective Fall 2020
- 28. Revision of course requirements for the Special Education Early Childhood (PK-5) Initial Licensure Preparation [ECI1] major within the Non-Degree Graduate Licensure [NDGL]. Revision includes adding ECED 50302 as either/orwith ECED 50105; and adding ECED 50402 as elective. Minimum total credit hours to program completion are unchanged at 63. Effective Fall 2020
- 29. Revision of course requirements for the Special Education Mild/Moderate Needs Initial Licensure Preparation [SMM1] major within the Non-Degree Graduate Licensure [NDGL]. Revision includes adding ECED 50302 as either/or with ECED 50105 and MCED 50005; and requiring minimum C grade in all courses. Minimum total credit hours to program completion are unchanged at 59. Effective Fall 2020
- 30. Revision of course requirements for the Special Education Moderate/Intensive Needs Initial Licensure Preparation [SMI1] major within the Non-Degree Graduate Licensure [NDGL]. Revision includes adding ECED 50302 as either/or with ECED 50105 and MCED 50005; and requiring minimum C grade in all courses. Minimum total credit hours to program completion are unchanged at 62. Effective Fall 2020

#### LESSER ACTION ITEMS continued

#### College of Education, Health and Human Services, School of Teaching, Learning and Curriculum Studies

- Revision of course requirements for the Career-Technical Teacher Education [C625] graduate certificate. Revision includes replacing required CTTE 56002 with new courses CTTE 54092 and CTTE 54099. Minimum total credit hours to program completion are unchanged at 24. Effective Fall 2020
- 32. Establishment of a Computer Science Endorsement Preparation [CSEP] major within the graduate licensure [NDGL] non-degree. The program will be offered hybrid online/on-ground. Minimum total credit hours to program completion are 21. Effective Fall 2020
- Establishment of a Computer Technology Endorsement Preparation [CTEP] major within the graduate licensure [NDGL] non-degree. The program will be offered online-only. Minimum total credit hours to program completion are 15. Effective Fall 2020
- Revision of course requirements for the Curriculum and Instruction [CI] major within the Doctor of Philosophy [PHD] degree. Revision includes replacing a 3-credit elective with ETEC 87450 in the Educational Technology [ETEC] concentration. Minimum total credit hours to program completion are unchanged at 72. Effective Fall 2020
- 35. Establishment of two optional concentrations and revision of admission requirements for the Educational Technology [EDTN] major within the Master of Education [MED] degree. New concentrations are Computer Science Endorsement Preparation [CSEP] and Computer Technology Endorsement Preparation [CTEP]. Added to admission requirements is Ohio teaching license for applicants declaring either concentration. Minimum total credit hours to program completion decrease, from 33 to 30-33, depending on concentration. Effective Fall 2020
- Establishment of an Integrated Language Arts Additional Licensure Preparation [ILAA] major within the Non-Degree Graduate Licensure [NDGL]. Minimum total credit hours to program completion are 7. Effective Fall 2020
- 37. Establishment of an Integrated Mathematics Additional Licensure Preparation [IMAL] major within the Non-Degree Graduate Licensure [NDGL]. Minimum total credit hours to program completion are 7. Effective Fall 2020
- Establishment of an Integrated Science Additional Licensure Preparation [ISAL] major within the Non-Degree Graduate Licensure [NDGL]. Minimum total credit hours to program completion are 7. Effective Fall 2020
- Establishment of an Integrated Social Studies Additional Licensure Preparation [ISSA] major within the Non-Degree Graduate Licensure [NDGL]. Minimum total credit hours to program completion are 7. Effective Fall 2020

#### LESSER ACTION ITEMS continued

#### **College of Nursing**

- 40. Revision of course requirements for the Adult Gerontology Acute Care Nurse Practitioner [C840] graduate certificate. Revision includes replacing NURS 60120 and NURS 61292 with NURS 60129 and NURS 61092. Minimum total credit hours to program completion are unchanged at 21. Effective Fall 2020
- 41. Revision of course requirements for the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree. Revision includes replacing NURS 60120 and NURS 61292 with NURS 60129 and NURS 61092 in the Adult Gerontology Acute Care Nurse Practitioner [AGPN] concentration. Minimum total credit hours to program completion are unchanged at 35-47, depending on concentration. Effective Fall 2020

#### **College of Public Health**

- 42. Inactivation of one concentration and revision of course requirements for the Public Health [PH] major within the Master of Public Health [MSPH] degree. Inactivated is Environmental Health Sciences [EHS]. Admission to the concentration has been suspended in fall 2019. Revision includes replacing specific major electives with any BST, EHS, EPI, HPM and SBS courses; and adding EPI 63034 as either/or with BST 36012 in the Epidemiology [EPI] concentration. Minimum total credit hours to program completion are unchanged at 46.
  - Effective Fall 2020
- 43. Revision of instructional delivery and course requirements for the Clinical Epidemiology [CEPI] major within the Master of Science [MS] degree. Revision includes offering more on-ground courses to the program (which is approved as fully online and hybrid) by adding EPI 63016 as either/or with EPI 63018 and adding PHIL 50005 as either/or with EPC 63021. Minimum total credit hours to program completion are unchanged at 36. Effective Fall 2020

#### AGENDA UPDATES

#### 19 August 2019 EPC Undergraduate Agenda

#### **College of Aeronautics and Engineering**

 The name of one of the four new concentrations has been revised in the Engineering Technology [ENGT] major within the Master of Engineering Technology [MET] degree (previously the Technology major within the Master of Technology degree). The proposed Quality Engineering [QENG] concentration is renamed Quality Engineering Technology [QET] upon recommendation of the Chancellor's Council on Graduate Study. Effective Fall 2020

## LESSER ACTION ITEMS

### UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

#### College of Aeronautics and Engineering

- Revision of course requirements for the Aeronautical Systems Engineering Technology [AESE] major within the Bachelor of Science [BS] degree. Revision includes replacing AERN 15300 with ENGR 15300 and ENGR 15301; and replacing TECH 13580 with ENGR 13585. Minimum total program credit hours are unchanged at 121. Effective Fall 2020
- Establishment of one new concentration, revision of name for one concentration and revision of course requirements for the Aeronautics [AERN] major within the Bachelor of Science [BS] degree. New concentration is Unmanned Aircraft Systems Flight Operations [UASO]. Flight Technology [FLGT] concentration is renamed Professional Pilot [PROP]. Revision includes removing AERN 20000 and AERN 45360; and increasing concentration total credit hours from 57 to 59. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- Revision of course requirements for the Aerospace Engineering [AERS] major within the Bachelor of Science [BS] degree. Revision includes replacing AERN 15300 with ENGR 15300 and ENGR 15301; and replacing CHEM 10050 with CHEM 10060. Minimum total credit hours to program completion decrease, from 122 to 120. Effective Fall 2020
- Revision of name and course requirements for the Flight Technology [FLGT] minor. New name is Professional Pilot [PROP]. Revision includes adding AERN 45653; and increasing the credit hours for AERN 15741, from 3 to 5. Minimum total credit hours to program completion increase, from 24 to 27. Effective Fall 2020
- Revision of course requirements for the Mechanical Engineering Technology [MERT] major within the Bachelor of Science [BS] degree. Revision includes removing TECH 13580, TECH 23581 and TECH 34002; and adding ENGR 13585, ENGR 23585 and ENGR 33333. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- Revision of course requirements for the Mechatronics Engineering [MENG] within the Bachelor of Science [BS] degree. Revision includes removing TECH 13580 and TECH 23581; and adding ENGR 13585 and ENGR 42111. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2020
- Revision of course requirements for the Mechatronics Engineering Technology [MCET] within the Bachelor of Science [BS] degree. Revision includes removing TECH 13580 and TECH 23581; and adding ENGR 13585 and ENGR 42111. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

#### LESSER ACTION ITEMS continued

#### **College of Applied and Technical Studies**

- Revision of course requirements for the CAD for Manufacturing [C148] undergraduate certificate. Revision includes adding TECH 34002 as either/or with AGD 11003 (previously MAGC 11003) and removing required AGD 22001 (previously MAGC 22001). Minimum total credit hours to program completion decrease, from 18 to 15. Effective Fall 2020
- Revision of course requirements for the Early Childhood Education Technology [ECET] major within the [AAS] degree. Revision includes adding seven and removing six ECED and ECET courses in the requirements. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- Revision of course requirements for the Engineering Technology [ENGT] major within the Bachelor of Science [BS] degree. Revision adding TECH 33031 as required and GAE 32000 as elective to the Electrical/Electronic Engineering Technology [EERT] concentration; replacing TECH 31020 with ENGT 30000 and adding and adding GAE 42004 as elective in the Mechanical/Systems [MSY] and Electrical/ Electronic Engineering Technology [EERT] concentrations. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- Revision of name of one concentration in the Information Technology [IT] major within the Bachelor of Science in Information Technology [BSIT] degree. The Applied Computer Security and Forensics [ACSF] concentration is renamed Cybersecurity and Forensics [CSF]. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- 12. Revision of course requirements for the Radiologic and Imaging Science [RIS] major in the Bachelor of Radiologic and Imaging Sciences Technology [BRIT] degree. Revision includes adding BSCI 11010 and BSCI 11020 as either/or with BSCI 21010 and BSCI 21020 in the Diagnostic Medical Sonography– Freshman [FRAS] concentration and Radiation Therapy–Associate Degree/Freshmen Entry [RTFE] concentration; and replacing MATH 11012 with MATH 11009 in the Radiation Therapy–Associate Degree/Freshmen Entry [RTFE] concentration. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- 13. Revision of course requirements for the Respiratory Therapy Technology [RTT] major within the Associate of Applied Science [AAS] degree. Revision includes removing physics elective and adding COMM 20001 as required. Minimum total credit hours to program completion are unchanged at 65. Effective Fall 2020

#### College of the Arts, School of Art

- 14. Revision of course requirements for the Accessories [ACES] minor. Revision includes adding ARTS 45080 and ARTS 45095 as jewelry and metals electives; and adding ARTS 45307, ARTS 45080 and ARTS 45095 as textile art electives. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2020
- Revision of course requirements for Art Education [ARTE] major within the Bachelor of Arts [BA] degree. Revision includes removing ARTS 14060 and ARTS 24060; and adding ARTS 24061 and ARTS 34061. Minimum total credit hours to program completion are unchanged at 122. Effective Fall 2020

#### LESSER ACTION ITEMS continued

#### College of the Arts, School of Art

- Revision of course requirements for the Drawing [DRWG] minor. Revision includes removing ARTS 24001 and ARTS 34001; and adding ARTS 24002, ARTS 34003, ARTS 45080 and ARTS 45095. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2020
- Revision of course requirements for the Painting [PNTG] minor. Revision includes replacing ARTS 14060 with ARTS 24061; removing ARTS 24060 and ARTS 34060; and adding ARTS 34061 and ARTS 34062 (or ARTS 34063) as studio art electives. Minimum total credit hours to program completion are unchanged at 18.
  Effective Fall 2020
- Revision of course requirements for the Studio Art [SART] major within the Bachelor of Arts [BA] degree. Revision includes removing ARTS 14060 and ARTS 24001; and adding ARTS 24002 and ARTS 24061 as foundation electives. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- Revision of course requirements for the Studio Art [SART] major within the Bachelor of Fine Arts [BFA] degree. Revision includes removing ARTS 14060 and ARTS 24001; and adding ARTS 24002 and ARTS 24061 as foundation electives. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- Revision of course requirements for the Textiles [TEXT] minor. Revision includes adding ARTS 45307, ARTS 45080 and ARTS 45095 as electives. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2020

#### College of the Arts, School of Fashion Design and Merchandising

- Revision of course requirements for the Fashion Design [FD] major within the Bachelor of Arts [BA] degree. Revision includes expanding elective options. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- Revision of course requirements for the Fashion Design [FD] major within the Bachelor of Fine Arts [BFA] degree. Revision includes expanding elective options. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- Revision of course requirements for the Fashion Merchandising [FM] major within the Bachelor of Science [BS] degree. Revision includes expanding elective options. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

#### College of the Arts, School of Music

 Revision of course requirements for the Music [MUS] major within the Bachelor of Arts [BA] degree. Revision includes removing MUS 31211; and adding MUS 21211 and MUS 21212. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

#### LESSER ACTION ITEMS continued

#### College of the Arts, School of Music

- 25. Revision of course requirements for the Music [MUS] major within the Bachelor of Music [BM] degree. Revision includes decreasing credit hours for MUS 31211, from 8 to 4; adding MUS 21211 and MUS 21212; and adding MUS 42162 to the Instrumental Performance [ISTM] concentration. Minimum total credit hours to program completion are unchanged at 125. Effective Fall 2020
- Revision of graduation requirements for the Music Education [MUED] major within the Bachelor of Music [BM] degree. Revision includes removing the Praxis Core standardized test as required. Effective Fall 2020

#### College of the Arts, School of Fashion Design and Merchandising / College of Communication and Information, School of Journalism and Mass Communication

 Revision of course requirements for the Fashion Media [FAME] minor. Revision includes removing JMC 20006; and adding EMAT 10310. Minimum total credits hours to program completion are unchanged at 24.
Effective Fall 2020

#### **College of Arts and Sciences**

 Establishment of a Pre-Law [PLAW] pre-professional advising [PX] non-degree offered at Kent campus. Minimum total credits to program completion are 30. Effective Fall 2020

#### College of Arts and Sciences, Center for Comparative and Integrative Programs

 Revision of course requirements for the Religion Studies [REL] minor. Revision includes adding ANTH 48150 and removing PSYC 22221 as disciplinary approach electives; and removing MUS 32211, MUS 42111, MUS 42151, MUS 42271 and PSYC 22221 as electives. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2020

#### College of Arts and Sciences, Department of Anthropology

Revision of course requirements for the Anthropology [ANTH] major within the Bachelor of Arts [BA] degree. Revision includes adding ANTH 18631 and either/or with ANTH 48001 and ANTH 38490; removing ANTH 48212 (or ANTH 48214) as required; and expanding elective options. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

## College of Arts and Sciences, Department of Biological Sciences / Department of Chemistry and Biochemistry

 Revision of course requirements for the Biotechnology [BTEC] major within the Bachelor of Science [BS] degree. Revision includes replacing CHEM 40248 with CHEM 40262. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
### LESSER ACTION ITEMS continued

### College of Arts and Sciences, Department of Computer Science

 Revision of course requirements for the Computer Science [CS] major within the Bachelor of Science [BS] degree. Revision includes adding CS 45102 as an elective in the Robotics and Embedded Systems [ROES] concentration. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

### College of Arts and Sciences, Department of English

33. Revision of course requirements for the Teaching English as a Second Language [TESL] major within the Bachelor of Arts [BA] degree. Revision includes replacing ENG 41002 with options ETEC 39525, ETEC 47400 or ETEC 47403; adding ENG 41192 as either/or with ENG 41092 and ENG 41292; and recommending ENG 41192 for students declared in the Education minor. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

### College of Arts and Sciences, Department of Geography

34. Revision of name for one concentration and revision of course requirements for the Geography [GEOG] major within the Bachelor of Arts [BA] degree. Geographic Information [GINF] concentration is renamed Geographic Information Science [GIS]. Revision includes adding GEOG 32023, GEOG 41051 GEOG 41077 and GEOG 42064 as electives; and removing GEOG 35065 and GEOG 49163 as electives. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

#### College of Arts and Sciences, Department of Sociology

35. Revision of course requirements for the Sociology [SOC] major within the Bachelor of Arts [BA] degree. Revision includes adding SOC 42092 as an elective (maximum 3 credit hours allowed); and limiting non-traditional coursework to 3 credit hours in the General [GENL] concentration. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

#### College of Business Administration, Department of Accounting

- 36. Revision of course and graduation requirements for the Accounting [ACCT] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding ACCT 43009 as required; adding ACCT 43043 as an accounting elective; removing MGMT 34156 as required; and removing major GPA calculation policy. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- Revision of graduation requirements for the Accounting [ACCT] minor. Revision includes conforming minor GPA calculation with revised university policy. Admission and program requirements are unchanged.
  Effective Fall 2020

#### College of Business Administration, Department of Economics

 Revision of graduation requirements for the Economics [ECON] minor. Revision includes conforming minor GPA calculation with revised university policy. Admission and program requirements are unchanged.
Effective Fall 2020

### LESSER ACTION ITEMS continued

### College of Business Administration, Department of Finance

- Revision of course requirements for the Finance [FIN] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding FIN 36072, FIN 46057, FIN 46061 and FIN 46069 as electives. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- 40. Revision of course and graduation requirements for the Finance [FIN] minor. Revision includes adding FIN 36072, FIN 46057, FIN 46061 and FIN 46069 as electives; and conforming minor GPA calculation with revised university policy Minimum total credit hours to program completion are unchanged at 25. Effective Fall 2020

### College of Business Administration, Department of Management and Information Systems

- 41. Revision of graduation, program and progression requirements for the General Business [GBUS] major within the Bachelor of Business Administration [BBA] degree. Revision includes removing ECON 12060, and adding 3 credit hours of major electives; and reducing the minimum overall GPA requirement for the progression and graduation requirement, as well as major GPA requirement, from 2.250 to 2.000. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- 42. Revision of graduation requirements for the following minors to conform minor GPA calculation with revised university policy. Admission and program requirements are unchanged.
  - Data Analytics [DAAN]
  - Computer Information Systems [CIS]
  - Healthcare Systems Management for Business Majors [HMGB]
  - Healthcare Systems Management for Non-Business Majors [HMGT]
  - Human Resource Management [HRM]
  - International Business for Business Majors [IBBU]
  - International Business for Non-Business Majors [IBNB]
  - Leadership [LEAD]
  - Management for Business Majors [MGMB]
  - Management for Non-Business Majors [MGMN]
  - Military Leadership Studies [MLS]

Effective Fall 2020

#### College of Business Administration, Department of Marketing and Entrepreneurship

- Addition of instructional location for the Professional Sales [C149] undergraduate certificate. The program will be offered at the Stark Campus in addition to continuing at the Kent Campus. Admission, course and graduation requirements are unchanged. Effective Fall 2020
- 44. Revision of graduation requirements for the following minors to conform minor GPA calculation with revised university policy. Admission and program requirements are unchanged.
  - Entrepreneurship for Business Majors [ENTB]
  - Entrepreneurship for Non-Business Majors [ENTN]
  - Marketing [MKTG]
  - Effective Fall 2020

### LESSER ACTION ITEMS continued

### College of Communication and Information. School of Information

45. Revision of course requirements for the User Experience Design [UXDE] minor. Revision includes adding VCD 21000; decreasing elective credit hours, from 9 to 6; and removing elective CCI 46002. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2020

### College of Communication and Information, School of Journalism and Mass Communication

- 46. Revision of course requirements for the Digital Media Production [DMP] major within the Bachelor of Science [BS] degree. Revision includes adding JMC 44055 as an advanced skills elective. Minimum total credit hour to program completion are unchanged at 120. Effective Fall 2020
- Revision of course requirements for the Journalism [JNL] major within the Bachelor of Science [BS] degree. Revision includes removing JMC 40091 and JMC 46056 as journalism specialization electives. Minimum total credit hour to program completion are unchanged at 120. Effective Fall 2020

### College of Communication and Information, School of Visual Communication Design

- 48. Revision of course requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] degree. Revision includes adding VCD 43101 as a guided elective. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- 49. Revision of course requirements for the Visual Communication Design [VCD] major within the Bachelor of Fine Arts [BFA] degree. Revision includes moving VCD 43001, VCD 43002 and VCD 43003 from elective to required; adding VCD 43101; removing ARTH 22007; and replacing the 27-credit hour electives with 12-credit hour and 6-credit hour electives. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

#### College of Education, Health and Human Services

50. Establishment of a residence requirement policy for non-degree teacher education licensure/ endorsement preparation program. The policy prescribes the number of Kent State credit hours that must be earned to be recommended for licensure to the Ohio Department of Education. Effective Fall 2020

#### College of Education, Health and Human Services, School of Foundations, Leadership and Administration

- Revision of course requirements for the Event Planning [EVPL] minor. Revision includes removing RPTM 36192 as practicum elective. Minimum total credit hours to program completion are unchanged at 23. Effective Fall 2020
- Revision of course requirements for the School Health Education [SHED] major within the Bachelor of Science in Education [BSE] degree. Revision includes decreasing PWS elective credit hours, from 3 to 2, in the Health and Physical Education [HPE] concentration. Minimum total credit hours to program completion decrease, from 120-158 to 120-157 (depending on concentration). Effective Fall 2020

### LESSER ACTION ITEMS continued

### College of Education, Health and Human Services, School of Foundations, Leadership and Administration

- 53. Revision of course requirements for the Recreation Management [RMM] minor. Revision includes removing RPTM 36192. Minimum total credit hours to program completion decrease, from 19 to 18. Effective Fall 2020
- 54. Revision of course requirements for the Recreation, Park and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. Revision includes removing RPTM 36192 and recreation, park and tourism management electives; adding RPTM 16001; and moving RPTM 36082 and RPTM 36085 from the concentrations to the major. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- 55. Revision of admission and course requirements for the Sport Administration [SPAD] major within the Bachelor of Science [BS] degree. Revision includes increasing minimum GPA for current and transfer student's to be admitted, from 2.000 to 2.500; and moving MATH 11009 from required to elective. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

#### College of Education, Health and Human Services, School of Lifespan Development and Educational Sciences

- 56. Revision of instructional location for the Addictions Counseling [C153] undergraduate certificate. The program will be offered at the Trumbull Campus in addition to continuing at the Kent Campus. Admission, course and graduation requirements are unchanged. Effective Fall 2020
- Revision of admission requirements for the Early Intervention [EINT] minor. Revision includes allowing sophomore-level students to declare the minor. Effective Fall 2020
- Revision of course requirements for Human Development and Family Studies [HDFS] within the Bachelor of Science [BS] degree. Revision includes decreasing credit hours for HDFS 44092, from 6 to 3; and increasing general elective credit hours, from 10 to 13. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- 59. Addition of instructional location for the Nonprofit Studies [NPST] minor. The program will be offered at the Stark Campus in addition to continuing at the Kent and Geauga campuses. Admission, course and graduation requirements are unchanged. Effective Fall 2020
- 60. Revision of course requirements for the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. Revision to the Mild to Intensive Dual License [MIDL] concentration includes adding ECED 40302 as either/or with ECED 40105; and adding ECED 40402 as either/or with ECED 40126. Minimum total credit hours to program completion is unchanged at 123-125, depending on concentration. Effective Fall 2020

#### College of Education, Health and Human Services, School of Teaching, Learning and Curriculum Studies

 Revision of course requirements for the Career-Technical Teacher Education [C205] undergraduate certificate. Revision includes replacing required CTTE 46002 with new courses CTTE 44092 and CTTE 44099. Minimum total credit hours to program completion are unchanged at 24. Effective Fall 2020

### LESSER ACTION ITEMS continued

### College of Education, Health and Human Services, School of Teaching, Learning and Curriculum Studies

- 62. Revision of course requirements for the Earth Science [ESCI] major within the Bachelor of Science in Education [BSE] degree. Revision includes adding ADED 20000; and removing GEOG 31064. Minimum total credit hours to program completion are unchanged at 134. Effective Fall 2020
- Revision of course requirements for the Integrate Language Art [INLA] major within the Bachelor of Science in Education [BSE] degree. Revision includes adding ADED 20000; and removing HED 42575. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020
- 64. Revision of course requirements for the Integrated Mathematics [IMTH] major within the B achelor of Science in Education [BSE] degree. Revision includes adding ADED 20000 and MATH 20011; and removing MATH 30011 and PHIL 21002. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2020
- 65. Revision of course requirements for the Integrated Science [ISCI] major within the Bachelor of Science in Education [BSE] degree. Revision includes adding ADED 20000; and removing GEOG 31062. Minimum total credit hours to program completion are unchanged at 144-148, depending on concentration. Effective Fall 2020
- 66. Revision of course requirements for the Integrated Social Studies [INSS] major within the Bachelor of Science in Education [BSE] degree. Revision includes adding ADED 20000; and removing GEOG 22061. Minimum total credit hours to program completion are unchanged at 124. Effective Fall 2020
- 67. Revision of course requirements for the Life Science [LFSC] major within the Bachelor of Science in Education [BSE] degree. Revision includes adding ADED 20000; and removing biological science organismal electives. Minimum total credit hours to program completion decrease, from 133 to 132. Effective Fall 2020
- Revision of course requirements for the Life Science/Chemistry [LSCM] major within the Bachelor of Science in Education [BSE] degree. Revision includes adding ADED 20000 as required. Minimum total credit hours to program completion increase, from 135 to 138.
  Effective Fall 2020
- 69. Revision of Physical Science [PHSC] major within the Bachelor of Science in Education [BSE] degree. Revision includes adding ADED 20000; and removing GEOG 31062. Minimum total credit hours to program completion are unchanged at 132. Effective Fall 2020

### **College of Nursing**

70. Revision of admission and course requirements for the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree. Revision to admission requirements includes increasing the minimum SAT score; and revision to course requirements includes adding SOC 22778 as either/or with SOC 12050. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

### LESSER ACTION ITEMS continued

### **College of Public Health**

- 71. Reopen of admission and revision of course requirements for the Environmental Health Sciences [EHS] minor. Admission was suspended for fall 2018. Revision includes breaking requirements into four required Public Health courses, 4 credit hours of biological sciences electives, 3-5 credit hours of chemistry electives, 3-5 credit hours of mathematics electives and 8 credit hours of electives. Minimum total credit hours to program completion increase, from 18 to 30. Effective Fall 2020
- 72. Inactivation of two concentrations and revision of course requirements for the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Inactivated are Environmental Health Sciences [EHS] and Environmental and Occupational Health and Safety [EOHS] concentrations. Admissions to both concentrations was suspended fall 2018. Revision includes replacing specific elective courses with any PH courses; expanding elective options in the Allied Health [AHLT] concentration; adding PH 20010 as health services elective in the Health Services Administration [HSVA] concentration; and replacing HONR 40099 (or PH 40191 or PH 40196 or PH 43092) with 6 credit hours of any PH upper-division courses in the Clinical Trials Research [CTR] concentration. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2020

# UNDERGRADUATE UNIVERSITY REQUIREMENT COURSE REVISIONS

		KENT CORE	
		Course Approved Effective Fall 2020	
ENVS	22070	Nature and Society (3) Social Sciences	Revise
		Course Revisions Effective Fall 2020	
GEOG	10160	Introduction to Geography (3) remove Kent Core status	Revise
		EXPERIENTIAL LEARNING REQUIREMENT	
		Courses Approved Effective Fall 2020	
ADED	42357	Secondary Student Teaching (3) to:	
	42392		Revise
AERN	45399	Air Traffic Control Capstone (1)	Establish
AERN	45499	Air Traffic Control Capstone Laboratory (2)	Establish
AERN	45892	Unmanned Aircraft Systems Flight Practicum (2)	Establish
ARTS	44098	Research in Studio Art (1-3)	Establish
ARTS	44192	Internship or Practicum in Studio Art (1-6)	Establish
BSCI	30789	Feasts and Plagues: The Science of Italian Food, Wine, and Disease - Internationa Experience (3)	l Establish
CLAS	41089	Classics International Experience (1-4)	Establish
CTTE	44092	In-Service Teaching – Practicum (2)	Establish
CTTE	44099	In-Service Teaching – Capstone (1)	Establish
PH	35001	Community-Based Public Health Practice (3)	Revise
PHIL	30025	Environmental Ethics (3)	Revise
SPED	43981 44492	Student Teaching in Special Education (4-9) to:	Revise
SPED	45089	Variable Topic International Experience in Special Education (1-4)	Establish
SPED	45090	Variable Topic Study Away Experience in Special Education (1-4)	Establish
		Course Revisions Effective Fall 2020	
AERN CAE	45092	Aeronautical Internship/Cooperation Education (3) to: Aeronautics and Engineering Internship/Cooperation Education	Revise
AERN ENGR	45700	Aircraft Design (3) to:	Revise
ARTE	31004 31092	Art Education: Teaching Practicum (3) to:	Revise
ARTE	41192	Art Education: Field Experience (3)	Revise
ARTE	41557	Art Education: Student Teaching and Seminar (9) to	
	41592		Revise

### EXPERIENTIAL LEARNING REQUIREMENT continued

ARTH	42092	Art Museum Internship (3) to: Museum Internship (1-6)	Revise
ARTH	42098	Research in Art History (1-3)	Revise
СОММ	46091	Senior Seminar (3)	Revise
CS	49999	Capstone Project (4)	Revise
DSCI	40910	Capstone in Digital Sciences (3) to:	
EMAT	40999	Interdisciplinary Projects	Revise
ENG	43092	Teaching Poetry in the Schools (3)	Revise
FIN	46059	Financial Policy (3) to: Applied Financial Management Strategies	Revise
JMC	49099	Production II (3)	Revise
MAGC AGD	43092	Internship in Modeling, Animation and Game Creation (1-3) to: Internship in Animation and Game Design	Revise
MCED	42358	Student Teaching in Middle Childhood (9) to:	
	42392		Revise
NURS	43000	Health Promotion in Professional Nursing Practice (3)	Inactive
NURS	43001	Health Promotion (3) to: Health Promotion in Professional Nursing Practice	Revise
PEP PESP	49526 49592	Student Teaching in Physical Education (12) to:	Revise
RPTM	36192	Practicum in Recreation, Park and Tourism Management (1)	Inactive
TECH ENGR	45099	Capstone: Foundry Tooling and Pattern Making (3) to:	Revise
TECH ENGR	33092	Cooperative Education - Professional Development (1-3) to:	Revise
VCD	49199	Visual Communication Design Capstone (1-4) to: Capstone Project (3)	Revise
DSCI EMAT	49992	Internship in Digital Sciences (1-6) to: Internship in Emerging Media and Technology	Revise
		GLOBAL DIVERSITY	
		Courses Approved Effective Fall 2020	
NURS	40020	Community Health Nursing (4)	Revise
NURS	44001	Population-Based Nursing for Professional Nursing Practice (3)	Establish
		Course Revisions Effective Fall 2020	
PHIL	31075	Philosophy and Multiculturalism (3) to: Philosophy and Culture	Revise

### WRITING INTENSIVE COURSE REQUIREMENT

### **Courses Approved Effective Fall 2020**

MGMT	44284 44299	Management Capstone (3) to: Revise
SPED	44951	Creating Legally Defensible Individual Family Service Plans and Individualized Education Programs (3)Revise
		Course Revisions Effective Fall 2020
AERN ENGR	45850	Aircraft Design II (3) to: Revise
CHEM	40251	Advanced Biological Chemistry Laboratory (2)Revise
CS	49999	Capstone Project (4)Revise
FIN	46059	Financial Policy (3) to: Applied Financial Management StrategiesRevise
SPED	43021	Assessment for Special Education (3) removing WICRevise
TECH ENGR	31000	Cultural Dynamics of Technology (3) to: Revise
VCD	45000	Graphic Design Perspectives (3)Revise

# **COURSE REVISIONS**

### Course Subject Revision Effective Fall 2020

All courses under the following courses subjects are being moved to a new/existing course subject.

CPHY MTSC	Chemic Materia	Chemical Physics to: Material Science (new)		
DSCI EMAT	Digital Emergi	Sciences to: ng Media and Technology (new)	Revise	
MAGC AGD	Modeli Animat	ng, Animation Game Design to: ion Game Design (new)	Revise	
RHAB CES	Rehabi Counse	litation Counseling to: ling Education and Supervision (existing)	Revise	
SRM SPAD	Sport, F Sport A	Recreation and Management to: Administration (existing)	Revise	
TECH ENGR	Techno Engine	llogy to: ering (new)	Revise	
		Course Revisions Effective Fall 2020		
ADED	20000	Topics in Social Justice in Teaching and Learning (3)	Revise	
ADED	32142	Principles of Teaching Adolescents (3)	Revise	
ADED	62146	Instructional Strategies and Classroom Management (3)	Inactive	
AERN	12500	Survey of Aeronautics (3)	Establish	
AERN	15300	Introduction to Engineering Analysis Using MATLAB® (3)	Inactive	
AERN ENGR	15500	Introduction to Aerospace Engineering (3) to:	Revise	
AERN	15741	Private Pilot Flight (3) to: (5)	Revise	
AERN	15742	Private Pilot Helicopter Flight (3)	Inactive	
AERN	15743	Private Pilot Helicopter Flight (3)	Inactive	
AERN	15743	Private Pilot Helicopter Flight Add-On (2)	Inactive	
AERN ENGR	20000	Professional Development in Aeronautics (1) to:	Revise	
AERN ENGR	25200	Statics (3) to:	Revise	
AERN ENGR	25400	Dynamics (3) to:	Revise	
AERN ENGR	25500	Aerodynamics for Engineers (3) to: Aerodynamics for Engineers I	Revise	
AERN	30000	Professional Development in Aeronautics II (1) to: Professional Development in Aeronautics	Revise	
AERN	35031	Aviation Industry Regulations (3) to: Air Transportation Industry Regulations	Revise	
AERN	35095	Special Topics in Aeronautics (1-3) to:		
CAE			Revise	

#### AERN 35101 Helicopter Flight Theory (3) ......Inactive AERN 35200 Thermal Fluid Engineering (3) to: ENGR .....Revise AERN 35201 Thermal Fluid Engineering (3) to: ENGR ......Revise AERN 35250 Unmanned Aircraft Systems Law and Regulations (2) ..... Establish AERN 35300 Aerospace Vehicle Performance (3) to: ENGR Aerospace Vehicle Performance I.....Revise AERN 35400 System Dynamics and Control (3) to: ENGR .....Revise AERN 35500 Signals and Circuits (3) to: ......Revise ENGR AERN 35501 Signals and Circuits Laboratory (1) to: ENGR ......Revise AERN 35600 High-Speed Aerodynamics (3) to: ENGR Aerodynamics for Engineering II.....Revise Instrument Helicopter Flight (2).....Inactive AERN 35646 Instrument Helicopter Flight Add-On (1) ..... Inactive AERN 35648 Commercial Pilot Helicopter Flight (2) .....Inactive AERN 35748 AERN Small Unmanned Aircraft Systems Flight Practicum (2) ......Establish 35815 AERN 45010 Aircraft Dispatch I (3).....Revise AERN Aircraft Dispatch II (3).....Revise 45020 AERN 45096 Individual Investigation in Aeronautics (1-3) to: CAE .....Revise AERN 45121 Aerospace Propulsion for Engineering and Engineering Technology (3) to: ENGR .....Revise AERN 45151 Applied Flight Dynamics II (3) to: ENGR ......Revise 45255 Legal Analysis of Aviation and Engineering Disasters (2) ......Establish AERN AFRN 45300 Air Traffic Control Capstone (3)......Inactive AERN 45400 Aviation Maintenance Law and Regulations (2).....Establish AERN 45600 Aircraft Stability and Control (3) to: ENGR Aerospace Vehicle Performance II.....Revise AERN 45601 Aircraft Stability and Control Laboratory (1) ......Inactive AERN Certified Flight Instructor Helicopter Flight (2) ......Inactive 45650 AERN 45652 Certified Flight Instructor Instrument Helicopter Flight (1).....Inactive AERN 45654 Certified Flight Instructor Helicopter Flight Add-On (1).....Inactive AERN Certified Flight Instructor Instrument Helicopter Flight Add On (1).....Inactive 45656 AERN 45750 Aerospace Medicine (3) .....Establish AERN 65240 Aviation Safety Management Systems (3) to (2) .....Revise

ANTH	48550	Forensic Science in the Courtroom (3)	Establish
ANTH	48850	Natural Selection According to Darwin (3)	Establish
ANTH	58550	Forensic Science in the Courtroom (3)	Establish
ANTH	58850	Natural Selection According to Darwin (3)	Establish
ART	10022	2D Composition (3)	Revise
ART	30001	Common Review (1)	Revise
ARTE	31001	Art Education: Foundations and Concepts Elementary (3)	Revise
ARTE	41002	Art Education: Foundations and Concepts – Secondary (3)	Revise
ARTE	41009	Art Education Major Review (1)	Revise
ARTE	41095	Special Topics in Art Education (1-3)	New
ARTE	41525	Art Education: Inquiry into Professional Practice (3)	Revise
ARTE	51095	Special Topics in Art Education (1-3)	New
ARTH	42096	Individual Investigation: Art History (3) to: (1-3)	Revise
ARTH	52092	Museum Internship (1-6)	New
ARTH	52096	Individual Investigation: Art History (3) to: (1-3)	Revise
ARTH	52098	Research in Art History (1-3)	New
ARTS	14001	Drawing II (3)	Revise
ARTS	14060	Painting I (3)	Inactive
ARTS	24001	Drawing III (3)	Inactive
ARTS	24002	Drawing as a Studio Practice (3)	Establish
ARTS	24060	Painting II (3)	Inactive
ARTS	24061	Introduction to Painting (3)	Establish
ARTS	34001	Drawing IV (3)	Inactive
ARTS	34002	Introduction to Figure Drawing (3) to:	
		Figure Drawing	Revise
ARTS	34003	Drawing: Structure and Experimentation (3)	Establish
ARTS	34053	Site and Context (3) to:	Deview
ADTO	24000	Site and Installation	Revise
ARIS	34060	Painting III (3)	Inactive
ARIS	34061	Intermediate Painting (3)	ESTADIISN
ARIS	34062	Painting Strategies: Process and Content (3)	ESTADIISN
ARIS	34063	Painting Strategles: Image and Content (3)	ESTADIISN
ARIS	44002	Advanced Drawing for All Disciplines (3)	Establish
ARIS	44003	Drawing V (3)	inactive
AK12	44060	Advanced Painting: Practice and Theory	Revise
ARTS	44070	Digital Fabrication in Studio Art (3)	Establish
ARTS	45307	Textiles: Weaving and Color (3)	Establish
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CES	77592	Practicum II: Clinical Mental Health Counseling (3)	Revise
CES	78066	Counseling Adolescents (3)	Revise
CES	78068	School Counseling Program Management and Leadership (3)	Revise
CES	78128	Clinical Assessment in Counseling (3)	Revise
CES	88167	Case Conceptualization and Treatment Planning (3)	Revise
CHEM	40245	Biochemical Foundations of Medicine (4)	Revise
CHEM	40352	Inorganic Materials Chemistry (3)	Revise
CHEM	40364	Intermediate Inorganic Chemistry Lab (1)	Revise
CHEM	40477	Intermediate Organic Chemistry Laboratory (1)	Revise
CHEM	40559	Nanomaterials (3)	Revise
CI	53093	Variable Title Workshop in Exercise, Leisure and Sport (1-3)	Inactive
CLAS	51089	Classics International Experience (1-4)	Establish
CPHY MTSC	60199	Thesis I (2-6) to:	Revise
CPHY MTSC	60299	Thesis II (2) to:	Revise
CPHY MTSC	60498	Research (1-15) to:	Revise
CPHY MTSC	62241	Soft Matter (3) to: Statistical Mechanics of Soft Matter	Revise
CPHY MTSC	62242	Characterization of Soft Matter (3) to:	Revise
CPHY MTSC	62245	Fundamentals of Liquid Crystal Science (4) to:	Revise
CPHY MTSC	62248	Liquid Crystal Optics and Photonics (4) to:	Revise
CPHY MTSC	62249	Labview for Data Acquisition and Instrument Control (1) to:	Revise
CPHY MTSC	62335	Advanced Liquid Crystalline and Polymeric Materials (4) to:	Revise
CPHY MTSC	62450	Liquid Crystal Optics 1: Theory (2) to:	Revise
CPHY MTSC	62452	Liquid Crystal Optics II: Optical Systems (2) to:	Revise
CPHY	62454	Liquid Crystal Optics III: Applications (1)	Inactive
CPHY MTSC	62460	Liquid Crystal Materials Science (2) to:	Revise
CPHY MTSC	62462	Liquid Crystal Science: Physical Properties (3) to:	Revise
CPHY MTSC	62640	Liquid Crystal, Polymer and Colloid Composites (4) to:	Revise

CPHY MTSC	62643	Liquid Crystal Applications (4) to: Electro-optics of Liquid Crystals: Modeling and Device Design (3)	Revise
CPHY MTSC	62647	Structured Fluids (3) to:	Revise
CPHY MTSC	62650	Computational Materials Science (3) to:	Revise
CPHY MTSC	62651	Nanobiotechnology (3) to:	Revise
CPHY MTSC	63000	Physics of Soft Matter (3) to:	Revise
CPHY MTSC	63010	Lyotropic Liquid Crystals (3) to:	Revise
CPHY MTSC	63015	Chemistry of Soft Matter (3) to:	Revise
CPHY MTSC	63020	Applications of Soft Matter (3) to:	Revise
CPHY MTSC	64491	Seminar: Liquid Crystals (1) to:	Revise
CPHY MTSC	64495	Special Topics in Chemical Physics (1-3) to:	Revise
CPHY	65002	Liquid Crystal Device Engineering I (2)	Inactive
CPHY	65004	Liquid Crystal Device Engineering II (3)	Inactive
CPHY MTSC	65006	Liquid Crystal Device Prototyping (2) to:	Revise
CPHY MTSC	65008	Liquid Crystal Device Construction (1) to:	Revise
CPHY	65010	Liquid Crystal Characterization (2)	Inactive
CPHY	65012	Liquid Crystal Device Testing (2)	Inactive
CPHY	65020	Liquid Crystal Analog Electronics (2)	Inactive
CPHY	65022	Liquid Crystal Digital Electronics (2)	Inactive
CPHY MTSC	65032	Scientific Communication (1) to:	Revise
CPHY MTSC	65098	Master's Project: Engineering Applications of Liquid Crystals (6) to:	Revise
CPHY MTSC	72241 \$	Soft Matter (3) to: Statistical Mechanics of Soft Matter	Revise
CPHY MTSC	72242	Characterization of Soft Matter (3) to:	Revise
CPHY MTSC	72245	Fundamentals of Liquid Crystal Science (4) to:	Revise
CPHY MTSC	72248	Liquid Crystal Optics and Photonics (4) to:	Revise

CPHY MTSC	72249	LabVIEW for Data Acquisition and Instrument Control (1) to:	Revise
CPHY MTSC	72335	Advanced Liquid Crystalline and Polymeric Materials (4) to:	Revise
CPHY MTSC	72450	Liquid Crystal Optics 1: Theory (2) to:	Revise
CPHY MTSC	72452	Liquid Crystal Optics II: Optical Systems (2) to:	Revise
CPHY	72454	Liquid Crystal Optics III: Applications (1)	Inactive
CPHY MTSC	72460	Liquid Crystal Materials Science (2) to:	Revise
CPHY MTSC	72462	Liquid Crystal Science: Physical Properties (3) to:	Revise
CPHY MTSC	72640	Liquid Crystal, Polymer and Colloid Composites (4) to:	Revise
CPHY MTSC	72643	Liquid Crystal Applications (4) to: Electro-optics of Liquid Crystals: Modeling and Device Design (3)	Revise
CPHY MTSC	72647	Structured Fluids (3) to:	Revise
CPHY MTSC	72650	Computational Materials Science (3) to:	Revise
CPHY MTSC	72651	Nanobiotechnology (3) to:	Revise
CPHY MTSC	73000	Physics of Soft Matter (3) to:	Revise
CPHY MTSC	73010	Lyotropic Liquid Crystals (3) to:	Revise
CPHY MTSC	73015	Chemistry of Soft Matter (3) to:	Revise
CPHY MTSC	73020	Applications of Soft Matter (3) to:	Revise
CPHY MTSC	74491	Seminar: Liquid Crystals (1) to:	Revise
CPHY MTSC	74495	Special Topics in Chemical Physics (1-3) to:	Revise
CPHY	75002	Liquid Crystal Device Engineering I (2)	Inactive
CPHY	75004	Liquid Crystal Device Engineering II (3)	Inactive
CPHY MTSC	75006	Liquid Crystal Device Prototyping (2) to:	Revise
CPHY MTSC	75008	Liquid Crystal Device Construction (1) to:	Revise
CPHY	75010	Liquid Crystal Characterization (2)	Inactive

CPHY	75012	Liquid Crystal Device Testing (2)	Inactive
CPHY	75020	Liquid Crystal Analog Electronics (2)	Inactive
CPHY	75022	Liquid Crystal Digital Electronics (2)	Inactive
CPHY MTSC	75032	Scientific Communication (1) to:	Revise
CPHY MTSC	80199	Dissertation I (15) to:	Revise
CPHY MTSC	80299	Dissertation II (15) to:	Revise
CPHY MTSC	80498	Research (1-15) to:	Revise
CS	44902	Software Requirements Engineering (3)	Revise
CS	45203	Computer Network Security (3)	Revise
CS	54202	Machine Learning and Deep Learning (3)	Establish
CS	54902	Software Requirements Engineering (3)	Establish
CS	69099	Capstone Project (3-6)	Establish
CS	69192	Graduate Internship (1-3)	Establish
CTTE	46031	Student Teaching in Career Technical Education (9)	Inactive
CTTE	54092	In-Service Teaching – Practicum (2)	Establish
CTTE	54099	In-Service Teaching – Capstone (1)	Establish
CTTE	56031	Student Teaching in Career Technical Education (9)	Inactive
CULT	69582	Social Perspectives of Education (3) to: Social Theories in Education	Revise
CULT	89582	Social Perspectives of Education (3) to: Social Theories in Education	Revise
DSCI EMAT	10010	Society, Culture and the Digital Sciences (3) to: Introduction to Emerging Media and Technology	Revise
DSCI EMAT	10310	My Story on the Web (3) to:	Revise
DSCI EMAT	13210	Design Processes and Principles (3) to:	Revise
DSCI EMAT	15310	Computational Thinking and Programing (3) to: Creative Coding	Revise
DSCI EMAT	19995	Special Topics in Digital Sciences (1-4) to: Special Topics in Emerging Media and Technology	Revise
DSCI EMAT	23410	Cognition in Technology (3) to:	Revise
DSCI EMAT	26010	Telecommunication Infrastructure (3) to:	Revise
DSCI EMAT	29995	Special Topics in Digital Sciences (1-4) to: Special Topics in Emerging Media and Technology	Revise

DSCI EMAT	30410	Information Ethics and Social Responsibility (3) to:	Revise
DSCI EMAT	31010	Enterprise Architecture (3) to:	Revise
DSCI EMAT	33310	Human-Computer Interaction (3) to:	Revise
DSCI EMAT	34410	Digital Information Management and Processing (3) to:	Revise
DSCI EMAT	39995	Special Topics in Digital Sciences (1-4) to: Special Topics in Emerging Media and Technology	Revise
DSCI EMAT	41510	Project Management and Team Dynamics (3) to:	Revise
DSCI EMAT	41610	Digital Systems Security (3) to:	Revise
DSCI EMAT	49910	Emerging Technologies in Digital Sciences (1-3) to: Emerging Technologies	Revise
DSCI EMAT	49995	Special Topics in Digital Sciences (1-4) to: Special Topics in Emerging Media and Technology	Revise
DSCI EMAT	49996	Individual Investigation in Digital Sciences (1-3) to: Individual Investigation in Emerging Media and Technology	Revise
DSCI EMAT	51510	Project Management and Team Dynamics (3) to:	Revise
DSCI EMAT	51610	Digital Systems Security (3) to:	Revise
DSCI EMAT	59910	Emerging Technologies in Digital Sciences (1-3) to: Emerging Technologies	Revise
DSCI EMAT	59995	Special Topics in Digital Sciences (1-4) to: Special Topics in Emerging Media and Technology	Revise
DSCI EMAT	60998 60999	Capstone Project in Digital Sciences (3) to: Capstone Project in Emerging Media and Technology	Revise
DSCI EMAT	61010	Enterprise Architecture (3) to:	Revise
DSCI	61310	Enterprise Architecture: Enterprise Architecture Center Of Excellence Methodology (2) to:	
EMAT			Revise
DSCI EMAT	61510	Project Management Leadership (3) to:	Revise
DSCI EMAT	62010	Business Architecture (3) to:	Revise
DSCI EMAT	62210	Web Development in Digital Sciences (3) to: Web Development	Revise
DSCI EMAT	64010	Data Architecture (3) to:	Revise

DSCI EMAT	64210	Data Science (3) to:	Revise
DSCI EMAT	65010	Application and Technology Architecture (3) to:	Revise
DSCI EMAT	69199	Thesis I (2-6) to:	Revise
DSCI EMAT	69299	Thesis II (2) to:	Revise
DSCI EMAT	69992	Internship in Digital Sciences (1-3) to: Internship in Emerging Media and Technology	Revise
DSCI EMAT	69995	Special Topics in Digital Sciences (1-4) to: Special Topics in Emerging Media and Technology	Revise
DSCI EMAT	69996	Individual Investigation in Digital Sciences (1-3) to: Individual Investigation in Emerging Media and Technology	Revise
ECED	22222	Integrated Application of Kindergarten to Grade-One Curriculum (3) to: Integrated Primary Curriculum	Revise
ECED	40203	Integrated Curriculum in the Primary Years (3) to: Critical Inquiry: The International Baccalaureate Framework	Revise
ECED	40304	Teaching Science in the Elementary Years (3)	Revise
ECED	43333	Family-School-Community Partnerships in Diverse Settings (3)	Revise
ECED	50125	Inquiry into Professional Practice (3)	Revise
ECED	50203	Integrated Curriculum in the Primary Years (3) to: Critical Inquiry: The International Baccalaureate Framework	Revise
ECED	50301	Teaching Social Studies in K-5 Classrooms (3)	Establish
ECED	50302	Appropriate Phonics Instruction and Word Study (3)	Revise
ECED	50303	Teaching Mathematics in the Elementary Years I (3)	Establish
ECED	50304	Teaching Science in the Elementary Years (3)	Revise
ECED	50402	Developmental Reading and Writing in the Elementary Years (3)	Revise
ECED	50403	Developing a Balanced Literacy Program in the Elementary Years (3)	Establish
ECED	50404	Teaching Mathematics in the Elementary Years II (3)	Establish
ECED	53333 63333	Family-School-Community Partnerships in Diverse Settings (3) to:	Revise
ECED	54444	Development and Pedagogy in Upper Elementary School (3)	Establish
ECED	60103	Social Studies and the Arts in Preschool (3)	Establish
ECED	60113	Preschool Education (3)	Revise
ECED	60115	Science Technology Engineering and Math Foundations for Early Childhood Education (3) to: Science Technology Engineering and Math Foundations for Early and Middle	
		Childhood Education	Revise
ECED	60151	Sociomoral Environment in Early Childhood Education (3)	Revise
ECED	60152	Application of Selected Theoretical Principles to the Development of Young Children (3)	Revise

ECED	60201	Language and Literacies (3)	Establish
ECED	67292	Practicum and Internship in Early Childhood Education (1-10)	Revise
ECED	70113	Preschool Education (3)	Revise
ECED	70152	Application of Selected Theoretical Principles to the Development of Young Children (3)	Revise
ECET	21005	Partnerships in Child Guidance (3)	Revise
ECET	22000	Preschool Curriculum (3)	Revise
ECET	22130	Emerging Literacy (3) to: Emerging Literacies (3)	Revise
ECET	22140	Student Teaching Seminar (3) to: Preschool Seminar for Student Teaching (2)	Revise
ECET	22192	Student Teaching (4) to: Preschool Student Teaching	Revise
EDLE	66518	School Law and Special Education (3) to: School and Special Education Law	Revise
EDLE	76518	School Law and Special Education (3) to: School and Special Education Law	Revise
EHHS	10729	Achieving Academic Success (1)	Establish
EHHS	49526 49592	Student Teaching in Health and Physical Education (10) to:	Revise
EHHS	50092	Practical Experience in Education, Health and Human Services (1-6)	Establish
EMAT	22110	Data in Emerging Media and Technology (3)	Establish
EMAT	32110	Modern Web Application Development(3)	Establish
EMAT	35091	Seminar in Emerging Media and Technology (3)	Establish
ENG	41002	Computers in Second Language Teaching (3)	Inactive
ENG	51002	Computers in Second Language Teaching (3)	Inactive
ENG	63037	The Pragmatics of Conversation (3)	Inactive
ENGR	13585	Computer Aided Engineering Graphics (3)	Establish
ENGR	15300	Introduction to Engineering Analysis Using MATLAB® (2)	Establish
ENGR	15301	Introduction to Engineering Analysis Using MATLAB® Laboratory (1)	Establish
ENGR	23585	Advanced Computer Aided Design (3)	Establish
ENGR	35550	Law and Ethics for Engineers (3)	Establish
ENGR	42111	Strength of Materials for Engineers (3)	Establish
ENGR	42363	Materials Selection in Design and Application (3)	Establish
ENGR	45901	Introduction to Finite Element Method and Applications (3)	Establish
ENGR	48001	Orbital Mechanics (3)	Establish
ENGR	48002	Spacecraft Attitude Dynamics, Determination and Control (3)	Establish
ENGR	48004	Optimal Control Theory (3)	Establish
ENGR	52111	Strength of Materials for Engineers (3)	Establish

ENGR	52363	Materials Selection in Design and Application (3)	Establish
ENGR	55901	Introduction to Finite Element Method and Applications (3)	Establish
ENGR	58001	Orbital Mechanics (3)	Establish
ENGR	58002	Spacecraft Attitude Dynamics, Determination and Control (3)	Establish
ENGR	58003	Spacecraft Design (3)	Establish
ENGR	58004	Optimal Control Theory (3)	Establish
ENGR	58005	Linear System Analysis and Control (3)	Establish
ENGR	58006	Nonlinear Systems and Control (3)	Establish
ENGR	58007	Digital Controls Systems (3)	Establish
ENGR	58100	Intelligent Sensing and Planning of Unmanned Aerial Systems (3)	Establish
ENGR	58200	Autonomous Unmanned Aerial Systems (3)	Establish
ENGR	65199	Thesis I (2-6)	Establish
ENGR	65299	Thesis II (6)	Establish
ENGR	68098	Research (1-6)	Establish
ENGR	72111	Strength of Materials for Engineers (3)	Establish
ENGR	72363	Materials Selection in Design and Application (3)	Establish
ENGR	75901	Introduction to Finite Element Method and Applications (3)	Establish
ENGR	78001	Orbital Mechanics (3)	Establish
ENGR	78002	Spacecraft Attitude Dynamics, Determination and Control (3)	Establish
ENGR	78003	Spacecraft Design (3)	Establish
ENGR	78004	Optimal Control Theory (3)	Establish
ENGR	78005	Linear System Analysis and Control (3)	Establish
ENGR	78006	Nonlinear Systems and Control (3)	Establish
ENGR	78007	Digital Controls Systems (3)	Establish
ENGR	78100	Intelligent Sensing and Planning of Unmanned Aerial Systems (3)	Establish
ENGR	78200	Autonomous Unmanned Aerial Systems (3)	Establish
ENGR	81091	Aerospace Seminar (3)	Establish
ENGR	85199	Dissertation I (15)	Establish
ENGR	85299	Dissertation II (15)	Establish
ENGR	88098	Research (1-6)	Establish
ENTR	37040	Entrepreneurial Tools (3)	Revise
EPI	50013	Clinical Epidemiology Basics (3)	Inactive
EPI	50014	Clinical Trials Management (3)	Inactive
EVAL	65533	Introduction to Narrative Inquiry and Analysis (1)	Establish
EVAL	75533	Introduction to Narrative Inquiry and Analysis (1)	Establish
FIN	36040	Personal Finance Planning (3)	Revise
FIN	36053	Business Finance (3)	Revise

FIN	36063	Individual Investment Strategies (3)	Revise
FIN	46057	Advanced Fixed Income Management (3)	New
FIN	46061	Real Estate (3)	New
FIN	46069	Advanced Commercial Bank Management (3)	New
FIN	56055	Advanced Derivative Securities (3)	New
FIN	56057	Advanced Fixed Income Management (3)	New
FIN	56059	Applied Financial Management Strategies (3)	New
FIN	56061	Real Estate Finance (3)	New
FIN	56064	International Business Finance (3)	New
FIN	56067	Advanced Portfolio Analysis (3)	New
FIN	56068	Commercial Bank Management (3)	New
FIN	56069	Advanced Commercial Bank Management (3)	New
FIN	56280	Student Managed Investment Fund Director (3)	New
FIN	66062	Financial Management II (3)	Inactive
FIN	66063	Financial Markets and Institutions (3)	Inactive
FIN	66064	International Financial Management (3)	Inactive
FIN	66066	Advanced Security and Investment Theory (3)	Inactive
FIN	66069	Real Estate (3)	Inactive
FIN	66075	Legal Aspects of Financial Engineering (3)	Inactive
FIN	66080	Derivatives I (3)	Inactive
FIN	66081	Derivatives II (3)	Inactive
FIN	66084	Financial Engineering (3)	Inactive
FIN	66085	Fixed Income Markets (3)	Inactive
FIN	76061	Financial Management I (3)	Inactive
FIN	76062	Financial Management II (3)	Inactive
FIN	76063	Financial Markets and Institutions (3)	Inactive
FIN	76064	International Financial Management (3)	Inactive
FIN	76066	Advanced Security and Investment Theory (3)	Inactive
FIN	76081	Derivatives II (3)	Inactive
FIN	76084	Financial Engineering (3)	Inactive
FIN	76085	Fixed Income Markets (3)	Inactive
GEOG	42064	Settling the North American Environment (3)	Revise
GEOG	49162	Cartography and Geovisualization (3) to: Cartography (3)	Revise
GEOG	49163	Cartography and Geovisualization Laboratory (1)	Inactive
GEOG	59075	Geographic Information Science: Applications for Social Problems (3)	Revise
GEOG	59078	Geographic Information Science and Environmental Hazards (3)	Revise
GEOG	59162	Cartography and Geovisualization (3) to: Cartography (3)	Revise

GEOG	59163	Cartography and Geovisualization Laboratory (1)	Inactive
GEOG	69007	Spatiotemporal Analytics (3)	Revise
GEOG	69074	Geographic Information Science: Spatial Analysis for Health Geography (3)	Revise
GEOG	69079	Environmental Geographic Information Science (3)	Revise
GEOG	69082	Cybergis (3)	Revise
GEOG	69083	Geodatabases (3)	Revise
GEOG	69392	Practicum in Geographic Information Science (6)	Revise
GEOG	79162	Cartography and Geovisualization (3) to: Cartography (3)	Revise
GEOG	79163	Cartography and Geovisualization Laboratory (1)	Inactive
GEOL	34061	Invertebrate Paleontology (4) to: Principles of Paleontology	Revise
GEOL	41082	Mass Extinctions: Causes and Consequences (3)	Establish
GEOL	44072	Marine Processes (3)	Establish
GEOL	54072	Marine Processes (3)	Establish
HED	20000 <sup>-</sup> 30000	Teaching Health to Young Learners to:	Revise
HED	42358	Student Teaching in Health Education (9) to:	
	42392		Revise
HED	44095	Special Topics: Health Education and Promotion (1-3)	Revise
HED	49525	Inquiry Seminar into Professional Practice (3)	Revise
HED	54095	Special Topics: Health Education and Promotion (1-3)	Reactive
HIST	31061	History of Ohio (3)	Revise
HIST	31123	History of Contemporary Africa (3) to: History of Post Colonial Africa	Revise
HIST	31130	History of African Civilization (3) to: History of Pre-Colonial Africa to 1880	Revise
HIST	41132	History of Africa, 1880-Present (3) to: History of Colonial Africa, 1880-1994	Revise
HIST	51132	History of Africa, 1880-Present (3) to: History of Colonial Africa, 1880-1994	Revise
HIST	71132	History of Africa, 1880-Present (3) to: History of Colonial Africa, 1880-1994	Revise
IT	11002	Visual Basic Programming (3)	Revise
IT	21007	Internet Ethics and Policies (3) to: Cyber Ethics in Information Technology	Revise
IT	21009	Seminar in Computer Technology (3) to: Seminar in Information Technology	Revise
IT	21095	Special Topics (1-4) to: Special Topics in Information Technology	Revise

IT	21096	Individual Investigation in Computer Technology (1-4) to: Individual Investigation in Information Technology	Revise
IT	21300	Introduction to Security Incident Management (3)	Establish
IT	22000	Survey of Information Technology Cybersecurity (3)	Establish
IT	23000	Introduction to Operating System Security (3)	Establish
IT	24000	Developing and Implementing Security Policies (3)	Establish
IT	36095	Special Topics in Computer Technology (2-3) to: Special Topics in Information Technology	Revise
IT	36315	Certification Preparation in Computer Technology (3) to: Certification Preparation in Information Technology	Revise
IT	36392	Internship for Computer Technology Students (1-3) to: Internship for Information Technology Students	Revise
JMC	40091	Business Media Seminar (3)	Inactive
JMC	40295	Selected Topics in Journalism and Mass Communication (1-3) to: (3)	Revise
JMC	42009	Fashion Photography (3)	Inactive
JMC	44055	Suas Aerial Cinematography (3)	Establish
JMC	46006	Editorial Writing (3) to: Opinion Writing	Revise
JMC	46056	Cybermedia Production (3)	Inactive
JMC	50091	Business Media Seminar (3)	Inactive
JMC	50295	Selected Topics in Journalism and Mass Communication (3)	Establish
JMC	54055	Suas Aerial Cinematography (3)	Establish
JMC	56006	Editorial Writing (3) to: Opinion Writing	Revise
JMC	56056	Cybermedia Production (3)	Inactive
JMC	60007	Research Methods in Mass Communication (3)	Revise
JMC	80007	Research Methods in Mass Communication (3)	Establish
LARC	60798	Master Project in Landscape Architecture Research (3)	Establish
LARC	60799	Masters Project in Landscape Architecture (3)	Establish
LARC	66992	Field Study in Landscape Architecture (1-3)	Establish
LARC	66995	Special Topics in Landscape Architecture (1-3)	Establish
LIB	10010	Information Fluency for College Success (3)	Inactive
LIB	30010	Information Fluency in the Workplace and Beyond (3)	Inactive
LIS	10010	Information Fluency (3) to: Information Fluency for College Success	Revise
LIS	30010	Information Fluency in the Workplace and Beyond (3)	Revise
LIS	60010	The Information Landscape (3)	Revise
LIS	60050	Research and Assessment in Library and Information Science (3)	Revise
LIS	60602	Cataloging and Classification I (3) to: Resource Description and Access	Revise

LIS	60603	Cataloging and Classification II (3) to: Subject Analysis Representation and Access	Revise
LIS	60607	School Library Management (3)	Revise
LIS	60624	Cataloging for School Library (3)	Revise
LIS	60626	Engaging Teens (3)	Revise
LIS	60629	Engaging School-Age Children (3)	Revise
LIS	60630	Reference Sources and Services for Youth (3)	Revise
LIS	60668	International and Comparative Librarianship (3) to: International Librarianship and Information Services	Revise
LIS	60892	Culminating Experience for Dual Degree (6)	Revise
LIS	80602	Cataloging and Classification I (3)	Revise
LIS	80668	International and Comparative Librarianship (3) to: International Librarianship and Information Services	Revise
MAGC AGD	11003	Solid Modeling (3) to:	Revise
MAGC AGD	12000	Two-Dimension Graphics (3) to:	Revise
MAGC AGD	12001	Modeling and Texturing I (3) to:	Revise
MAGC AGD	21000	Fundamentals of Mixed Reality (3) to:	Revise
MAGC AGD	21092	Animation and Game Design Practicum (1-3) to:	Revise
MAGC AGD	22000	Two-Dimension Communication (3) to:	Revise
MAGC AGD	22001	Modeling for Architecture (3) to:	Revise
MAGC	22002	Computer-Aided Design: Civil Applications (2)	Inactive
MAGC AGD	22004	Modeling and Texturing II (3) to:	Revise
MAGC AGD	22005	Multimedia and Game Design (3) to:	Revise
MAGC	22007	Three-Dimension Modeling Project (1)	Inactive
MAGC	22008	Project in Texture and Material Creation (1)	Inactive
MAGC	22009	Applied Engineering Software (3)	Inactive
MAGC AGD	22010	Digital Sculpting (3) to:	Revise
MAGC AGD	22095	Special Topics in Computer Animation and Game Design Technology (1-3) to: Special Topics in Animation and Game Design	Revise
MAGC	23020	Gaming and Culture (3) to:	<b>_</b> .
AGD			Revise

MAGC AGD	33010	Competitive Gaming (3 to:	Revise
MAGC AGD	33030	Games for Education (3) to:	Revise
MAGC AGD	33095	Special Topics in Modeling, Animation and Game Creation (1-3) to: Special Topics in Animation and Game Design	Revise
MAGC AGD	34000	Character Animation (3) to:	Revise
MAGC AGD	34001	Animation Project (3) to:	Revise
MAGC AGD	34003	Animation Theory (3) to:	Revise
MAGC	34004	Technology of Light, Color, Design and Layout (2)	Inactive
MAGC AGD	34005	Environmental Game Design (3) to:	Revise
MAGC AGD	43000	Interactive Game Design (3) to:	Revise
MAGC AGD	43001	Animation Production and Visual Effects (3) to:	Revise
MAGC AGD	43002	Graphics Design Technology (3) to:	Revise
MAGC AGD	43025	Real-Time Rendering for Animation (3) to:	Revise
MAGC AGD	43096	Individual Investigation in Modeling, Animation and Game Creation (1-3) to: Individual Investigation in Animation and Game Design	Revise
MAGC AGD	49999	Senior Capstone Project (3) to:	Revise
MCED	20000	Learning and Experience in Middle Childhood Education (3)	Revise
MCED	52358 52392	Student Teaching in Middle Childhood (9) to:	Revise
MCED	60115	Science Technology Engineering and Math Foundations for Early and Middle Childhood Education (3)	Establish
MGMT	34054	Using Information Systems for Solving Business Problems (3)	Revise
MIS	64037	Advanced Data Mining and Predictive Analytics (3)	Revise
MIS	64038	Analytics in Practice (3)	Revise
MIS	64042	Globalization and Technology Strategy (2)	Revise
MIS	64060	Fundamentals of Machine Learning (3)	Revise
MIS	64061	Advanced Machine Learning (3)	Revise
MIS	64092	Internship in Business Analytics (3)	Revise
MIS	64099	Capstone Project in Business Analytics (3)	Revise
MTSC	63025	Active Matter (2)	Establish
MTSC	63100	Emerging Display Technologies (2)	Establish

MTSC	73025	Active Matter (2)	Establish
MTSC	73100	Emerging Display Technologies (2)	Establish
MUS	11111	Music Rudiments (3)	Revise
MUS	17111	Piano Class (1) to: Piano Class I	Revise
MUS	17112	Piano Class (1) to: Piano Class II	Revise
MUS	21211	Introduction to Composition (2) to: Class Composition I	Revise
MUS	21212	Class Composition II (2)	Establish
MUS	27111	Piano Class (2) to: Piano Class III	Revise
MUS	27112	Piano Class (2) to: Piano Class IV	Revise
MUS	31211	Composition (2)	Revise
MUS	40092	Music Technology Internship (2)	Revise
MUS	41161	Advanced Musical Analysis (3)	Revise
NURS	20025	Pharmacology and Alterations in Physiological Functioning I (3)	Revise
NURS	35075	Introduction to Forensic Nursing (3)	Establish
NURS	40075	Information and Patient Care Technology for Healthcare Professionals (3)	Revise
NURS	40873	Introduction to Evidence Based Practice for Registered Nurses (3)	Revise
NURS	41000	Concepts and Issues for Professional Nursing Practice (3)	Revise
NURS	42000	Leadership and Management for Professional Nursing Practice (3)	Revise
NURS	45000	Health Maintenance and Restoration for Professional Nursing Practice (3)	Revise
NURS	46000	Health Care Policy (3)	Revise
NURS	60129	Adult Gerontology Acute Care Nurse Practitioner I (3)	New
NURS	60130	Adult Gerontology Acute Care Nurse Practitioner Role (1) to: Adult Gerontology Acute Care Nurse Practitioner II	Revise
NURS	60230	Adult Gerontology Acute Care Nurse Practitioner I (4) to: Adult Gerontology Acute Care Nurse Practitioner III	Revise
NURS	60330	Adult Gerontology Acute Care Nurse Practitioner II (2) to: Adult Gerontology Acute Care Nurse Practitioner IV	Revise
NURS	61092	Adult Gerontology Acute Care Nurse Practitioner I Practicum (2)	New
NURS	61392	Adult Gerontology Acute Care Nurse Practitioner Role Practicum (2) to: Adult Gerontology Acute Care Nurse Practitioner II Practicum	Revise
NURS	62392	Adult Gerontology Acute Care Nurse Practitioner I Practicum (2) to: Adult Gerontology Acute Care Nurse Practitioner III Practicum	Revise
NURS	63392	Adult Gerontology Acute Care Nurse Practitioner II Practicum (2) to: Adult Gerontology Acute Care Nurse Practitioner IV Practicum	Revise
NURS	67100	Adult Adolescent Sexual Assault Nurse Examiner Training (3)	New
NURS	67192	Sexual Assault Nurse Examiner I Practicum (1)	New

NURS	67200	Sexual Assault Nurse Examiner Administrative Concepts and Evaluation (3)	New
NURS	67292	Sexual Assault Nurse Examiner II Practicum (1)	New
NURS	67300	Population Health and Sexual Assault (3)	New
NURS	67392	Sexual Assault Nurse Examiner III Practicum (1)	New
PACS	48080	Mediation: Theory and Training (3)	Revise
PCS	80121	Neuromuscular Systems (5)	Establish
PCS	80122	Cardiovascular System (3)	Establish
PCS	80123	Renal and Respiratory Systems (3)	Establish
PCS	80125	Neurobiology (3)	Inactive
PCS	80126	Organ Systems (8)	Inactive
PCS	80230	Preclinical Sciences Competency (4)	Establish
PH	10003	Exploring Careers in Global Health (1)	Establish
PH	20392	Community Health Worker Certification II-Internship (3)	Establish
PH	23000	Community Health Worker Certification I (3)	Establish
PHIL	41080	Philosophy and Art in The Modern Age to: Philosophy and Art: 1890 – Present (3)	Revise
PHIL	51080	Philosophy and Art in The Modern Age to: Philosophy and Art: 1890 – Present (3)	Revise
RHAB	47712	Introduction to Rehabilitation (3)	Inactive
RHAB CES	57712 67712	Introduction to Rehabilitation (3) to: Orientation and Ethics: Clinical Rehabilitation Counseling	Revise
RHAB	60093 60193	Variable Title Workshop in Rehabilitation Counseling (1-4) to: Variable Title Workshop in Clinical Rehabilitation Counseling	Revise
RHAB	60199	Thesis I (2-6)	Inactive
RHAB	60299	Thesis I (2)	Inactive
RHAB CES	67723	Medical Information for Rehabilitation Counselors (3) to: Medical Information for Clinical Rehabilitation Counselors	Revise
RHAB CES	67725	Psychosocial Impact of Disability (3) to:	Revise
RHAB	67728	Adjustment and Training Group (3)	Inactive
RHAB	67729	Measurement and Appraisal in Rehabilitation (3)	Inactive
RHAB	67731	Individual Counseling Techniques for Rehabilitation Counselors and School Psychologists (3)	Inactive
RHAB CES	67732	Occupational Aspects of Disability (3) to:	Revise
RHAB CES	67736 69192	Individual Counseling Practicum in Rehabilitation (2-4) to: Practicum II: Clinical Rehabilitation Counseling (3)	Revise
RHAB	67743	Psychiatric Rehabilitation (3)	Inactive
RHAB	67744	Drug and Alcohol Rehabilitation (3)	Inactive
RHAB CES	67776	Seminar on Research in Disabilities (3) to: Research in Clinical Rehabilitation Counseling	Revise

RHAB	67792	Individual Counseling Practicum in Rehabilitation (2-4)	Inactive
RHAB CES	67795	Special Topics in Rehabilitation (1-3) to: Special Topics in Clinical Rehabilitation Counseling	Revise
RHAB CES	67796	Individual Investigation in Rehabilitation Counseling (1-3) to: Individual Investigation in Clinical Rehabilitation Counseling	Revise
RHAB CES	67798	Individual Research in Rehabilitation (1-9) to: Individual Research in Clinical Rehabilitation Counseling (1-6)	Revise
RHAB CES	67892 69792	Internship: Rehabilitation (6) to: Internship: Clinical Rehabilitation Counseling	Revise
RHAB CES	70093 70193	Variable Title Workshop in Rehabilitation Counseling (1-4) to: Variable Title Workshop in Clinical Rehabilitation Counseling	Revise
RHAB CES	77712	Introduction to Rehabilitation (3) to: Orientation and Ethics: Clinical Rehabilitation Counseling	Revise
RHAB CES	77723	Medical Information for Rehabilitation Counselors (3) to:	Revise
RHAB CES	77725	Psychosocial Impact of Disability (3) to:	Revise
RHAB	77728	Adjustment and Training Group (3)	Inactive
RHAB	77729	Measurement and Appraisal in Rehabilitation (3)	Inactive
RHAB	77731	Individual Counseling Techniques for Rehabilitation Counselors and School Psychologists (3)	Inactive
RHAB CES	77732	Occupational Aspects of Disability (3) to:	Revise
RHAB CES	77736 79192	Individual Counseling Practicum in Rehabilitation (2-4) to: Practicum II: Clinical Rehabilitation Counseling (3)	Revise
RHAB	77743	Psychiatric Rehabilitation (3)	Inactive
RHAB	77744	Drug and Alcohol Rehabilitation (3)	Inactive
RHAB CES	77776	Seminar on Research in Disabilities (3) to: Research in Clinical Rehabilitation Counseling	Revise
RHAB CES	77792 79792	Internship Rehabilitation (6) to: Internship: Clinical Rehabilitation Counseling	Revise
RHAB CES	77795	Special Topics in Rehabilitation (1-3) to: Special Topics in Clinical Rehabilitation Counseling	Revise
RHAB CES	77796	Individual Investigation in Rehabilitation Counseling (1-3) to: Individual Investigation in Clinical Rehabilitation Counseling	Revise
RHAB CES	77798	Individual Research in Rehabilitation (1-9) to: Individual Research in Clinical Rehabilitation Counseling (1-6)	Revise
RIS	44067	Radiation Therapy Clinical Education IV (3)	Revise
RPTM	16001	Career Exploration in Recreation, Park and Tourism Management (1)	Establish
RPTM	26030	Recreation Group Leadership (3) to: Leadership in Recreation, Park and Tourism	Revise
RPTM	36082	Interpretation of Natural and Cultural Resources (3)	Revise

RPTM	36083	Environmental Education and Conservation (3)	Revise
RPTM	45031	Sport Tourism (3)	Revise
RPTM	46060	Administration of Leisure Services (3)	Revise
RPTM	46070	Park Planning (3)	Revise
RPTM	46091	Seminar for Internship Preparation (1)	Revise
RUSS	32231	Translation Practice: Russian (1)	Revise
RUSS	32240	Conversation for Business and Special Purposes: Russian (3)	Revise
SBS	60030	Coding for Qualitative Research (1)	Establish
SBS	60040	Transcribing Individual and Group Interviews for Qualitative Research (1)	Establish
SBS	63010	Qualitative Methods for Public Health Research (3)	Establish
SBS	63011	Qualitative Data Analysis (3)	Establish
SBS	73010	Qualitative Methods for Public Health Research (3) to:	
	83010		Revise
SBS	73011	Qualitative Data Analysis (3) to:	Dovico
CBC	80030	Coding for Qualitative Research (1)	Ectablich
SBC	80040	Transcribing Individual and Group Interviews for Qualitative Research (1)	Establish
CEDD	45007	Principles and Application of Sport Psychology (3)	Establish
SEDD	453007	Motivation in Sport Performance and Movement Settings (3)	Establish
SDA	43300	Medical Aspects of Autism Spectrum Disorders (3)	Establish
	45022	Event Planning and Production (3)	Revise
SPAD	45024	Sport in Global Perspective (3)	Revise
SPAD	45026	Sport and the Media (3)	Revise
SPAD	45029	History and Current Issues in Collegiate Athletics (3)	Revise
SPAD	45031	Sport Tourism (3)	Revise
SPAD	45032	Sales Management in Sport and Entertainment (3)	Revise
SPAD	45033	Change Your Mind. Game and Life (1)	Revise
SPAD	45034	Esports Management (3)	Establish
SPAD	45035	Sports Wagering (3)	Establish
SPAD	46028	Sport in Film (3)	Revise
SPAD	46080	Legal Issues in Sport and Recreation (3)	Revise
SPAD	55007	Principles and Application of Sport Psychology (3)	Establish
SPAD	55034	Esport Management (3)	Establish
SPAD	55035	Sports Wagering (3)	Establish
SPAD	55300	Motivation in Sport, Performance and Movement Settings (3)	Establish
SPAD	65037	National Collegiate Athletic Association (NCAA) Compliance and	
		Administration (3)	Establish
SPAN	48325	Identity, Politics and Gender in Puerto Rican Fiction (3)	Establish
SPAN	58325	Identity, Politics and Gender in Puerto Rican Fiction (3)	Establish

SPED	44020	Medical Aspects of Autism Spectrum Disorders (3)	Revise
SPED	55089	Variable Topic International Experience in Special Education (1-4)	Establish
SPED	55090	Variable Topic Study Away Experience in Special Education (1-4)	Establish
SPED	63034	Principles and Concepts in Applied Behavior Analysis (3)	Establish
SPED	63300	Research Applications in Special Education (3)	Revise
SPED	73300	Research Applications in Special Education (3)	Revise
SPED	75089	Variable Topic International Experience in Special Education (1-4)	Establish
SPED	75090	Variable Topic Study Away Experience in Special Education (1-4)	Establish
SPED	80090 80091	Doctoral Residency Seminar (3) to:	Revise
SRM SPAD	53093	Variable Title Workshop in Exercise, Leisure and Sport (1-3) to: Variable Title Workshop in Sport Administration	Revise
SRM SPAD	55022	Event Planning and Production (3) to:	Revise
SRM SPAD	55024	Sport in Global Perspective (3) to:	Revise
SRM SPAD	55026	Sport and the Media (3) to:	Revise
SRM SPAD	55029	History and Current Issues in Collegiate Athletics (3) to:	Revise
SRM SPAD	55031	Sport Tourism (3) to:	Revise
SRM SPAD	55032	Sales Management in Sport and Entertainment (3) to:	Revise
SRM SPAD	55033	Change Your Mind, Game and Life (1) to:	Revise
SRM RPTM	56000	Tourism Development and Recreational Travel (3) to:	Revise
SRM RPTM	56001	Principles and Methods of Community Inclusion (3) to:	Revise
SRM SPAD	56028	Sport in Film (3) to:	Revise
SRM RPTM	56030	Dynamics of Leisure Behavior (3) to:	Revise
SRM RPTM	56060	Administration of Leisure Services (3) to:	Revise
SRM RPTM	56070	Park Planning (3) to:	Revise
SRM SPAD	56080	Legal Issues in Sport and Recreation (3) to:	Revise
SRM SPAD	63018	Ethics in Exercise, Leisure and Sport (3) to: Ethics in Sport	Revise

SRM SPAD	63095 63091	Research Seminar (1) to:	Revise
SRM SPAD	63096	Individual Investigation in Exercise, Leisure and Sport (1-3) to: Individual Investigation in Sport Administration	Revise
SRM SPAD	63098	Research (1-15) to: (1-6)	Revise
SRM SPAD	63195	Special Topics in Exercise, Leisure and Sport (1-3) to: Special Topics in Sport Administration	Revise
SRM SPAD	63199	Thesis I (2-6) to:	Revise
SRM SPAD	63299	Thesis II (2) to:	Revise
SRM SPAD	65006	Contemporary Issues in Sport Management (3) to:	Revise
SRM SPAD	65008	Sociology of Sport and Physical Activity (3) to:	Revise
SRM SPAD	65021	Organization and Management of Sports Programs (3) to:	Revise
SRM SPAD	65031	Social Psychology of Sport and Recreation (3) to: Social Psychology of Sport	Revise
SRM SPAD	65033	Legal Issues in Sport and Recreation (3) to: Sport Law	Revise
SRM SPAD	65034	Contemporary Sport Law (3) to:	Revise
SRM SPAD	65036	Sport in Higher Education (3) to:	Revise
SRM SPAD	65038	Sport Promotion and Fundraising (3) to:	Revise
SRM SPAD	65039	Financial Aspects of Sport and Recreation (3) to: Financial Aspects of Sport	Revise
SRM SPAD	65040	Sport Economics (3) to:	Revise
SRM RPTM	65041	Tourism and Hospitality Review (3) to:	Revise
SRM SPAD	65042	Leadership of Sport and Recreation (3) to: Leadership of Sport	Revise
SRM SPAD	65045	Sport Marketing (3) to:	Revise
SRM SPAD	65046	Facility Management and Operations (3) to:	Revise
SRM RPTM	65047	Global Issues of Tourism Trade (3) to:	Revise

SRM SPAD	65048	Intramural and Club Sport Administration (3) to:	Revise
SRM RPTM	65061	Philosophical and Social Bases of Leisure and Sport (3) to:	Revise
SRM SPAD	65092	Internship in Sport and Recreation Management (2-4) to:	Revise
SRM	65792	Internship in Sport Studies (1-4)	Inactive
SRM SPAD	73018	Ethics in Exercise, Leisure and Sport (3) to: Ethics in Sport	Revise
SRM SPAD	73095 73091	Research Seminar (1) to:	Revise
SRM SPAD	75006	Contemporary Issues in Sport Management (3) to:	Revise
SRM SPAD	75008	Sociology of Sport and Physical Activity (3) to:	Revise
SRM SPAD	75031	Social Psychology of Sport and Recreation (3) to: Social Psychology of Sport	Revise
SRM SPAD	75034	Contemporary Sport Law (3) to:	Revise
SRM SPAD	75038	Sport Promotion and Fundraising (3) to:	Revise
SRM RPTM	75061	Philosophical and Social Bases of Leisure and Sport (3) to:	Revise
TAS	47999	Technical and Applied Studies Capstone (3)	Revise
TECH ENGR	10001	Information Technology (3) to:	Revise
TECH	13580	Engineering Graphics I (3)	Inactive
TECH ENGR	20001	Energy/Power (3) to:	Revise
TECH ENGR	20002	Materials and Processes (3) to:	Revise
TECH ENGR	20004	Fundamentals of Electronic Circuits (4) to:	Revise
TECH ENGR	20005	Introduction to Cybersecurity (3) to:	Revise
TECH ENGR	21020	Survey of Electricity and Electronics (3) to:	Revise
TECH ENGR	21022	Survey of Electricity and Electronics Laboratory (1) to:	Revise
TECH ENGR	22095	Special Topics in Technology (1-4) to:	Revise
TECH ENGR	23010	Computer Hardware (3) to:	Revise

#### TECH 23581 Computer-Aided Engineering Graphics (3) .....Inactive Introduction to Computer Engineering Technology (3) to: TECH 26010 ENGR .....Revise TECH 26200 Programming for Engineers I (3) to: .....Revise ENGR TECH 26301 Networking Hardware I (4) to: ENGR ......Revise TECH 26310 Web Design and Development (3).....Inactive TECH 27210 Introduction to Sustainability (3) to: ENGR ......Revise TECH 31010 Engineering and Professional Ethics (3) to: ENGR .....Revise TECH 31016 Manufacturing Technology (3) to: ENGR ......Revise TECH 31020 Automated Manufacturing (3) to: ENGR .....Revise TECH 31032 Power Technology (3) to: ENGR ......Revise TECH 31043 Principles of Concrete Construction (3) ......Inactive TECH 31065 Cast Metals (3) to: ENGR ......Revise TECH 31067 Machining Technology I (3) to: ENGR .....Revise TECH 31071 Woods Technology II (2) ......Inactive TECH 32002 Materials and Processes II (3) to: ENGR ......Revise TECH 32101 Polymers I (3) to: ENGR ......Revise TECH 32105 Construction Jobsite Management (3) ......Inactive TECH 33010 Computer Hardware for Animation (3) to: ENGR .....Revise TECH 33016 PC/Network Engineering and Troubleshooting (3) to: ENGR ......Revise TECH 33020 Computer Hardware II (3) to: ENGR ......Revise TECH 33030 Computer Peripherals and Special Use Hardware (3).....Inactive TECH 33031 Programmable Logic Controllers (3) to: ENGR .....Revise TECH 33032 Programmable Logic Controllers II (3) to: **ENGR** .....Revise TECH 33033 Hydraulics/Pneumatics (3) to: ENGR ......Revise

TECH ENGR	33040	Control Systems (3) to:	Revise
TECH ENGR	33095	Special Topics: Applied Science and Technology (1-3) to:	Revise
TECH ENGR	33111	Statics and Strength of Materials (3) to:	Revise
TECH ENGR	33220	Electronic Devices (4) to:	Revise
TECH ENGR	33222	Digital Design for Computer Engineering (3) to:	Revise
TECH ENGR	33223	Electronic Communication (3) to:	Revise
TECH ENGR	33225	Industrial Control Systems (3) to:	Revise
TECH ENGR	33320	Applied Embedded Systems I (3) to:	Revise
TECH ENGR	33333	Industrial Robotics (3) to:	Revise
TECH ENGR	33363	Materials Science and Technology (3) to:	Revise
TECH ENGR	33657	Introduction to Lean Six Sigma (3) to:	Revise
TECH ENGR	33700	Quality Techniques (3) to:	Revise
TECH ENGR	33870	Facility Design and Material Handling (3) to:	Revise
TECH ENGR	34002	Advanced Computer-Aided Design II (3) to:	Revise
TECH ENGR	35765	Quality and Reliability Engineering (3) to:	Revise
TECH ENGR	36200	Programming for Engineers II (3) to:	Revise
TECH ENGR	36302	Networking Hardware II (3) to:	Revise
TECH ENGR	36337	Information Technology Security (3) to:	Revise
TECH ENGR	36620	Project Management in Engineering and Technology (3) to:	Revise
TECH ENGR	37666	Kinematics and Dynamics of Machinery (3) to:	Revise
TECH ENGR	41055	Industrial Practice (1-8) to:	Revise

TECH ENGR	41065	Solid Modeling and Solidification (3) to:	Revise
TECH ENGR	41093	Variable Title Workshop in Technology (1-3) to:	Revise
TECH ENGR	41096	Individual Investigation in Technology Education (1-4) to:	Revise
TECH	41196	Individual Investigation in Technology Education (1-4)	Inactive
TECH ENGR	42100	Training Topics in Technology (1-4) to:	Revise
TECH	42103	Construction Specifications and Services (3)	Inactive
TECH ENGR	42200	Radiation Processing of Materials (3) to:	Revise
TECH ENGR	42400	Radiation Dosimetry and Safety (3) to:	Revise
TECH ENGR	43016	Advanced PC-Network Engineering and Troubleshooting (3) to:	Revise
TECH ENGR	43026	Microprocessor Systems (4) to:	Revise
TECH ENGR	43030	Mechatronics (3) to:	Revise
TECH ENGR	43031	Mechatronics II (3) to:	Revise
TECH ENGR	43050	Inventive Problem Solving (3) to:	Revise
TECH ENGR	43060	Management of Technology Innovation (3) to:	Revise
TECH ENGR	43080	Industrial and Environmental Safety (3) to:	Revise
TECH ENGR	43096	Individual Investigation in Applied Science and Technology (1-3) to:	Revise
TECH ENGR	43220	Electrical Machinery (3) to:	Revise
TECH ENGR	43221	Digital Control Systems and Instrumentation (4) to:	Revise
TECH ENGR	43222	Computer Hardware Engineering and Architecture (3) to:	Revise
TECH ENGR	43320	Applied Embedded Systems II (3) to:	Revise
TECH ENGR	43550	Computer-Aided Manufacturing (3) to:	Revise
TECH	43580	Computer-Aided Machine Design (3) to:	
ENGR			Revise
TECH ENGR	43700	Computer Integrated Manufacturing (3) to:	Revise
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TECH ENGR	43800	Applied Engineering Technology Seminar (3) to:	Revise
TECH ENGR	44000	Android Development Tools for Instrument Control (3) to:	Revise
TECH ENGR	44000	Android Development Tools for Instrument Control (3) to:	Revise
TECH ENGR	46000	Computer Engineering Technology Capstone (3) to:	Revise
TECH ENGR	46300	Network Security (3) to:	Revise
TECH ENGR	46312	Wireless Network and Telecommunication Systems (3) to:	Revise
TECH ENGR	46316	Server Administration and Configuration I (3) to:	Revise
TECH ENGR	46330	Visual Basic Programming in Engineering Technology (3) to:	Revise
TECH ENGR	46350	Network Management and Design Technology (3) to:	Revise
TECH ENGR	46411	Requirements Engineering and Analysis (3) to:	Revise
TECH ENGR	46510	Applied Information Technology Security (3) to:	Revise
TECH ENGR	47200	Systems Engineering (3) to:	Revise
TECH ENGR	47210	Sustainable Energy I (3) to:	Revise
TECH ENGR	47211	Sustainable Energy II (3) to:	Revise
TECH ENGR	50092	Industrial Practice (1-4) to:	Revise
TECH	51001	Methods in Technology Education (3)	Inactive
TECH	51002	Organization in Technology Education (3)	Inactive
TECH	51051	Foundations and Contemporary Theories of Technology Education (3)	Inactive
TECH	51052	Technology and Engineering for K to 8 STEM (3)	Inactive
TECH ENGR	51093	Variable Title Workshop in Technology (1-3) to:	Revise
TECH ENGR	52200	Interaction of Radiation with Materials (3) to:	Revise
TECH ENGR	52400	Radiation Dosimetry and Safety (3) to:	Revise

TECH ENGR	53026	Introduction to Microprocessors (4) to:	Revise
TECH ENGR	53221	Digital Control Systems and Instrumentation (4) to:	Revise
TECH ENGR	53222	Computer Hardware Engineering and Architecture (3) to:	Revise
TECH ENGR	53550	Computer-Aided Manufacturing (3) to:	Revise
TECH ENGR	53700	Computer Integrated Manufacturing (3) to:	Revise
TECH ENGR	53800	Applied Engineering Technology Seminar (2) to:	Revise
TECH ENGR	55551	Introduction to Nanotechnology (3) to:	Revise
TECH ENGR	56312	Wireless Network and Telecommunication Systems (3) to:	Revise
TECH ENGR	56321	Web Database Integration (3) to:	Revise
TECH ENGR	56330	Visual Basic Programming in Engineering Technology (3) to:	Revise
TECH ENGR	56350	Network Management and Design Technology (3) to:	Revise
TECH ENGR	56411	Requirements Engineering and Analysis Technology (3) to:	Revise
TECH ENGR	57200	Systems Engineering (3) to:	Revise
TECH ENGR	57210	Sustainable Energy I (3) to:	Revise
TECH ENGR	57211	Sustainable Energy II (3) to:	Revise
TECH ENGR	60000	Project Management in a Technological Environment (3) to:	Revise
TECH ENGR	60001	Quantitative Methods in Technology (3) to:	Revise
TECH ENGR	60003	Six-Sigma: Tools and Applications for Technology Management (3) to (2):	Revise
TECH ENGR	60010	Radiation Sources for Radiation Processing (3) to:	Revise
TECH ENGR	60020	Quality Standards (3) to:	Revise
TECH ENGR	60078	Research Methods in Technology (3) to:	Revise

TECH ENGR	61000	Industrial Technology Education (3) to:	Revise
TECH	61003	Methods and Organization in Technology Education (3)	Inactive
TECH ENGR	61095	Special Topics in Applied Engineering (1-4) to:	Revise
TECH ENGR	61098	Research (1-15) to:	Revise
TECH ENGR	61199	Thesis I (2-6) to:	Revise
TECH ENGR	61299	Thesis II (2) to:	Revise
TECH ENGR	62396	Individual Investigation in Electronic Technology (2) to:	Revise
TECH ENGR	63010	Computer Hardware (3) to:	Revise
TECH ENGR	63020	Fiber Optic Systems (3) to:	Revise
TECH ENGR	63031	Programmable Logic Controllers (3) to:	Revise
TECH ENGR	63032	Advanced Programmable Logic Controllers (3) to:	Revise
TECH ENGR	63040	Electronic Communications (3) to:	Revise
TECH ENGR	63041	Motors and Controllers (3) to:	Revise
TECH ENGR	63045	Mechatronics (3) to:	Revise
TECH ENGR	63046	Advanced Mechatronics (3) to:	Revise
TECH ENGR	63050	Triz-Theory of Inventive Problem Solving (3) to:	Revise
TECH ENGR	63060	Management of Technology Innovation (3) to:	Revise
TECH ENGR	63070	Computer Hardware Design and Integration (3) to:	Revise
TECH ENGR	63100	Computer-Aided Design (3) to:	Revise
TECH ENGR	63496	Individual Investigation in Energy/Power Technology (1-4) to:	Revise
TECH ENGR	63870	Facility Design and Material Handling (3) to:	Revise
TECH ENGR	64010	Connectivity and Interoperability in Industry (3) to:	Revise

TECH ENGR	64012	Information Technology and Automation in Industry (3) to:	Revise
TECH ENGR	64095	Special Topics in Computer Engineering Technology (1-4) to:	Revise
TECH ENGR	64312	Advanced Wireless Telecommunication System and Network Technologies (3) to:	Revise
TECH ENGR	64396	Individual Investigation in Communication Technology (2) to:	Revise
TECH ENGR	65330	Advanced Visual Basic Programming in Engineering Technology (3) to:	Revise
TECH ENGR	65500	Quality Systems and Industrial Productivity (3) to:	Revise
TECH ENGR	65550	Design and Analysis of Experiments in Technology (3) to:	Revise
TECH ENGR	65551	Introduction to Nanotechnology (3) to:	Revise
TECH ENGR	65700	Applied Reliability Engineering (3) to:	Revise
TECH ENGR	65800	Burn-In/Stress Testing for Reliability (3) to:	Revise
TECH ENGR	66350	Advanced Network Management and Design Technology (3) to:	Revise
TECH ENGR	66380	Advanced Networking (3) to:	Revise
TECH ENGR	66382	Network Security (3) to:	Revise
TECH ENGR	66411	Wireless and Telecommunication Systems Requirements Engineering (3) to:	Revise
TECH ENGR	66596	Individual Investigation in Materials Technology (2) to:	Revise
TECH ENGR	66796	Individual Investigation in Industrial Processes (2) to:	Revise
TECH ENGR	67000	Sustainable Systems and Technology (3) to:	Revise
TECH ENGR	67010	Ethics, Technology and the Environment (3) to:	Revise
TECH ENGR	67220	Life Cycle Design I (3) to:	Revise
TECH	67221	Life Cycle Design II (3) to:	Revise
TECH	67596	Individual Investigation in Manufacturing Technology (2) to:	Revise

TECH ENGR	68196	Individual Investigation in Engineering Graphics (2) to:	Revise
TECH ENGR	68796	Individual Investigation in Industrial Technology Systems Design (2) to:	Revise
THEA	42101	Dye Techniques and Fabric Modification (3)	Establish
THEA	42150	Three-Dimension Characters: Foam Fabrication and Figure Finishing Techniques (3)	Establish
THEA	52101	Dye Techniques and Fabric Modification (3)	Establish
THEA	52150	Three-Dimension Characters: Foam Fabrication and Figure Finishing Techniques (3)	Establish
THEA	63001	Scenic Design I: Foundations in Single Set Scenic Design (2)	Establish
THEA	63002	Scenic Design II: Advanced Single Set Scenic Design (2)	Establish
THEA	63003	Scenic Design III: Designing Beyond Drama (2)	Establish
THEA	63004	Scenic Design IV: Advanced Multi-Setting Design (2)	Establish
THEA	63005	Scenic Design V: Entertainment and Production Design (2)	Establish
THEA	63006	Scenic Design VI: Non-Traditional and Site-Specific Performances (2)	Establish
THEA	63092	Production Collaboration: Scenic Design (1-2)	Establish
THEA	64001	Theatre Technical Direction I: Foundations I (2)	Establish
THEA	64002	Theatre Technical Direction II: Foundations II (2)	Establish
THEA	64003	Theatre Technical Direction III: Touring Productions (2)	Establish
THEA	64004	Theatre Technical Direction IV: Educational Theatre (2)	Establish
THEA	64005	Theatre Technical Direction V: Mechanics and Automation (2)	Establish
THEA	64006	Theatre Technical Direction VI: Health and Safety (2)	Establish
THEA	64092	Production Collaboration: Technical Direction (1-2)	Establish
THEA	65001	Lighting Design I: Drama (2)	Establish
THEA	65002	Lighting Design II: Musical Theatre (2)	Establish
THEA	65003	Lighting Design III: Dance and Opera (2)	Establish
THEA	65004	Lighting Design IV: Non-Traditional Productions (2)	Establish
THEA	65005	Lighting Design V: Architectural and Interior Lighting (2)	Establish
THEA	65006	Lighting Design VI: New Technology (2)	Establish
THEA	65092	Production Collaboration: Lighting Design (1-2)	Establish
THEA	66001	Costume Design I: Script Analysis (2)	Establish
THEA	66002	Costume Design II: Performance Genres (2)	Establish
THEA	66003	Costume Design III: Theatrical Styles (2)	Establish
THEA	66004	Costume Design IV: Advanced Rendering (2)	Establish
THEA	66005	Costume Design V: Research Methods (2)	Establish
THEA	66006	Costume Design VI: Textiles (2)	Establish
THEA	66092	Production Collaboration: Costume Design/Technology (1-2)	Establish
VCD	21000	Introduction to Web Design and Development (3)	Establish

VCD	22001	Design/Illustration Techniques II (3)	Revise
VCD	32000	Illustration I (3)	Revise
VCD	33000	Graphic Design I (3)	Revise
VCD	33001	Graphic Design II (3)	Revise
VCD	34005	Introduction to 3D Graphic Design (3)	Revise
VCD	38009	Internship Seminar – Photography (2) to: (1)	Revise
VCD	42002	Editorial Illustration (3)	Revise
VCD	42003	Advertising Illustration (3)	Revise
VCD	42005	Character Development and Design: The Human Figure (3)	Revise
VCD	42006	Character Development and Design: Animals and Environments (3)	Revise
VCD	42007	Graphic Narrative (3)	Revise
VCD	43001	Interaction Design (3) to: Interaction Design I	Revise
VCD	43002	Typographic/Photographic Graphic Design (3) to: Typography II	Revise
VCD	43005	Packaging, Promotion and Retail Environments (3)	Revise
VCD	43008	Branded Identity (3)	Revise
VCD	43101	Interaction Design II (3)	Establish
VCD	46003	Advanced Typography (3) to: Typography III	Revise
VCD	48009	Fashion Photography (3)	Revise
VCD	53001	Interaction Design: Communities and Culture (3) to: Interaction Design I	Revise
VCD	53002	Typographic/Photographic Graphic Design (3) to: Typography II	Revise
VCD	53005	Packaging, Promotion and Retail Environments (3)	Revise
VCD	53101	Interaction Design II (3)	Establish
VCD	56003	Advanced Typography (3) to: Typography III	Revise
VCD	60171	Critical Practices in Design Research (3)	Revise
VCD	80171	Critical Practices in Design Research (3)	Revise
VIN	11800	Introduction to Brewing (3)	New



#### Educational Policies Council Minutes of the Meeting Monday, 27 January 2020

**Ex-Officio Members present (or represented):** Interim Provost Melody J. Tankersley; Co-Chair Pamela E. Grimm; Deans Sonia A. Alemagno, James L. Blank, Christina L. Bloebaum, Barbara A. Broome, John R. Crawford-Spinelli, James C. Hannon, Mark S. Mistur, Alison J. Smith, Deborah F. Spake, Cynthia R. Stillings, Susan J. Stocker; Associate Deans Cathy L. Dubois (represented by Deborah F. Spake), Joycelyn S. Harrison, Miriam L. Matteson, Babacar M'Baye, Maureen McFarland, Stephen A. Mitchell, William T. Willoughby

**Ex-officio Members not present (or not represented):** Deans Kenneth J. Burhanna, Eboni J. Pringle; Senior Associate Dean Vincent J. Hetherington; Associate Deans Kara L. Robinson, Wendy A. Umberger

Faculty Senate-Appointed Representatives present (or represented): Professors Darci L. Kracht, Richard L. Mangrum, Robert J. Twieg, Donald L. White; Associate Professors Jeff Ciesla, Jennifer M. Cunningham

**Faculty Senate-Appointed Representatives not present (or not represented):** Professor Edward Dauterich; Associate Professors Ann Abraham, Helen Piontkivska

**Council Representatives present (or represented):** Professors Michael W. Chunn, Christine A. Hudak, Richard L. Mangrum; Associate Professors Ivan Bernal, Matthew J. Crawford (represented by Mary Ann Haley), Derek Kingsley, Dandan Liu, David B. Robins, Jonathan F. Swoboda; Assistant Professors Brian R. Barber, Sara Bayramzadeh

**Council Representatives not present (or not represented):** Dean Amy L. Reynolds; Associate Professors Thomas W. Brewer, Duane J. Ehredt, Lawrence J. Marks, Denise M. McEnroe-Petitte; Assistant Professor Yvonne M. Smith; Associate Lecturer Mary F. Kutchin

Observers present: Morgan Stilgenbauer

#### Observers not present: Drake Wartman

**Consultants and Guests present:** Susan M. Augustine, Arvind Bansal, Michael Beam, Aimee J. Bell, Scott Bogoniewski, Keiran Dunne, Daniel Holm, Antal Jakli, Jennifer S. Kellogg, Javed Khan, Turan Koptur, Sarath Kunda, Ye Lu, Jennifer Mapes, Austin Melton, Anthony Molina, Aaron Mulrooney, Josna Neuman, Christa N. Ord, Matthew Rollyson, Susan Rossi, Phillip Rumrill, Hollie B. Simpson, Elizabeth A. Sinclair, Linnea C. Stafford, Blake Stringer, Therese E. Tillett, Andrew Tonge, Eric Van Baars, Ashley White, Lana K. Whitehead, Catherine M. Zingrone

Interim Provost Melody J. Tankersley called the meeting to order at 3:25p.m., on Monday, 27 January 2020, in room 306AB of the Kent State Student Center.

#### Joint EPC Action Item I: Minutes of meeting on 18 November 2019.

Interim Dean Cynthia R. Stillings made a motion to approve, and Professor Michael W. Chunn seconded the motion.

With no questions or comments, the item was approved unanimously.

### Joint EPC Action Item II: Revision of school name, from Digital Sciences to Emerging Media and Technology.

Associate Professor David B. Robins explained that Digital Sciences went through a change from the summer into the fall. The goal was to align the faculty interests and student outcomes with current jobs. Digital Sciences was not descriptive of the curriculum. It was difficult to explain to potential students and parents. A study done by Edge Adventures educational research company showed that digital sciences was only used by one institution in the United States and that was Kent State. A focus group was conducted of high school students where names were pitched. The students did not know what digital sciences was, but had more of an understanding of emerging media and technology. Associate Professor Robins said that they looked at other programs in the United States and those terms were not uncommon. Renaming the school from Digital Sciences to Emerging Media and Technology more accurately reflects what students learn and what employers now recognize as terminology that aligns with the jobs available in their organizations. This name gives the agility needed to incorporate those types of things into the curriculum without causing confusion.

Dean James L. Blank made a motion to approve, and Dean Barbara A. Broome seconded the motion.

Without questions or concerns, the item passed unanimously.

### Graduate EPC Action Item I: Establishment of the Aerospace Engineering [AERS] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees.

Dean Christina L. Bloebaum stated that they have been working to create a graduate-level M.S. and Ph.D. program in Aerospace Engineering. This will be the first Ph.D. program in the college. The first set of undergraduates are graduating this May in Aerospace Engineering which has been a successful program. Ohio is one of the leading states in the country for aerospace and aviation. Ohio is ranked number eight as a state in contributing to the aerospace field. There is a need for this program since there are only four programs in graduate aerospace engineering. Kent State partners regularly with the Ohio Aerospace Institute which has done a variety of studies showing the need for graduate-level students in aerospace engineering. She said they expect students to come in right after a bachelor's or from another master's program. The master's is 31 credits and the doctorate are 90 credits. The list of faculty includes 15 professors with Ph.D.'s.

An EPC member asked how the credits 60 and 90 compare to the competitors.

Dean Bloebaum replied that it is the same and standard. It was reviewed across the state when establishing the programs. Ohio sets the standards of credits. Other states are 72.

Dean John R. Crawford-Spinelli motioned to approve the item, and Professor Michael W. Chunn seconded.

Without any further questions or comments, the item passed unanimously.

Graduate EPC Action Item II-IV: Establishment of an Acting for the Returning Professional [ARP] major within the Master of Fine Arts [MFA]; Establishment of a Theatre Design and

### Technology [TDAT] major within the Master of Fine Arts [MFA] degree; Inactivation of the Theatre Studies [THEA] major within the Master of Fine Arts [MFA] degree.

Dean John R. Crawford-Spinelli explained that items two-four are interrelated. The establishment of Acting for the Returning Professional and the Theatre Design and Technology majors are not new degrees. They were concentrations prior to this since the mid 1990's. Theatre Studies major split into Acting and Theatre Design and Technology. These proposals inactivate the Theatre Studies major, because these previous concentrations do not share a robust core anymore since their populations are so different. The Acting for the Returning Professional is geared toward those who have significant performing arts careers and who are seeking to improve pedagogy or get a terminal degree in the field. The Theatre Design and Technology degree population is more traditional. Often, students come directly into the Theatre Design program from undergraduate school. Endorsement was given by the accrediting body The National Association of Schools of Theatre. There are no curriculum changes for Acting for the Returning Professional. The minimum hours are still 60. Theatre Design and Technology has established new courses for the program specific to the concentrations, but they are still at a minimum of 60 credit hours for program completion.

Associate Dean William T. Willoughby motioned to approve the item, and Dean Deborah F. Spake seconded.

With no questions or comments, the items were passed unanimously.

#### Graduate EPC Action Item V-VI: Revision of name, inactivation of optional concentration and revision of course requirements for the Chemical Physics [CPHY] major within the Master of Science [MS] degree; Revision of name and course requirements for the Chemical Physics [CPHY] major within the Doctor of Philosophy [PHD] degree.

Dean James L. Blank explained that this program has been called the Chemical Physics Interdisciplinary Program. With the development of advanced materials and the expanding number of faculty participating in research related to materials more broadly focused, not just liquid crystals, the name has been changed to Material Sciences. Faculty will primarily be housed in chemistry, physics and biology. In mathematics, there is a large foundation of mathematical theory in applied mathematics that apply to the types of research performed. Additionally, computer science in terms of modeling. This degree is really focused on the foundation of physics and chemistry. There may be opportunities later for collaborations with the College of Architecture. The name changes reflect the trained faculty which are large in number. The curriculum has been modernized in addition of courses in biology, computer science and math.

An EPC member stated that the changes in the electives to include biology, chemistry, math and physics is a very positive step. The member said they hope there is some reciprocity in which chemistry, biology and physics students can take material science courses and get credit for them as well.

Professor Richard Mangrum motioned to approve the items, and Interim Associate Dean Babacar M'Baye seconded the motion.

With no further comments or questions, the items passed unanimously.

## Graduate EPC Action Item VII: Establishment of a Data Science [DATA] major within the Master of Science [MS] degree.

Dean James L. Blank stated that data science is an emerging field that is built on foundations of math and computer science and very focused on STEM research. This is a joint proposal for a new major in the M.S. degree that exists in computer science. Its purpose is to focus on developing

scientists who have the quantitative skills to apply new methods to quantitative methods to problems that are principally focused on health, natural sciences and social sciences. The degree has the option of pursuing original research for students who wish to do that at the master's level or who wish to go on to a Ph.D. program. For students to be admitted, they will have either a math or computer science degree. It is focused on attracting students with significant quantitative skills.

Mathematics Chair, Andrew Tonge, explained that 20-30% of the mathematics departments around the country are building data science programs at the undergraduate and graduate level. It is important for Kent State to be in on that group. The jobs are abundant and pay well. It is better for the society and the discipline.

Computer Science Chair, Javed Khan, said that the data science job market is so vast. It can touch almost every discipline. There is hope for very wide engagement. The goal is that almost all other units at Kent may want to contribute and move into a second iteration of this. This is one of the widest collaboration attempts at Kent.

Associate Professor Jeff Ciesla made a motion to approve, and Dean Cindy R. Stillings seconded.

With no questions or comments, the item passed unanimously.

### Graduate EPC Action Item VIII: Establishment of a Business Analytics [C646] graduate certificate, which will be offered fully online and on-ground at the Kent Campus.

Dean Deborah F. Spake explained that the College of Business already has a M.S. in Business Analytics. This is to establish a graduate certificate, because inquiries are coming in from professionals who want these business analytic skills and may not want to pursue an entire degree. The M.B.A. program and business analytics as a concentration option are currently offered. By adding one more course, this allows students to earn a certificate in business analytics as part of the M.B.A. program. Students do not have to pursue the M.B.A. to earn the certificate. The hope is that professionals would earn this certificate and then be enticed to complete the entire master's degree if they wish.

Associate Professor Dandan Liu motioned to approve the item, and Interim Associate Dean Babacar M'Baye seconded the motion.

### Graduate EPC Action Item IX: Revision of name for the Sport and Recreation Management [SRM] major within the Master of Arts [MA] degree.

Dean James C. Hannon stated that the proposal is to revise the name from Sport and Recreation Management to Sport Administration.

Associate Dean Stephen A. Mitchell made a motion to approve the item, and Associate Dean William T. Willoughby seconded the motion.

Without questions or comments, the item passed unanimously.

### Graduate EPC Action Item X: Revision of name, admission and course requirements for the Rehabilitation Counseling [RHAB] within the Master of Education [MED] degree.

Associate Dean Stephen A. Mitchell stated that the proposal has been brought on by accreditation and program alignment with other counseling programs within the college.

Co-Chair Pamela E. Grimm asked if the credit hour change was mandated from the accrediting body.

Dr. Phillip Rumrill replied yes and that all accrediting programs must have 60 credits. The other counseling master's programs within the college are 60 credit hours. All the courses change in title and in number, because of the new accreditation. Three-four courses have been added and a couple merged. Many of the courses will stay the same.

Associate Dean Stephen A. Mitchell motioned to approve the item, and Associate Professor Jeff Ciesla.

With no further comments or questions, the item passed unanimously.

### Graduate EPC Action Item XI: Establishment of an Adult/Adolescent Sexual Assault Nurse Examiner [C647] graduate certificate.

Dean Barbara A. Broome stated that this is an agreement created between Kent State, Cleveland Clinic and Akron General. It is a 12-credit hour program that also has clinical hours attached. It is important with the statistics showing that 1-3 women and 1-4 men will experience sexual assault. This program would be for registered nurses for specialization, training and preparation in the medical assessment of individuals. It is also considered forensic nursing. Nurses, to become certified, must take a 40-hour course as well as clinical hours and perform several examinations. A review was done in summit county and there are not enough Sexual Assault Nurse Examiners (SANE). The salary for an RN is about \$81,000, so it gives them a little more incentive to go through this program. A needs assessment was conducted of current students who are in the B.S. program and 25 have an interest. Part of the requirements is that they must have two-year's experience. Working with Akron General and Cleveland Clinic provides a great place to develop the skills.

Co-Chair Pamela E. Grimm asked if some of the hospitals in the area could be sending their people to get the training, because they do not have that capacity.

Dean Broome replied yes, because at Akron General and Cleveland Clinic there only five SANE prepared nurses. Hospitals are seeing an enormous number of patients. This will not prepare them for children, but that might be another phase.

Interim Provost Melody J. Tankersley asked if it is correct that there is not a SANE in the immediate area.

Dean Broome said that is correct. It takes a special preparation for someone who has been raped or sexually assaulted. She said she can see the family nurse practioners and psych practioners going into this program.

Professor Christine A. Hudak motioned to approve the item, and Dean Cindy R. Stillings seconded the motion.

With no further comments or questions, the item passed unanimously.

### Undergraduate EPC Action Item I: Designation of Kent Core status to ENVS 22070 Nature and Society (3) in Social Sciences category.

Dean Alison J. Smith explained that ENVS 22070 Nature and Society will replace GEOG 10160 Introduction to Geography in the Kent Core.

Dean John R. Crawford-Spinelli motioned to approve the item, and Dean James C. Hannon seconded the motion.

With no comments or questions, the item passed unanimously.

### Undergraduate EPC Action Item II: Establishment of an Aviation Law and Policy [AVLP] minor to be offered at the Kent Campus.

Professor Richard Mangrum stated that the aviation transportation industry is one of the most regulated and it is expanding at an expeditious rate. Transportation of people and goods is expected to double by 2036 particularly in the goods area. That has placed a significant growth in the industry in all aspects. He said there is a need to provide students with the ability to deep dive into case law, basis for aviation regulation and the regulatory process. This proposal is for a minor that allows students to walk through the entire regulatory process, how to affect regulation, how to be policy makers and is a pre-law type of class. Additionally, an aviation lawyer will teach the course.

Professor Darci L. Kracht motioned to approve, and Dean Mark S. Mistur seconded the motion.

With no comments or questions, the item passed unanimously.

### Undergraduate EPC Action Item III: Establishment of a Cybersecurity Engineering [CYEN] major within the Bachelor of Science [BS] degree.

Dean Christina L. Bloebaum stated that there has been a cybersecurity committee with representation from across the university that has worked together for much of last semester. Cybersecurity is a huge area that spans more than one college and department. Various things will be coming forward in cybersecurity and all of those have gone through this committee first. The Accreditation Board for Engineering and Technology (ABET) has been implementing a study to determine the kinds of programs needed and what kind of accreditation they should have. They just released cybersecurity as a degree that is very much needed. It is different from what is seen in computer science and business. The accreditation agencies for this degree are the Computing Accreditation Commission and Science Accreditation Board. On the ABET side, the leading professional societies are IEEE (electrical and electronics engineering) and COSI (systems engineering). The cybersecurity engineering degree is a systems degree which really focuses on pulling together the hardware, software, human element all in a systems context and from an engineering context on how to design from the outside and engineer it. She said they worked with computer science in developing this degree. There are five required courses that are computer science. The software side is already being taught by computer science and those courses are being incorporated with current engineering courses. Two new courses are going to be developed for this degree. The program completely conforms to what ABET is wanting and what the industry needs. In terms of what the industry needs, there will be 32% growth in the next 10 years in cybersecurity. This program is 123-credit hours with three new courses. There will be a lot of support from the state of Ohio and beyond.

An EPC member, in relation to the 123-credit hours, asked if programs were supposed to be 120-credit hours.

Dean Bloebaum replied yes, but that they worked with the Provost's Office on that. In the first year, one of the courses is going to be a CCP course—Introduction to Cybersecurity Engineering. Engineering degrees require a certain number of credits in math and physics. By the time those requirements are met, it gives no leeway for other courses. The Provost's office worked with Aeronautics on this given that there is a CCP course and an option for students can self-select what path they are going to take.

Interim Provost Tankersley added that some students will not take the CCP course. Most of the licensure programs exceed the 120 hours. With the accreditation rules, this seemed to fit under the requirement for the accreditation.

Dean Mark S. Mistur made a motion to approve, and Professor Darci L. Kracht seconded.

With no comments or questions, the item passed unanimously.

# Undergraduate EPC Action Item IV: Revision of name and course requirements for the Computer Design, Animation and Game Design [CDAG] major within the Associate of Applied Science [AAS] degree.

Interim Dean Susan J. Stocker stated that Computer Design, Animation and Game Design major name was revised to Technical Modeling Design. The program hours decreased from 61 to 60.

Associate Professor David B. Robins motioned to approve, and Dean John R. Crawford-Spinelli seconded the motion.

With the questions or comments, the item passed unanimously.

#### Undergraduate EPC Action Item V: Inactivation of the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree at Trumbull Campus.

Interim Dean Susan J. Stocker explained that they want to inactivate the Mechanical Engineering Technology major on the Trumbull campus. It will still be offered on the Tuscarawas campus.

An EPC member asked the purpose for inactivating the program at the Trumbull campus.

Interim Dean Susan J. Stocker replied that there is a lack of interest and it is very expensive to keep the equipment up to date.

Interim Assistant Dean Josna Neuman added that Youngstown State University is close by and the program is not ABET accredited at Trumbull while Tuscarawas does have the accreditation. Resources are limited and the equipment cannot be updated.

Dean James C. Hannon made a motion to approve, and Associate Professor Jonathan F. Swoboda seconded the motion.

With no further comments or questions, the item passed unanimously.

#### Undergraduate EPC Action Item VI: Revision of name, establishment of two concentrations and revision of course requirements for the Modeling, Animation and Game Creation [MAGC] major within the Bachelor of Science [BS] degree.

Interim Dean Susan J. Stocker stated that the proposal is for two new concentrations and revision of the program name to Animation Game Design. This was required by an accrediting body. The credit hours are unchanged at 120. This is primarily a Tuscarawas degree.

Dean John R. Crawford-Spinelli made a motion to approve the item, and Assistant Professor Brian R. Barber seconded the motion.

With no questions or comments, the item passed unanimously.

#### Undergraduate EPC Action Item VII-IX: Establishment of the Earth Science [ESCI] minor to be offered at the Kent and Stark campuses; Establishment of an Environmental Geology [EGEO] minor to be offered at the Kent and Stark campuses; Establishment of a Paleontology [PAL] minor to be offered at the Kent and Stark campuses.

Geology Chair, Daniel Holm, explained that there is a need for expanding the number of minors with the changes in Geology and it being more interdisciplinary. Approval was sought from

anthropology, geography and biology departments. He said it is time to allow students to discover geology in other areas.

Dean Sonia A. Alemagno motioned to approve, and Associate Professor David B. Robins seconded the motion.

With no questions or comments, the item passed unanimously.

# Undergraduate EPC Action Item X: Revision of name and course requirements for the German Literature, Culture and Translation [GLCT] major within the Bachelor of Art [BA] degree.

Dean James L. Blank stated that the proposal is to change the name from German Literature, Culture and Translation to German.

Dean Christina L. Bloebaum made a motion to approve the item, and Dean John R. Crawford-Spinelli seconded the motion.

With no questions or comments, the item passed unanimously.

## Undergraduate EPC Action Item XI: Revision of name for the Global Studies [GLST] major within the Bachelor of Science [BS] degree.

Dean James L. Blank stated that enrollment dropped by 50% when the name of the program was changed from International Relations to Global Studies. Discussions with students and faculty and reviewing enrollment, the college has decided to change the name back to International Relations.

Political Science Interim Chair, Anthony Molina, added that the biggest problem is that admission to the program dropped. Students do not recognize the name.

Associate Professor Jonathan F. Swoboda motioned to approve, and Dean Mark S. Mistur seconded the motion.

With no questions or comments, the item was passed unanimously.

# Undergraduate EPC Action Item XII-XIII: Revision of name, inactivation of all concentrations and substantial revision of course requirements for the Digital Sciences [DS] major within the Bachelor of Science [BS] degree; Establishment of a Web Development [WDEV] minor to be offered at the Kent Campus.

Associate Professor Michael A. Beam stated that digital sciences is an interdisciplinary school. It was established 8 years ago and 3 years ago it moved into CCI. Over those years, there have been fourjoint interdisciplinary hires. That group has done a revision to the curriculum due to technology changing. This process began with a study on other interdisciplinary programs that are similar. An external study by Edge Adventures was conducted which showed that emerging media industries like web application development and other technical applications related to content delivery online were growing industries, especially in the communication and media sectors. This major is focused on competency and technical skills grounded in social science and humanities with an emphasis on interdisciplinary, team-based project learning. The proposed curriculum is aimed to direct students to the existing experts across the university in their chosen interdisciplinary specializations by requiring a minor. This change allows the interdisciplinary partners to flexibly iterate their curriculum over time while allowing students to engage in their program. The current list includes curriculum from each of the interdisciplinary partner colleges. He said they plan to continually work with partners to keep the list updated. If students want a minor that is not on the list, they can work with advisors to make sure that it is appropriate and can get approval. The curriculum that has been developed over the past 6-8 months was developed with a lot of meetings and feedback from all the interdisciplinary partners that participated with digital sciences. This includes meetings with representatives from Business Administration, Computer Science, Education, Health and Human Services, Applied and Technical Studies, Aeronautics and Engineering and CCI schools. As well as an interdisciplinary advisory curriculum committee with faculty across the university. These discussions also highlighted a need for a web development minor that would be available to majors outside digital sciences. That minor is designed to help students gain professional skills in web application, building and development. It offers 18-credit hours of courses on web development skills, problem solving skills like design, user experience, creative applications and programming.

Professor Darci L. Kracht motioned to approve the item, and Dean Deborah F. Spake seconded the motion.

With no requests for additional discussion, Co-Chair Pamela E. Grimm adjourned the meeting at 4:32pm.

Respectfully submitted,

Christe N. C.

Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost



#### Educational Policies Council Minutes of the Meeting Monday, 18 November 2019

**Ex-Officio Members present (or represented):** Interim Provost Melody J. Tankersley; Co-Chair Pamela E. Grimm; Deans Sonia A. Alemagno, James L. Blank, Christina L. Bloebaum, Barbara A. Broome, Kenneth J. Burhanna (represented by Kara Robinson), John R. Crawford-Spinelli, James C. Hannon (represented by Alicia Crowe), Eboni J. Pringle, Amy L. Reynolds (represented by Cathy Zingrone), Alison J. Smith, Cynthia R. Stillings; Associate Deans Cathy L. Dubois, Miriam L. Matteson, Babacar M'Baye, Stephen A. Mitchell, Kara L. Robinson, Wendy A. Umberger, William T. Willoughby (represented by Sara Bayramzadeh)

**Ex-officio Members not present (or not represented):** Deans Mark S. Mistur, Deborah F. Spake; Senior Associate Dean Vincent J. Hetherington; Associate Dean Jocelyn Harrison

Faculty Senate-Appointed Representatives present (or represented): Professors Edward Dauterich, Darci L. Kracht, Richard L. Mangrum, Robert J. Twieg, Donald L. White; Associate Professor Jeff Ciesla, Jennifer M. Cunningham

**Faculty Senate-Appointed Representatives not present (or not represented):** Associate Professor Ann Abraham

**Council Representatives present (or represented):** Professors Michael W. Chunn, Christine A. Hudak; Associate Professor Thomas W. Brewer, Matthew J. Crawford, Nadia Greenhalgh-Stanley, Ann Heiss, Derek Kingsley, Dandan Liu, Jonathan F. Swoboda; Assistant Professor Brian R. Barber, Sara Bayramzadeh, Yvonne M. Smith; Associate Lecturer Mary F. Kutchin

**Council Representatives not present (or not represented):** Associate Professor Ivan Bernal, Duane J. Ehredt, David B. Robins

Observers present: Morgan Stilgenbauer

Observers not present: Drake Wartman

**Consultants and Guests present:** Susan M. Augustine, Aimee J. Bell, Michael Carl, Alicia R. Crowe, Keiran Dunn, Larry G. Froehlich, Mary Ann Haley, Lynette Johnson, Jennifer S. Kellogg, Insook Kim, Christa Ord, Hollie B. Simpson, Elizabeth A. Sinclair, Stephanie Smith, Therese E. Tillett, Manfred H. van Dulmen, Lana K. Whitehead, Catherine M. Zingrone

Interim Provost Melody J. Tankersley called the meeting to order at 3:20p.m., on Monday, 18 November 2019, in room 306AB of the Kent State Student Center.

#### Joint EPC Action Item I: Minutes of meeting on 21 September 2019.

Dean James L. Blank motioned to approve the item and Professor Edward Dauterich seconded.

#### Corrections requested:

#### Move to in attendance

- Yvonne Smith
- Miriam Matteson
- Cathy Dubois

#### Remove from attendance

- Stephen Mitchell
- Yafen Wang

#### Joint EPC Action Item II: Revision of 3342-3-01.1 Administrative Policy and Procedure.

Interim Associate Provost Manfred H. van Dulmen stated that the proposal seeks to revise the administrative policies and procedures regarding academic requirements, course specifications and course offerings. Updates are to the language, clarify current procedures and making sure the practice is consistent with the current policies. Most of the changes are minor and reflect the current procedures.

Associate Dean Alicia R. Crowe made a motion to approve the item and Professor Darci L. Kracht seconded the motion.

An EPC member asked about academic requirements administrative policy 3-01.1.a.3.—"The university reserves the right to change academic requirements to keep programs in compliance with accreditation, certification, licensure or industry standards. Implementation of these changes may require that students update to a more recent catalog year." The member asked if the policy meant that all the catalog's requirements for that new catalog year would be in effect.

Therese replied that the program requirements would be in effect.

The EPC member asked if university requirements would be in effect too.

Therese responded, no. For all students, university requirements are for the catalog in effect. For example, EPC recently approved the major GPA change which is in effect for fall 19. That is in effect for all students no matter the catalog year. She explained that the catalog year refers to what is in effect for the student's program. It does not mean courses or university policies. This policy addresses when courses and policies are in effect.

The EPC member asked what would happen if there was a change in the Kent Core. The member asked if the students would be required to use the new Kent Core requirements.

Therese explained that it depends on the change. If a new course was approved for the Kent Core, it goes into effect when the student takes the course.

The EPC member asked what the implications would be if there was a change in program hour requirements.

Therese said, in a sense, it would be considered a program. If that change was effective fall 2020, that would be in effect for students in the 2020 catalog.

The EPC member asked if one of the students in the 2019 catalog was forced to change to the 2020 catalog, then they would have that new requirement as well.

Therese replied, yes. However, the likelihood of that happening is very small. The policy that was referenced happens so infrequently.

With no further questions or comments, the item passed unanimously.

# Joint EPC Action Item III: Establishment of a Center for Research and Innovation in Translation and Translation Technology.

Dean James L. Blank stated that the proposal is for the establishment of a Center for Research and Innovation in Translation and Translation Technology (CRITT). The Department of Modern and Classical Studies has had a long history of research and academic program translation. This center is being proposed to be formed to expand that participation in research. Michael Carl will serve to form and direct the center. Support will come from research funding and foundational support.

Associate Dean Stephen A. Mitchell motioned to approve, and Dean Eboni J. Pringle seconded.

With no questions or comments, the item passed unanimously.

# Discussion Item I: Revised policy from Ohio Department of Higher Education on combined bachelor's/master's degree programs.

Dean Cynthia R. Stillings stated that the current policy is not in line with the new policy from the state. The current KSU policy will be revised and brought to EPC. The Ohio Department of Higher Education (ODHE) has revised their policy regarding the application of grad-level coursework to bachelor's/master's degrees otherwise known as "double counting." The state has given the following stipulations. The bachelor's/master's level combined programs must be approved at all levels of the curricular process. This includes the department of the college and then it will be listed as an informational item. The total number of hours counted towards the master's degree is greater than or equal to 30. All hours counted in the master's degree are graduate-level courses. The total number of unique hours required to complete the combined bachelor's/master's is greater than or equal to 141 hours. The student will be charged undergraduate tuition for any graduate hours in this combined program. The other stipulation is that the college must seek approval from the ODHE if the required number of master's degree has greater than 39 hours or greater, then approval from the state is not required. A combined bachelor/master's program where the master's degree hours are 42 hours or above (MFA/BFA) may double count 12 hours.

An EPC member asked if a student in their senior year taking courses at the graduate-level they will still pay undergrad tuition and not grad.

Dean Stillings said that was correct. That is currently happening now. Undergraduate students must seek approval to take graduate courses. That form is on the graduate studies website.

Therese added that tuition is applied based on the student's level. Not the courses they are taking.

An EPC member asked about submitting annual reports on the scope of the program and student success in addition to submitting the form for approval. The member asked about the possible process.

Dean Stillings said it would be most likely tied to the annual report submitted to the state. The state is trying to make sure that students that do this are going to be successful.

An EPC member asked if the undergraduate and graduate coordinators agree which courses will double count or should they all be slashed courses.

Dean Stillings said that undergraduate students may take 50000 or 60000 level courses in accordance with this policy. Students still must have permission. How that is managed is up to the program. If there is a question of whether the course is slashed and whether they should take it at the 40000 or 50000 level is up to the student and the advisor.

Interim Provost Melody J. Tankersley added that the program must make sure that whatever graduate-level course the student is allowed to take is going to fit into the program. When the student graduates with the undergraduate degree, they should have what they need. This is especially true for licensed programs, so they meet that licensure requirement.

An EPC member asked how it is different from the current policy.

Dean Stillings explained that the current policy allows for a maximum of 12 hours to overlap. The state has clarified that and said no. It does not identify the number of hours for the master's degree. The state has said 9 and we say 12 except if it is 42 and above.

Interim Provost Tankersley stated that previously, students had to have 150 unique hours, at minimum, to have both the bachelor's and master's combined degree. The changes are saying that students can have 141 unique hours with the combined master's/bachelor's degree. The state did not allow double dipping until after 150 hours were earned. Now they are allowing for double dipping.

Therese explained that a lot of master's programs used to be 32-33 credit hours. Formerly, students could not do a combined degree bachelor's/master's or do any double dipping. Now they are able to but need to seek the state approval first.

Melody asked for clarification if an official combined bachelor's/master's program and/or an individual student seeking a combined degree need state approval.

Therese replied that there is what is called informal and formal. If the master's degree program is 38 credits or fewer and the student wants to do a combined degree program, then they must get state approval no matter what. If your master's degree is 39 credits or higher, state approval is not needed.

Dean Stillings added that it is a short form that does directly to the state.

An EPC member asked if this would be submitted by every student or completed by a department periodically.

Therese replied that it would need submitted by program. Only a one-time submission for each combination. The forms do not need to follow the curriculum deadlines. Nothing is really changing in the catalog unless something is changed in the curriculum. It is something that can be done relatively quick.

## Undergraduate EPC Action Item I: Establishment of a Media Advocacy [MEDIA] minor to be offered at the Kent Campus.

Cathy Zingrone stated that the proposal requests to offer a media advocacy minor. Some key points in this minor are to provide students with opportunities to explore advocacy not only as a professional discipline, but also as an active, engaged citizenship. There are components of theoretical and applied approaches for achieving social, political and cultural change. The key is through the use of media tools and concepts, how to apply story-based strategies and understanding how media shapes decision making, public discourse and public opinion. She said they an initial course - Seminar and Media Movement - where students had hands-on experience working for an agency. Students are asking for more opportunities to do this. This proposal is an effort to respond to student's request for this. The developer of this program is Associate Professor Smith. It is an 18hour minor, 9-hours required and 9-hours elective where students can choose from a variety of areas. Cathy explained that CCI recognized that there are departments across the university that could make this minor even richer. EHHS-Human Development and Family Studies and Adolescent and Adult Education and Arts and Sciences-Peace and Conflict Studies and Public Health were contacted, because there are courses in those areas that are offered as electives for this minor. EHHS, Arts and Sciences and Public Health support the proposal. There was only one new course that was developed, because the Seminar and Media Movements course had been offered a couple of times. It was a lot of material, so a course in media advocacy was developed to provide background skills before students begin working with client groups.

Associate Dean Alicia R. Crowe made a motion to approve, and Dean James L. Blank seconded.

With no questions or comments, the item passed unanimously.

### Undergraduate EPC Action Item II: Revision of name and course requirements for the Physical Education [PEP] major within the Bachelor of Science [BS] degree.

Associate Professor Insook Kim stated that the proposal is requesting to change the program titled Physical Education Professional to Physical Education and Sports Performance. The reason for the change is to have a better title that fits the overall scope of the major. The major comprises undergraduate concentrations including Health and Physical Education licensure and PE only licensure. The proposed title Physical Education and Sports Performance would better reflect the focus of the major as a whole. The total number of credits for graduation were reduced in the Health and PE and Physical Education concentrations. Due to recent changes in the required anatomy and physiology courses from 3 to 4 credit the total number of credits for graduation in Health and PE concentration was increased from 157 to 158 by reducing one elective requirement in this concentration. In addition, adding a health education course to better prepare students for teaching health issues and education and community policy as physical education teaching. The minimum for physical education licensure remains at 120.

Professor Edward Dauterich motioned to approve the item, and Professor Darci L. Kracht seconded the motion.

With no questions or comments, the item passed unanimously.

With no requests for additional discussion, Interim Senior Associate Provost van Dulmen adjourned the meeting at 4:00pm.

Respectfully submitted,

Christer 11.

Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost

EPC Agenda | 27 January 2020 | Attachment 2 | Page 1

### Add Policy and Academic Structure Request Management

### **New Request**

Date Submitted: 01/02/20 1:48 pm

### Viewing: School Name Change: from DSCI to

### **School of Emerging Media and Technology**

#### Last edit: 01/03/20 4:56 pm

Changes proposed by: czingron

Reviewer

Comments

#### In Workflow

- **1. DSCI Director**
- 2. Cl Dean
- 3. Provost
- Educational Policies
  Council
- 5. Faculty Senate Chair
- 6. Board of Trustees

#### Approval Path

- 1. 01/02/20 4:59 pm Scott Bogoniewski (sbogonie): Approved for DSCI Director
- 2. 01/03/20 4:57 pm Amy Reynolds (areyno24): Approved for Cl Dean

Proposal Type	Academic A	dministrative Structure		
Proposal Name	School Name Change: from DSCI to School of Emerging Media and Technology		Media and	
Proposed Effective Cat	alog Year:	2020-2021	Effective Term:	Fall 2020
Level of Request	Department	t Level		
Department	School of Di	gital Sciences		
College	College of C	communication and Inform	mation	
What actions are you taking? Change the name of the School of Digital Sciences (DSCI) to Emerging Media and Technology (EMAT)				

Why are you taking these actions?

As faculty re-designed the Digital Sciences curriculum with a goal of aligning the curriculum to demands from industry (particularly in the area of web development and programming), faculty expertise and student interest, their research showed that the school name did not adequately convey to students, their parents, or employers the subject matter of the school or its programs. A report produced by Eduventures specifically for the Kent State University School of Digital Sciences; internal data around student recruiting and student outcomes; Digital Sciences' faculty analysis of peer programs; and, focus groups with high school students all led to the conclusion that the school name needed to change to reflect the new curriculum, national peers and current industry jobs both regionally and nationally.

Therefore, in addition to the curricular changes we have proposed, we also are proposing a name change for the school that clearly conveys what the school offers students and industry: The School of Emerging Media and Technology (hereafter, EMAT).

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

Units Consulted
College of Aeronautics and Engineering
College of Communication and Information
Department of Management and Information Systems
College of Education, Health and Human Services
College of Applied and Technical Studies
Department of Computer Science

Other Units Consulted:

see above

Proposal Summary to Establish or Revise an Academic Administrative Structure

The quality of the faculty, students and programs.

The School of Emerging Media and Technology is a multidisciplinary unit that draws full-time faculty from across Kent State. In 2017, the school moved into the College of Communication and Information. Prior to 2017, the school was centrally managed out of the provost's office.

Since 2017, the College of Communication and Information's (CCI's) strategic hiring plan has

focused on a cluster-hiring approach with emerging med መንግሪ መንግሪ የሚያንያ እንዲባት የሚያንያ እንዲሆኑ የሚያንያ መንግሪ በ Page 3 priority.

CCI conducted several national searches that all resulted in successful faculty hires from nationally-ranked and/or recognized programs.

The recent faculty hires in CCI have been formally assigned joint appointments between Emerging Media and Technology (EMAT) and the other four schools within the college (the schools of Communication Studies (Comm); Information (iSchool); Journalism and Mass Communication (JMC); and, Visual Communication Design (VCD)). This provides stability and guarantees that a core of highly qualified, full-time faculty is always available to teach in Emerging Media and Technology.

Currently, six full-time, tenure-stream faculty have joint appointments in the school. Additionally, four tenure-stream and one non-tenure track Professional-in-Residence hires are planned between 2020 and 2022.

These faculty will all have joint appointments with the School of Emerging Media and Technology and another school in CCI. The new curriculum can be offered with our current faculty only, but the new hires allow us to grow the size of the program and to expand in new areas as they emerge. All of these planned hires were approved as part of CCI's Strategic Hiring Plan, submitted to the university (Fall 2017) as part of the faculty UESP (early separation) process.

Current and Planned EMAT faculty:

- Abraham Avnisan, Assistant Professor, (Fall 2019 start, 75% EMAT/25% JMC)
- Michael Beam, Associate Professor (Fall 2014 start, currently 75% EMAT, 25% Comm)
- Scott Bogoniewski, Interim Director and Professional-in-Residence (Fall 2017 start, 100% EMAT)
- Mina Choi, Assistant Professor (Fall 2019 start, 25% EMAT, 75% Comm)
- David Robins, Associate Professor (Fall 2004 start, currently 75% EMAT, 25% iSchool)
- David Silva, Assistant Professor (Fall 2019 start, 75% EMAT, 25% Comm)
- Tang Tang, Professor, (Fall 2018 start, 25% EMAT, 75% JMC)
- Future hire, Assistant Professor (Projected Fall 2020 start, 25% EMAT, 75% VCD)
- Future hire, Non-tenure track Professional-in-Residence (Projected Fall 2020 start, 100% EMAT)
- Future hire, Open Rank (Projected Fall 2021 start, 75% EMAT, 25% iSchool)
- Future hire, Open Rank (Projected Fall 2021 start, 25% EMAT, 75% JMC)
- Future hire, Assistant Professor (Projected Fall 2022 start, 25% EMAT, 75% iSchool)

EPC Agenda | 27 January 2020 | Attachment 2 | Page 4 Centrality and coherence to the mission and strategic directions of the university and other academic units.

Faculty re-designed the Digital Sciences curriculum (now Emerging Media and Technology) with the goal of better aligning the curriculum to demands from industry (particularly in the area of web development and programming) as well as to match faculty expertise and student interest.

Research showed that the current curriculum and the school name does not adequately convey to students, their parents, or employers the subject matter of the school or its programs.

Digital Sciences in its current form offers five concentrations that to one degree or another now overlap with efforts in other colleges at Kent State. This happened because all of these disciplines are rapidly changing. Most notably, the College of Aeronautics and Engineering (CAE), the College of Arts and Sciences (particularly Computer Science), the College of Business Administration (particularly in Computer Information Systems (CIS), and the BS in Information Technology in the College of Applied and Technical Studies all have moved forward in ways that Digital Sciences in its current form no longer needs to fill the gap.

For example:

- Computer Science has developed a graduate concentration in Computational Data Science
- CAE has continued to develop their own Networking and Telecommunications major
- CIS is evolving their web programming emphasis into cloud development

Toward that end, our internal and external data and analysis showed that the school of Emerging Media and Technology should focus on providing the foundations of web, mobile and emerging media technologies.

Comparative advantage versus other structures.

As previously noted, a study by the educational research firm Eduventures (conducted on behalf of the School of Digital Sciences, DSCI) found that Digital Sciences is not a program or disciplinary name used by any other industry or academic institution beyond Kent State University.

Renaming of the school from DSCI to EMAT accurately reflects what students learn and what employers now recognize as the appropriate terminology that aligns with the jobs available in their organizations. It also allows the school to adapt to new developments in the field, which is important given the rapid pace of change in the professions and industries the school serves.

Many programs throughout the United States offer degrees in Emerging Media, New Media or some variation of this terminology, including New York University, Georgia Institute of Technology, Rensselaer Polytechnic Institute, Texas A&M, and Tulane University (see

EPC Agenda | 27 January 2020 | Attachment 2 | Page 5 https://www.niche.com/colleges/search/best-colleges-with-digital-communication-and-mediamultimedia/).

In addition to these programs, we also looked at those offered at the University of California – Berkeley; the Massachusetts Institute of Technology; Columbia University; the University of Maine and Boston University. The common theme among all of the descriptions across these programs is their broad definition of the term, "media," usually with an important, technologyfacing qualifier before it such as "emerging."

The Best Colleges website characterizes "Digital Technologies and Emerging Media" as programs in which:

Students explore foundational concepts influencing communication and messaging ... in the context of 21st-century media technologies. Students gain an understanding of platforms including social media, mobile apps, and video games. (see https://www.bestcolleges.com/features/media-communications-degree-programs/)

At the MIT Media Lab's building dedication in 1986, MIT's president at the time said, "the combination of computing and communication, as we know it now and can expect it to evolve in the decades ahead, will vastly expand human creative capacity." (see https://www.media.mit.edu/about/mission-history/) Today, the phrase "emerging media" captures this important intersection of communication and media technologies as they continue to evolve in the 21st century.

The College of Communication and Information worked with IdeaBase and Kent Roosevelt High school to both survey (60 participants) and run focus groups (28 total participants in multiple focus groups) of high school student juniors and seniors to determine how they perceived the meaning of terms such as new media, emerging media and technology. These students' views of these terms aligned with what we found from our review of how peers used the terms – the students had a similarly broad interpretation of their meaning, and noted that emerging and new media referred to technologies related to the internet or social media.

The renaming of the school and the revision of the curriculum align with national trends and will help prospective students more readily identify the program. As previously noted, Digital Sciences is not an established or recognized discipline.

Bureau of Labor Statistics and Edvuentures data show that web development and programming as well as the other areas under the umbrella of emerging media and technology are rapidly growing. The new name and new curriculum and the types of skills the new curriculum offers are exactly those that appear most in job ads and workforce profiles.

Demand for the unit and for the graduates of the unit.

The need for web developers is clearly documented in the report by Eduventures. The following points from that report summarize the need:

Degrees conferred nationally in fields related to web development have seen a 51% growth in the number of graduates since 2013.

In the region including and surrounding Ohio, the growth is slightly higher at 59%.

The demand for web developers is strong. Jobs titled "Web Developer" are projected to grow at 9% through 2028, both regionally and nationally.

The past year has seen the largest spike in postings for web developer positions.

A wide range of employer types--large firms to small agencies--hire web developers.

The types of skills we propose are exactly those that appear most in job ads and workforce profiles.

DSCI has newly-hired tenure-stream faculty who will develop and teach new and existing courses in the proposed curriculum. In addition, we have an established group of both full-time and part-time faculty who have taught effectively over the years.

Duplication and interrelatedness of the unit's program(s) within the university, state, and region

There are very few programs in the state or region that teach web and mobile development in the humanities and social science framework we will be offering in EMAT. None exist right now at Kent State.

We have always existed as an interdisciplinary program within the university and we continue to utilize courses from other units to meet our minor requirement. Current faculty can meet the needs of the new curriculum and future faculty hires are already built into the college's strategic hiring plan.

Administrative reporting structure.

There will be no changes in administrative structure as a result of the school name change. Space and capital budget needs.

No impact on space and capital budget needs will occur due to this school name change.

A proposed operating budget with any one-time resource needs.

No impact on budget will occur due to this school name change.

Evaluation procedures including academic assessment procedures.

No changes in our evaluation and assessment procedures will occur due to this school name change.

A timetable for proposal implementation.

Approval by Provost: January 2020

Approval by EPC: January 27, 2020

Approval by Faculty Senate: February 10, 2020

Approval by Board of Trustees: March 4, 2020

Implementation/Effective: Fall 2020

Attach supporting documents (e.g., syllabus, letters of support, non-encroachment, email communication)



Mike DeWine, Governor Randy Gardner, Chancellor

### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 12/23/2019

Name of institution: Kent State University

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: Bachelor of Arts in Interior Design

Name of master's degree program: Master of Healthcare Design (MHD)

Proposed implementation date: Spring 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

The total number of hours for the Bachelor of Arts in Interior Design equals 126, and Master of Healthcare Design equals 35 so the total for the combined would be 152 with 9 credit hours at the graduate level shared between programs.

## 2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Student's to take their final studio in the combined program will address in their learning outcomes all requirements for the CIDA-accredited program equivalent to the course ID 44002 INTERIOR DESIGN STUDIO VI-COMMUNITY ENGAGEMENT (5 credit hours) as well as satisfy the requirements for the HCD 60000 HEALTHCARE DESIGN STUDIO (6 credit hours) by taking HCD 60000. In addition, elective courses up to 3 credit hours will be applied to both degrees.

# 3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Once the program exists we will inform students on the College website and other media, including open houses and other events. Students are advised in combination with the Interior Design Program Director and the coordinator for the Master of Healthcare Design.

### 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

As an accredited degree in interior design, students will have the ability to work as a professional in interior design, pursue other advanced study, and sit for the NCIDQ Exam to become a certified interior designer.

## 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

# Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

The list of courses is given here:

HCD 60000 Healthcare Design Studio (6 credit hours) will apply for and be considered equivalent to ID 44002 Interior Design Studio VI-Community Engagement (5 credit hours).

In addition, one of the other HCD courses offered will count toward an upper-division elective in the Bachelor of Interior Design program. For example, HCD 63001 Evidence-Based Design in Healthcare would count as a combined elective for the Bachelor of Interior Design program.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

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### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	26-Nov-19	Curriculum Bulletin
Effective Date	Fall 2020	Approved by EPC

Department	<b>Computer Science</b>
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College AS - Arts and Sciences

Degree BS - Bachelor of Science MS - Master of Science

Program Name Computer Science Program Banner Code CS

Concentration(s)BS: Data Engineering, Game Programming, Information Security, Robotics andEmbedded Systems; MS: Non-Thesis Option, Computer Security, Computer Engineering, ComputationalData ScienceConcentration(s) Banner Code(s)BS: DAEN,GMPR, INSE, ROES; MS: NTHS, CSEC,CENG, and CDSC

Proposal Establish program

Description of proposal:

This is proposal to establish a new combined degree program: BS+MS in CS degree option. It involves double counting 9 graduate credits in a combined degree program. Students can apply for the program up through the Fall semester of their Senior year. After graduation with a BS degree, they will be able to enroll full time as a Masters student.

Does proposed revision change program's total credit hours? 🛛 Yes 🗌 No Current total credit hours: 152 Proposed total credit hours 143

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): None. This is all done within the Computer Science Department.

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Mike DeWine, Governor Randy Gardner, Chancellor

### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 11/20/2019

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: B.S. in Computer Science

Name of master's degree program: M.S. in Computer Science

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

143

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Students in the combined program will be informed that keeping their progress and completion of the B.S. degree is their major focus in the dual program. The GPS (graduation planning system) in place at the university and college levels will monitor the student progress and notify students regularly on their status toward bachelor's degree. In the computer science department, the undergraduate advisors and graduate coordinator will regularly meet with the students to work with them for the success pathway towards the B.S. degree and the MS degree.

4

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

The students will be informed officially by the graduate coordinator and graduate secretary by emails. Moreover, the computer science department regularly holds an annual graduate research day for undergraduate students. In the event, they will be informed about the combined program. Their questions will be answered by faculty members and graduate studies committee.

4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

The students who want to leave the combined program will obtain the B.S. undergraduate degree.

5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University



The courses that we would apply for joint credit include the following. They will satisfy required 9 credit hours of Computer Science (CS) Upper-Division Electives (40000 level).

Course Number	Title	Credit hrs	*Required
CS 51045	METALOGIC	3	
CS 52201	NUMERICAL COMPUTING I	3	
CS 52202	NUMERICAL COMPUTING II	3	
CS 53118	GRAPH AND SOCIAL NETWORK	3	
	ANALYSIS		
CS 53202	SYSTEM ADMINSTRATION	3	
_CS 53203	SYSTEM PROGRAMMING	3	
CS 53301	SOFTWARE DEVELOPMENT FOR	3	
	ROBOTICS		
CS 53302	ALGORITHMIC ROBOTICS	3	
CS 53303	INTERNIT OF THINGS	3	
CS 53305	ADVANCED DIGITAL DESIGN	3	
CS 53334	HUMAN-ROBOT INTERACTION	3	
CS 53401	SECURE PROGRAMMING	3	
CS 54001	COMPUTER SCIENCE III-	4	
	PROGRAMMING PATTERNS		
CS 54003	MOBILE APPS IN IOS	3	
	PROGRAMMING		ļ
CS 54105	WEB PROGRAMMING I	3	
CS 54106	WEB PROGRAMMING II	3	
CS 54201	ARTIFICIAL INTELLIGENCE	3	
CS 55231	INTERNET ENGINEERING	3	
CS 57101	COMPUTER GRAPHICS	3	
CS 57201	HUMAN COMPUTER INTERACTION	3	
CS 57205	INFORMATION SECURITY	3	
CS 57206	DATA SECURITY AND PRIVACY	3	
CS 57207	DIGITAL FORENSICS	3	
CS 57221	INTRODUCTION TO CRYPTOLOGY	3	
CS 59995	SPECIAL TOPICS IN COMPUTER	3	
	SCIENCE	C	
CS 61002	ALGORITHMS AND PROGRAMMING	3	
	I	2	
CS 61003	ALGORITHMS AND PROGRAMMING	3	
	П	5	
CS 61004	OPERATING SYSTEMS AND	3	
	ARCHITECTURE	-	
CS 62263	NUMERICAL SOLUTION OF LRG	3	
	SPARSE LINEAR SYSTEMS	-	

#### EPC Agenda | 27 January 2020 | Attachment 4 | Page 5

Kent State University | Combined Bachelor's/Master's Degree Request | Page 4

CS 62264	NUMERICAL SOLUTION OF	3	
CS 62005	NONLINEAR SYSTEMS		
CS 03005	ADVANCED DATABASE SYSTEM DESIGN	3	
CS 63015	DATA MINING	3	
CS 63016	BIG DATA ANALYTICS	3	
CS 63017	<b>BIG DATA MANAGEMENT</b>	3	
CS 63018	PROBABILISTIC DATA	3	
	MANAGMENT		
CS 63100	COMPUTATIONAL HEALTH	3	
	INFORMATICS		
CS 63201	ADVANCED OPERATING SYSTEMS	3	
CS 63301	PARALLEL AND DISTRIBUTED	3	
6	COMPUTING		ĺ
CS 63305	MULTICORE COMPUTING	3	
CS 63306	EMBEDDED COMPUTING	3	
CS 63901	SOFTWARE ENGINEERING	3	
	METHODOLOGY		
CS 63902	SOFTWARE EVOLUTION	3	
CS 64201	ADVANCED ARTIFICIAL	3	
	INTELEGENCE		
CS 64401	IMAGE PROCESSING	3	
CS 64402	MULTIMEDIA SYSTEM AND	3	+
	BIOMETRICS		
CS 65101	ADVANCED COMPUTER	3	
	ARCHITECTURE		
CS 65202	ADVANCED COMMUNICATION	3	
	NETWORKS		
CS 65203	WIRELESS AND MOBILE	3	
	COMMUNICATION NETWORKS		
CS 65301	SYSTEM MODELING AND	3	
	PERFORMANCE EVALUATION		
CS 66101	ADVANCED TOPICS IN	3	
	ALGORITHMS		
CS 66105	PARALLEL AND DISTRIBUTED	3	
	ALGORITHMS		
CS 66110	COMPUTTIONAL GEOMETRY	3	
CS 67101	ADVANCED COMPUTER GRAPHICS	3	
CS 67301	SCIENTIFIC VISUALIZATION	3	
CS 67302	INFORMATION VISULAIZATION	3	<u>├───</u>

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	10-Dec-19	Curriculum Bulletin
Effective Date	Fall 2020	Approved by EPC

Department	English
College	AS - Arts and Sciences
Degree	BA - Bachelor of Arts MA - Master of Arts
Program Name	ENG Program Banner Code ENG
Concentration(s)	tusture Concentration(s) Banner Code(s) LITW
Proposal	Revise program

Description of proposal:

This proposes a new BA-to-MA option in English in which 9 credit hours are shared between the undergraduate BA program and the graduate MA program. Students can apply for the program from the second semester of the sophomore year through the Fall semester of their senior year. When they graduate with a BA, they can enroll full-time as MA students.

Does proposed revision change program's total credit hours? 🛛 Yes 🗋 No Current total credit hours: **153** Proposed total credit hours **144** 

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 expected impact on other programs, policies, or procedures.

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

There is no need to consult other programs, as this change is within the English department.

Reputer 2 may REQUIRED ENDORSEME	ENTS
Department Chair / School Director	10,12,2018
Campus Dean (for Regional Campuses proposals)	
Many ann Haley	121 131 19
College Dean (or designee)	
Custice Million	1 13,20
Dean of Graduate Studies (for graduate proposals)	

Provost (or designee)

ENG

1 1


Mike DeWine, Governor Randy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: [December 9, 2019]

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: B.A. in English

Name of master's degree program: M.A. in English

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

144 credit hours: 120 undergraduate hours, with 9 of those undergrad hours doublecounted as toward MA program, which requires 33 credit hours; 24 graduate hours beyond the 9 that were double-counted.

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Student will apply for Graduation Clearance via FlashLine and undergo GPS Degree Audit, to ensure satisfactory completion of required credits toward B. A. in English.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

The option will be described on Kent English department web site, under both "Undergraduate Programs" and "Graduate Programs," with a section and page heading labeled "Dual-Credit B.A. in English and M.A. in Literature & Writing."

ENG

English Department undergraduate advisors will be notified that option is available and encouraged to discuss it with students having appropriate undergraduate GPAs during second semester of second undergraduate year (sophomore) and each subsequent academic term, through first term of fourth undergraduate year (senior).

Undergraduate Advisors will notify students that full-time graduate credit hour course work is generally considered 8 hours per semester, which is approximately equivalent to 15 undergraduate hours. Therefore, a reasonable calculation is that the work required for 3 hours of graduate credit at 60,000 level is roughly equivalent to 5-6 hours of undergraduate credit at 40,000 level. However, to achieve full-time status while still an undergraduate, graduate hours are counted at same rate as undergraduate. Students are advised to meet the minimum of 12 credit hours per semester if required for financial aid or other purposes but are cautioned against more than 15 combined hours (graduate and undergraduate) if 3 hours of graduate credit are scheduled in a single semester. Likewise, students are cautioned against more than 12 combined credit hours (graduate and undergraduate) if 6 hours of gradate credit are scheduled in a single semester.

Undergraduate Advisors will notify students of financial advantage that 9 credit hours are double-counted should the student continue and complete the aligned graduate degree at Kent State and may transfer to another Ohio university that offers dualcredit degrees: pay once, double-count 9 hours.

Undergraduates must apply to and be accepted into the M. A, in Literature and Writing program in the semester BEFORE the student begins dual-credit course work. Only upon program acceptance is the student permitted to enroll at graduate level with dual-credit option. At present, an application requires the following: official GRE score report, 3 letters of recommendation, official transcripts, statement of purpose, and a writing sample. (For purposes of this dual-credit program, an earned BA is not required at time of admission into graduate course.)

Graduate Advisors will caution students that transfer of graduate credit to non-Ohio colleges or Ohio colleges that do not offer dual-credit degrees will be at the discretion of the graduate university and college or program to which student applies.

4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

A student may complete the undergraduate degree, 120 hours, while accruing 3, 6, or 9 double-counted hours. The student earns the undergraduate degree by the usual counting of credit hours, regardless of whether any credit hours are dual-counted toward a graduate degree.

If the student is concerned that he or she may drop, withdraw from, or fail a graduate course, the qualifying credit hours for the undergraduate degree, those that are associated with that graduate course, will not be earned either. The student must still satisfy English B.A. degree requirements.

ENG

If a student is permitted to take an incomplete for personal or other circumstances, undergraduate rules apply for completing the dual-credit course work: one additional semester is allowed, not one year.

5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate

is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

ENG

Note: Courses in the left column, at graduate level, may be dual-counted with designated undergraduate courses in the right column, in the same row.

# English (Literature) Program Courses

MA in literature and Writing	
	D.A. III English
ENG 61000, Intro. To Res. & Ped. In Critical Reading	ENG 38001, Critical Theory and Reading
	ENG 36001, Applied Literary Criticism
ENG 66103, Ethnic Literature of the United States	ENG 39695, Special Topics in Ethnic Literature of the United States
ENG 66104, African American Literature	ENG 33010, African American Literature to 1900
	ENG 33012, Modern African-American Literature
ENG 66891, Seminar: Literature of the United States	ENG 33001, U.S. Literature to 1865
	ENG 33002, U.S. Literature from 1865 to 1945
	ENG 33003, U.S. Literature from 1945 to Present
ENG 67591, Seminar: Theory and Criticism	ENG 36001, Applied Literary Criticism
ENG 66595, Shakespeare	ENG 34055, Shakespeare
ENG 66791, Chaucer	ENG 34065, Chaucer
ENG 66791, Seminar: British and Irish Literature	ENG 34002, British Literature, 1500-1660
	ENG 34001, Medieval Literature
ENG 66002, British and Irish Literature from the Early Romantics Onward	ENG 34004, British Literature, 1800-1900
	ENG 34005, British and Irish Literature, 1900-Present
ENG 66895, Special Topics	ENG 39095, Special Topics in Literary Studies
	ENG 34095, Special Topics: Major Author Studies (if ENG 66895 offered as
	major author study.)

# Rhetoric & Composition (LRSP) Program Courses

ENG 37001: Classical Rhetoric	FNG 31006 Special Tonics in Linguistics	LING JIOJO, JPECIAL TOPICS III LIIIBUISIICS
ENG 65022, Rhetorical Theory: Greek & Roman	ENG 65053. Linguistics for Rhetoricians	

ENG

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date 10-Dec-19 Curriculum Bulletin Effective Date Fall 2020 Approved by EPC
Department	English
Department	
College	AS - Arts and Sciences
Degree	BA - Bachelor of Arts MA - Master of Arts
Program Name	ENG Program Banner Code ENG
Concentration(s)	Teaching English as Second Language Concentration(s) Banner Code(s) TESL
Proposal	Revise program
Description of prop	oosal:
This proposes a r	new RA-to-MA option in English TESL in which 9 credit hours are charad between

This proposes a new BA-to-MA option in English TESL in which 9 credit hours are shared between the undergraduate BA program and the graduate MA program. Students can apply for the program from the second semester of the sophomore year through the Fall semester of their senior year. When they graduate with a BA, they can enroll full-time as MA students.

Does proposed revision change program	n's total credit hours?	X Yes	No No
Current total credit hours: 156	Proposed total credit h	ours 147	

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 expected impact on other programs, policies, or procedures.

ritere is no expected impact on other programs, policies, or procedures.

Units consulted (other departments, programs or campuses affected by this proposal): There is no need to consult other programs, as this change is within the English department.

Mulet W. 7 may	10 10 2019
Department Chair / School Director	10 110,0011
	1 1 -
Campus Dean (for Regional Campuses proposals)	
many ann Haley	12113119
College Dead (or designee)	
Cynthie Milling	1 13,20
Dean of Graduate Studies (for graduate proposals)	
v O	//
Provost (or designee)	



Mike DeWine, Governor Randy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: [December 9, 2019]

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: B.A. in Teaching English as a Second Language (TESL)

Name of master's degree program: M.A. in Teaching English as a Second Language (TESL)

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

147 credit hours: 120 undergraduate hours, with 9 of those undergrad hours doublecounted as toward MA program; 27 graduate hours beyond the 9 that were doublecounted.

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Student will apply for Graduation Clearance via FlashLine and undergo GPS Degree Audit, to ensure satisfactory completion of required credits toward B.A. in TESL.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

The option will be described on the Kent State University English Department web site, under both "Undergraduate Programs" and "Graduate Programs," with a section and page heading labeled "Dual-Credit B.A. and M.A. in TESL"

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English Department undergraduate advisors will be notified that option is available and encouraged to discuss it with students having appropriate undergraduate GPAs during second semester of second undergraduate year (sophomore) and each subsequent academic term, through first term of fourth undergraduate year (senior).

Undergraduate advisors will notify students that full-time graduate credit hour course work is generally considered 8 credit hours per semester, which is approximately equivalent to 15 undergraduate credit hours. Therefore, a reasonable calculation is that the work required for 3 hours of graduate credit at 60000 level is roughly equivalent to 5-6 hours of undergraduate credit at 40000 level. However, to achieve full-time status while still an undergraduate, graduate hours are counted at the same rate as undergraduate. Students are advised to meet the minimum of 12 credit hours per semester if required for financial aid or other purposes but are cautioned against more than 15 combined (graduate and undergraduate) credit hours if 3 hours of graduate credit are scheduled in a single semester. Likewise, students are cautioned against more than 12 combined credit hours (graduate and undergraduate) if 6 hours of graduate credit are scheduled in a single semester.

Undergraduate advisors will notify students of financial advantage that 9 credit hours are double-counted should the student continue and complete the aligned graduate degree at Kent State and may transfer to another Ohio university that offers dualcredit degrees: pay once, double-count 9 hours.

Undergraduates must apply to and be accepted into the M.A. program in TESL in the semester BEFORE the student begins dual-credit course work. Only upon program acceptance is the student permitted to enroll at graduate level with dual-credit option. At present, an application to the M.A. program in TESL requires the following: 3 letters of recommendation, official transcripts, and a statement of purpose. (For purposes of this dual-credit program, an earned BA is not required at time of admission into graduate course.)

Graduate advisors will caution students that transfer of graduate credit to non-Ohio universities or Ohio universities that do not offer dual-credit degrees will be at the discretion of the graduate university and college or program to which student applies.

4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

A student may complete the undergraduate degree, 120 hours, while accruing 3, 6, or 9 double-counted hours. The student earns the undergraduate degree by the usual counting of credit hours, regardless of whether any credit hours are dual-counted toward a graduate degree.

If the student drops, withdraws from, or fails a graduate course, the qualifying credit hours for the undergraduate degree (i.e., those associated with that graduate course) will not be earned either. The student must still satisfy degree requirements for the B.A. in TESL.

FNG

If a student is permitted to take an incomplete for personal or other circumstances, undergraduate rules apply for completing the dual-credit course work: one additional semester is allowed, not one year.

5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

ENG

Combined Bachelor's/Master's Degree Program Request Program in Teaching English as a Second Language (TESL) Department of English, Kent State University

M.A. course	B.A. requirement to fulfill		
ENG 63040 LINGUISTICS FOR THE LANGUAGE PROFESSIONS (3 credit hours)	ENG 31003 LINGUISTICS (3 credit hours)		
ENG 63001 METHODOLOGY OF TESL (3 credit hours)	ENG 31007 PEDAGOGY FOR TEACHING ENGLISH AS A SECOND LANGUAGE (3 credit hours)		
ENG 63041 DESCRIPTIVE GRAMMAR OF ENGLISH (3 credit hours)	ENG 31008 GRAMMAR FOR TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE (3 credit hours)		

The three graduate courses (60000 level) listed above are all required courses for the M.A. in Teaching English as a Second Language, and the three undergraduate courses (30000 level) are all required courses in the B.A. in Teaching English as a Second Language. The graduate courses listed above correspond with the indicated undergraduate courses in terms of content focus.

-NG

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Dat	te	Curriculum Bulletin	
Effective Date	Fall 2020	Approved by EPC	

Department	Geology			
College	AS - Arts	and Sciences		
Degree	BS - Bach	nelor of Science	MS -	Master of Science
Program Name	Geology	Program Banner	Code	GEOL
Concentration(s)		Concentration(s)	Banne	er Code(s)
Proposal	Establish	program		

Description of proposal:

This is a proposal to establish a new BS to MS degree option in Geology. It involves sharing 9 credits between the undergraduate Geology major and the graduate Masters degree in Geology. Students can apply for the program up through the Fall semester of their senior year. After graduation with a BS degree, they will be able to enroll full time as a Masters student.

Does proposed revision change program's total credit hours?☑ Yes□ NoCurrent total credit hours:152Proposed total credit hours 143

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 programs, policies or procedures

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

Department Chair / School Director	s 12,4,2019
	//
Mary ann Heley	12/13/19
College Dean (or designee)	1,13,20
Dear of Graduate Studies (for graduate proposals)	//

GEOL



Mike DeWine, Governor Randy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: December 4, 2019

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: BS Geology

Name of master's degree program: MS Geology

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

143

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Undergraduate students are informed of the baccalaureate program expectations through the Graduation Planning System (GPS), College advisors and faculty advisors in Geology. Geology faculty advisors regularly meet with majors to work out a plan of study. Graduate level funding is contingent on completion of the baccalaureate degree.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Both undergraduate and graduate degrees in Geology are regularly promoted at college and university recruitment events and in CORE Geology lectures and lab sections. Geology

GEOL

advisors will promote this combined degree program to our undergraduate majors and in our Degree and Career Pathways course required of all geology students.

4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students who wish to leave the program without finishing the requisite graduate-level work will still earn their BS in Geology.

5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

GEOL

We would expect applicants for the combined degree program to have taken a minimum of 15 credits in Geology and to have an undergraduate GPA above 3.0

The GEOL courses that would be eligible for joint credit include the following:

4/53040	Principles of Geochemistry
4/53042	Environmental Geochemistry
4/52069	Hydrogeochemistry
4/52030	Remote Sensing
4/52066	Applied Physical Hydrogeology
4/52068	Contaminant Hydrology and Hydrogeology
4/52074	Environmental Core and Well Logging
4/52078	Engineering Geology
4/53043	Environmental Mineralogy
4/52065	Watershed Hydrology
4/54070	Sedimentology and Stratigraphy
4/54074	Natural Hazards
4/54074	Paleoceanography
4/51080	Tectonics and Orogeny
4/51092	Summer Field Camp
4/50380	Biogeochemistry (new F20)
4/54072	Marine Processes (new F20)

GEOL

# **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

		<b>Preparation Date</b>	5-Nov-19	Curriculum Bulletin
		Effective Date	Fall 2020	Approved by EPC
Department	Sociology			
College	AS - Arts and Scie	nces		
Degree Program Name MA- Crimine Concentration(s)	BA - Bachelor of A logy and Justice Program logy and Crim Concent	Ranner Code Banner Code Iration(s) Banner (	er of Arts CRJU CCJ Code(s)	
Proposal	Establish program	I		

Description of proposal:

Establish a combined BA-MA program for the undergraduate Criminology and Justice Studies BA and the graduate Criminology and Criminal Justice online MA, permitting the double-counting of 9 hours of existing coursework to be used to satisfy both degree programs.

Does proposed revision change program's total credit hours? Yes Current total credit hours: 144 Proposed total credit hours 144

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, policies, or procedures.

Units consulted (other departments, programs or campuses affected by this proposal): None

		<b>REQUIRED ENDORSEMENTS</b>
$\sum$	TEL	

11/6/19

Department Chair / School Director

Campus Dean (for Regional Campuses/proposals)

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)



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Provost (or designee)



#### Department of Higher Education

Mike DeWine, Governor Randy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: November 5, 2019

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: B.A. in Criminology and Justice Studies

Name of master's degree program: M.A. in Criminology and Criminal Justice (online)

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

144

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

The university has a degree audit/GPS (graduation planning system) in place, as well as academic advising, that keeps students regularly informed on their progress towards their Bachelor's degree. Students accepted into the Combined program will be informed that completing their Bachelor's (BA) degree is their primary concern while in the combined program. Within the Department of Sociology, which houses the CRJU-BA and CCJ-MA programs, the dedicated academic advisor regularly meets with our majors. In addition, the undergraduate coordinator in CRJU and graduate coordinator in CCJ will consult with the advisor to help the students in the combined program plan their schedule.

Soc Crim

# 3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

The Criminology & Justice Studies (BA) coordinator and academic advisor regularly share information with students (majors) via email, Blackboard, student organizations, and individual advising meetings. Department faculty will also be made aware of the Combined program and be asked to inform the graduate and undergraduate coordinators of any promising students. We will also run institutional reports on the majors and their GPAs to identify and reach out to strong students who qualify. We will develop a web page on the Department website as well as a handout to explain the program, including information on expectations, benefits, and challenges.

# 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

There is no penalty for failing to complete the MA portion of the combined program, but such students will need to meet the degree (course) requirements for the B.A. in Criminology & Justice Studies.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per Kent State policy, students in a combined bachelor's/master's degree program are classified as undergraduates until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the *student's* level, not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate when in the combined program.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

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Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

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In the Criminology & Justice Studies BA, all students complete a set of 40 hours of major requirements (25 core hours, as well as 15 hours from their chosen concentration, of which there are seven possible).

All of the courses below can be taken at the graduate level (and are courses offered in the MA program) and count towards the Bachelor's degree as well for the concentrations specified below, within the 9-hour limit. (Note: some courses are listed under more than one concentration.)

#### General Concentration

(Any CRIM pr	efix cours	e (below) accepted to fulfill 12 hours of concentration requirements)
CRIM 46705	56705	COMMUNITY CORRECTIONS
CRIM 46708	56708	TREATMENT METHODS
CRIM 46800	56800	INTELLIGENCE AND NATIONAL SECURITY
CRIM 46801	56801	HOMELAND SECURITY
CRIM 46802	56802	TERRORISM AND COUNTERTERRORISM
CRIM 46803	56803	INFORMATION AND CYBER SECURITY
CRIM 46904	56904	ISSUES IN POLICE WORK
CRIM 47002	57002	HUMAN SERVICE AGENCIES AND THE LAW
CRIM 47003	57003	RESTORATIVE JUSTICE AND VICTIM ASSISTANCE
CRIM 47004	57004	LEGAL PERSPECTIVES AND RIGHTS IN VICTIMIZATION

#### **Corrections Concentration**

Required:		
CRIM 46705	56705	COMMUNITY CORRECTIONS
CRIM 46708	56708	TREATMENT METHODS

#### Justice and Human Relations Concentration

Electives:		
CRIM 46708	56708	TREATMENT METHODS
CRIM 47002	57002	HUMAN SERVICE AGENCIES AND THE LAW

Victimology Concentration

Electives:

CRIM 47002 57002 HUMAN SERVICE AGENCIES AND THE LAW CRIM 47003 57003 RESTORATIVE JUSTICE AND VICTIM ASSISTANCE

Soc Crim

EPC Agenda | 27 January 2020 | Attachment 9 | Page 1

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	e 18-Dec-19	Curriculum Bulletin
Effective Date	Fall 2020	Approved by EPC

Department	Economics		
College	BU - Business Adn	ninistration	
Degree	BBA - Bachelor of Business Administration		
Program Name	Economics	Program Banner Code	
Concentration(s)	Concentration(s) Banner Code(s)		

Proposal

Description of proposal:

Combined degree bachelor's/master's request. Current undergraduate program is 120 hours and master's program is 30 hours; together they are 150.

Does proposed revision change program's total credit hours?□ Yes⊠ NoCurrent total credit hours:150Proposed total credit hours150

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): The Economics department, COBA Undergraduate Curriculum Committee and the COBA Graduate Council all voted to approve this combined program.

REQUIRED ENDORSEMENTS Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or/designee)

Dean of Graduate Studies (for graduate proposals)

12118114

Provost (or designee)

#### **Ohio** Department of Higher Education

Mike DeWine, Governor Rendy Gardner, Chancellor

## Combined Bachelor's/Master's Degree Program Request Form

Date of submission: September 19, 2019

1-10

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: B.B.A. in Economics/ B.A. in Economics

Name of master's degree program: M.A. in Economics

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

The undergraduate program requires 120 credit hours and the master's program requires 30 credit hours. The total credit hours is 150 in these two programs combined.

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

The students in the combined program will only begin taking graduate level econ courses when they have successfully finished core economics courses (such as Intermediate Microeconomics, Intermediate Macroeconomics and Econometrics) with good grades in the undergraduate program. Moreover, all graduate level courses at the 50000 level are cross-listed with the 40000 level version. The students registered for the 50000 level courses need to do extra work compared with those registered for the 40000 level, which means students who successfully pass the courses in the combined program not only can meet the expected baccalaureate program outcomes but also exceed them. Only truly outstanding students in the combined program may take one or two graduate level courses at the 60000 level if the 50000 level courses do not suit students' interests or they are not challenging enough for the students. Because the 60000 level version courses are advanced graduate courses designed with the assumption that students in the courses already master undergraduate economics core concepts, students taking them will exceed the expected baccalaureate program outcomes after they successfully pass the courses.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

The general information about the combined degree program is posted on the M.A. in Economics webpage. The Economics Department will promote it through the undergraduate coordinator and the economics student group. The M.A. coordinator will also email qualified students in the Economics Department about this opportunity. For those who are interested in the combined program, they will meet with the M.A. coordinator in person and talk about M.A. program requirements and challenges.

4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students enrolled in the combined program are not in a binding contract. That is to say, they can leave with a bachelor's degree any time before finishing the graduate-level work. The courses they take at the graduate level when they are in the combined program still count toward their bachelor's degree.

5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State University policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Please see the list of graduate courses and requirements on pages 4-5.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D.

#### EPC Agenda | 27 January 2020 | Attachment 9 | Page 4

Kent State University | Combined Bachelor's/Master's Degree Request | Page 4

#### List of Courses

- ECON 52050 DATA ACQUISITION, PREPARATION AND VISUALIZATION (Slashed with ECON 42050)
- ECON 52065 PROBLEMS OF MONETARY AND FISCAL POLICY (Slashed with ECON 42065)
- ECON 52066 ECONOMICS OF ENTREPRENEURSHIP (Slashed with ECON 42066)
- ECON 52068 INDUSTRIAL ORGANIZATION: FIRMS AND STRATEGY (Slashed with ECON 42068)
- ECON 52072 LABOR ECONOMICS: WORK AND PAY (Slashed with ECON 42072)
- ECON 52076 ECONOMIC DEVELOPMENT (Slashed with ECON 42076)
- ECON 52080 REGIONAL ECONOMICS (Cross-listed with ECON 42080)
- ECON 52081 URBAN ECONOMICS: CITIES AND HOUSING (Slashed with ECON 42081)
- ECON 52085 PUBLIC ECONOMICS: GOVERNMENT AND POLICY (Slashed with ECON 42085)
- ECON 52086 ECONOMICS OF HEALTH CARE (Cross-listed with ECON 42086)
- ECON 52187 INTERNATIONAL ECONOMICS EXPERIENCE (Slashed with ECON 42187)
- ECON 52291 VARIABLE CONTENT SEMINAR IN ECONOMICS (Cross-listed with ECON 42291)
- ECON 52295 SPECIAL TOPICS IN ECONOMICS (Cross-listed with ECON 42295)
- ECON 62050 MICROECONOMIC THEORY I
- ECON 62051 MACROECONOMIC THEORY I
- ECON 62054 ECONOMETRICS I
- ECON 62055 ECONOMETRICS II
- ECON 62056 TIME SERIES ANALYSIS
- ECON 62061 MONETARY THEORY AND POLICY
- ECON 62072 ECONOMICS OF LABOR MARKETS
- ECON 62075 INTERNATIONAL TRADE
- ECON 62076 INTERNATIONAL FINANCE
- ECON 62077 ECONOMIC PROBLEMS OF DEVELOPING AREAS
- ECON 62092 INTERNSHIP IN ECONOMICS
- ECON 62095 SPECIAL TOPICS IN ECONOMICS
- ECON 62096 INDEPENDENT STUDY
- ECON 62180 REGIONAL ECONOMICS
- ECON 64004 QUANTITATIVE METHODS IN BUSINESS ADMINISTRATION I

#### **Requirements**

The students in the combined program will only begin taking graduate level econ courses when they have successfully finished core econ courses (such as Intermediate Microeconomics, Intermediate Macroeconomics and Econometrics) with good grades in the undergraduate program. Moreover, all graduate level courses at the 50000 level are cross-listed with the 40000 level version. The students registered for the 50000 level courses need to do extra work compared with those registered for the 40000 level, which means students who successfully pass the courses in the combined program not only can meet the expected baccalaureate program outcomes but also exceed them. Only truly outstanding students in the combined program may take one or two graduate level courses at the 60000 level if the 50000 level courses do not suit students' interests or they are not challenging enough for the students. Because the 60000 level version courses are advanced graduate courses designed with the assumption that students in the courses already master undergraduate economics core concepts, students taking them will exceed the expected baccalaureate program outcomes after they successfully pass the courses.

EPC Agenda | 27 January 2020 | Attachment 10 | Page 1

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	18-Dec-19	Curriculum Bulletin
Effective Date	Fall 2020	Approved by EPC

Department	Management and Information Systems		
College	BU - Business Administration		
Degree	BBA - Bachelor of Business Administration		
Program Name	Combined BBA/MBA	Program Banner Code	
Concentration(s)	Concentration(s) Banner Code(s)		
Proposal	Revise program		

Description of proposal:

Combined degree bachelor's/master's request. Current undergraduate business programs have 120 hours and the Master's of Business Administration program is 37 hours; together they are 157.

Does proposed revision change program's total credit hours?□ Yes⊠ NoCurrent total credit hours:157Proposed total credit hours157

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): The MBA Subcommittee and the COBA Graduate Council have approved this combined program.

REQUIRED ENDORSEMENTS	DRX
Department Chair / School Director	Q1815

121/81

1 1

Provost (or designee)

College Dean (or designee

Campus Dean (for Regional Campuses proposals)

Dean of Graduate Studies (for graduate proposals)



#### Department of Higher Education

Mike DeWine, Governor Rendy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 12/18/2019

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: BBA in Business Administration

Name of master's degree program: MBA in Business Administration

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

The BBA requires 120 credit hours and the MBA program requires 37 credit hours.

The total credit hours are 157 for the two programs combined.

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

The students will only begin taking graduate classes when they have successfully completed the core requirements for the BBA. Students will take 2-credit 60000 level courses that will be used as business electives in the undergraduate program.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

The students will be informed by several means: discussions during undergraduate advising, and graduate office outreach by email to eligible candidates.

Kent State University | Combined Bachelor's/Master's Degree Request | Page 2

4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students can stop taking courses after the BBA is completed but have six years to complete the MBA. Those who stop out will be contacted by the Graduate Programs Office to advise them to submit a Leave of Absence form for one year if they plan to continue after taking a break for work or personal reasons.

5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

	FULL-TIME MBA PROGRAM REQUIRE	MENTS			
	FOR:				
	ID #:	3,5	e <sup>a</sup> n ben		
I.	Background Information				
	a. Student's prior college/university experience(s): Undergraduate degree & major: Graduate degree & field:	Colleg	e/University e/University	<u></u>	
	b. If a business undergraduate major, is program AACSB-accredited?	Yes 🔿	No ()		
	c. Webinar areas: Accounting Statistics/Probability Statistics/Probability Statistics/Probability	e 🖌			
II.	Required Courses				
		Hours	Waived	Grade	Term
	Accounting:				
	ACCT 63037 Financial Accounting for Decision Making	2			
	ACCT 63038 Managerial Accounting for Decision Making	_2	3		
	Computer Systems:				
	MIS 64042 Global Technology Strategy				1
	Economics:				
	ECON 62021 Global Conditions and Macroeconomics Policy	2			
	ECON 62022 Managerial Economics	2			
	Finance:	148	114.2	orgin al	·
	FIN 66060 Managerial Finance	2			
	Human Resources Management:		n dhiji n	ad her j	of the
	MIS 64271 Human Resources Management	2			
	Leadership:	<i>i</i> .	and the second	and the second	
	MIS 64158 Leadership and Managerial Assessment	2			
	Marketing:		21-16104 7	AL 1 1	9
	MKTG 65051 Marketing Management	2			
	Operations:				- 11
	MIS 64041 Operations, Services, and Supply Chain Management	2			
	Statistics:				
	MIS 64005 Analytics for Decision Making	2			
	Law:			<u> </u>	
	FIN 66050 Law and Ethics	2			
		0.4		8	

Subtotal, Required Classes 24

- 1 -

Revised 3/24/16

#### III. <u>Capstone Course</u>

		Hours	Term Taken	Grade
	MIS 64185 Business Strategy	3	<u> </u>	20
IV.	Professional Development	Hours	Term Taken	Grade
	BAD 68051 Professional Development	1.22 M 1.22 M	under in state	

#### V. <u>Electives</u>

Students may pursue an optional concentration. A concentration will consist of a <u>minimum of 9</u> credit hours in a particular area.

Course #	Course Title		Hours	Term Grade Taken
		att - 80 -	3	ling aga tanzas — 💡 t. K
			3	2
40 mil 10	1987 CT 481		3	di a casterio di Strano.
	20 	 	Ξ.	
		galit <u>an s</u> itan	C. D.S. State II.	Station Mild 1 12

#### FULL-TIME MBA PROGRAM SUMMARY

Tot Wit	al Program: h Waivers:	37 Credit Hours 30 Credit Hour min	imum	and the second
	Required Cou	urses (24 hours)	24	Course waivers are permitted
	Capstone Co	urse (3 hours)	3	
	Professional	Development (1 hour)	1	
2	Other Electiv	es	9	9 credit hours must be in one area for a concentration
	TOTAL MB	A PROGRAM	37	nori "el della sull'ormitation dell' "della della special" della della della della della della della della della Specializza della della Statuta della d
				$(x^{*}, y_{0}) = x^{*} [Y_{1}x_{1}, Y_{1}x_{2}, y_{1}]^{*} (x^{*}, y^{*}) = 0$

Signature: GPO Advisor:

Date:

Student: \_

Banner:

- 2 -

Revised 3/24/16

#### TILLETT, THERESE

From:	DECHENAUX, EMMANUEL
Sent:	Tuesday, January 21, 2020 12:44 PM
То:	TILLETT, THERESE
Cc:	Dubois, Cathy
Subject:	FW: combined BBA/MBA - double-counting credits

Hi Therese,

I write on behalf of Cathy Dubois. Please see Louise Ditchey's email below. It should be 9 hours, not 6 hours.

Thank you, Emmanuel

Emmanuel Dechenaux Interim Associate Dean College of Business Administration Kent State University Kent, OH 44242 Phone: 330-672-1106 Website: <u>http://www.personal.kent.edu/~edechena/</u>

From: DITCHEY, LOUISE <lditchey@kent.edu>
Sent: Tuesday, January 21, 2020 12:31 PM
To: DECHENAUX, EMMANUEL <edechena@kent.edu>
Cc: Dubois, Cathy <cdubois@kent.edu>
Subject: RE: combined BBA/MBA - double-counting credits

Emmanuel, I may have had a typo on the application. It should be 9 hours. Louise

From: DECHENAUX, EMMANUEL <<u>edechena@kent.edu</u>>
Sent: Tuesday, January 21, 2020 9:12 AM
To: DITCHEY, LOUISE <<u>lditchey@kent.edu</u>>
Cc: Dubois, Cathy <<u>cdubois@kent.edu</u>>
Subject: FW: combined BBA/MBA - double-counting credits

Hi Louise:

Please see below. Let me know what to tell Therese.

Thank you,

Emmanuel

From: Offodile, Felix <<u>foffodil@kent.edu</u>>
Sent: Tuesday, January 21, 2020 9:09 AM
To: DECHENAUX, EMMANUEL <<u>edechena@kent.edu</u>>
Subject: FW: combined BBA/MBA - double-counting credits

fYe.

From: TILLETT, THERESE <<u>ttillet1@kent.edu</u>>
Sent: Friday, January 17, 2020 5:02 PM
To: Offodile, Felix <<u>foffodil@kent.edu</u>>
Cc: Dubois, Cathy <<u>cdubois@kent.edu</u>>
Subject: combined BBA/MBA - double-counting credits

Hello, Felix,

I received the proposal to seek state approval for a combined B.B.A./M.B.A. degree that double counts 6 graduate credit hours toward both degrees.

Since we are allowed to double count a maximum 9 credit hours, I just wanted to confirm that you want to want to double count a maximum 6 credit hours, correct?

Thanks! Therese

#### **Therese E. Tillett**

Associate Vice President for Curriculum Planning and Administration Office of the Provost **KENT STATE UNIVERSITY** 208 Schwartz Center | 800 East Summit Street | Kent, Ohio 44242 1: 320 672 858 | 5: 330 672 2645 | tillet1@kent.edu | www.kent.edu

T: 330-672-8558 | F: 330-672-2645 | ttillet1@kent.edu | www.kent.edu

Curriculum Services: www.kent.edu/provost/curriculum

# Aerospace Engineering Master of Science Degree Doctor of Philosophy Degree

# FULL PROPOSAL

Submitted to:Chancellor's Council on Graduate Studies<br/>Ohio Department of Higher EducationSubmit date:to comeSubmitted by:College of Aeronautics and Engineering<br/>Kent State University



# Table of Contents

Basic Characteristics of the Proposed Program	3
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Appendix E: Faculty CV	

# Basic Characteristics of the Proposed Program

#### 1. Brief description of the disciplinary purpose and significance of the proposed degree.

The core principles of aerospace engineering are fundamental to many technological growth industries in Ohio and nationwide. The nation's ability to continue to create advanced engineering aerospace systems for defense, space exploration and aeronautics will rely on a highly knowledgeable workforce with advanced training and research capability in disciplines like aerospace engineering.

A 2019 PricewaterhouseCoopers report<sup>1</sup> ranks Ohio eighth in the country in aerospace manufacturing attractiveness. Further, Ohio is ranked first in supplying innovative aerospace components and systems to the aerospace industry.

Workforce training at the graduate level is critical to maintain this competitive position within the aerospace industry and support the needs in defense, aerospace and aerospace manufacturing and research. The purpose of the proposed M.S. and Ph.D. degrees in Aerospace Engineering is to provide advanced theoretical training and practical research experience for students in this broad-based, high-demand field of study. These programs build upon the undergraduate engineering degree programs offered by Kent State's College of Aeronautics and Engineering. Faculty in the college have research expertise in spacecraft guidance navigation and controls, vertical lift aircraft, aerospace human factors and autonomous aerospace systems

#### 2. Definition of the focus of the program.

The focus of the proposed M.S. and Ph.D. degrees in Aerospace is to provide an advanced theoretical and/or research-oriented curriculum with significant depth in aerospace-specific disciplines, beyond the general fundamentals of the engineering bachelor's degree.

The degree programs have been developed in accordance with criteria set forth in the accreditation requirements of the Accreditation Board of Engineering and Technology (ABET). The college will seek ABET accreditation of its graduate programs at first availability.

According to ABET criteria, aerospace engineering must prepare graduates in either the areas of aeronautical engineering or astronautical engineering, with coverage of some topics in the area not emphasized. Aeronautical engineering topics include aerodynamics, aerospace materials, structures, propulsion, flight mechanics, stability and control. Astronautical engineering topics include orbital mechanics, space environment, attitude determination, control, telecommunications, space structures and rocket propulsion. In addition to these areas, the integration of these topics through system design and optimization is also relevant.<sup>2</sup>

<sup>&</sup>lt;sup>1</sup> PricewaterhouseCoopers (May 2019). Aerospace and defense: 2018 year in review and 2019 forecast. Retrieved from <u>www.pwc.com/us/en/industrial-products/publications/assets/pwc-aerospace-defense-</u>2018-review-2019-forecast.pdf.

<sup>&</sup>lt;sup>2</sup> ABET (25 June 2019). Criteria for Accrediting Engineering Programs, 2018-2019. Retrieved from <u>www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2018-2019</u>.

#### 3. Rationale for the degree name.

Both the M.S. and Ph.D. degrees are appropriate for Kent State's proposed program, rather than a professional degree title, since master's degree students have the option to pursue original research through the culminating requirement, either a project or a thesis; while Ph.D. candidates will undertake a research dissertation. The degree programs will complement Kent State's existing Bachelor of Science degree in Aerospace Engineering.

#### 4. Duration of the program.

#### a. Total credit hours for completion of the program:

The M.S. degree program will be 31 semester credit hours. The Ph.D. degree program will be 60 credit hours for post-master's students and 90 credit hours for post-baccalaureate students.

#### b. Normal or typical length of time for students to complete the program:

The expected length of time for full-time students to complete the M.S. degree is two years. The expected length of time to complete the Ph.D. degree is six years for full-time post-baccalaureate students and four years for post-master's students.

#### 5. Proposed initial date for implementation of the program.

The proposed implementation is fall 2020.

#### 6. Admission requirements and admission timing.

Applications to both degrees will be accepted for fall, spring and summer terms. Admission requirements include minimum 3.000 GPA and three letters of recommendation. See Appendix A for full admission requirements in the catalog pages.

#### 7. Primary target audience for the program.

The college seeks to recruit a mix of prospective students typical of any other graduate engineering institution. These include (1) current undergraduate students at Kent State University; (2) students from regional, state and national institutions; (3) engineers in industry or government laboratories seeking an advanced degree; (4) international students; and (5) active-duty military officers receiving an advanced civil schooling assignment.

#### 8. Special efforts to enroll and retain underrepresented groups.

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

The College of Aeronautics and Engineering is committed to a robust recruitment and retention plan for traditionally underrepresented student populations. The responsibility to support these efforts is assigned to the college's graduate coordinator, marketing director and assistant dean for external affairs (a new position). In addition, the college relies upon existing affiliations with current undergraduate student groups, including Women in Aviation International, National Gay Pilots Association and Organization of Black Aerospace Professionals.

As student enrollment in the college's engineering programs increases, the college anticipates establishing student chapters of the Society of Hispanic Professional Engineers and the National Society of Black Engineers.

b. Provide as background a general assessment of the following: (1) institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline; and (2) comparison with nationally reported values from National Center for Educational Statistics, Council of Graduate Schools or other authoritative sources. Supply data by demographic group where available.

The tables below provide data on underrepresented minority (URM) students.

	Fall Semester				
	2014	2015	2016	2017	2018
Native American/Alaskan	1	0	1	2	1
Black/African American	54	52	50	56	51
Hispanic	26	25	25	32	36
Multi-Racial	15	22	20	24	24
Women	130	117	144	122	111
Total College Enrollment	1,042	1,076	1,176	968	873
URM Total (excluding women)	96	99	96	114	112
URM Percentage	10%	10%	9%	13%	15%
URM Total (including women)	226	216	240	236	223
URM Percentage	22%	20%	20%	24%	26%

Table 1: All students in the College of Aeronautics and Engineering.

Table 2: Graduate students in the College of Aeronautics and Engineering.

	Fall Semester				
	2014	2015	2016	2017	2018
Native American/Alaskan	0	0	0	0	0
Black/African American	3	2	1	0	0
Hispanic	3	1	0	2	2
Multi-Racial	0	0	0	0	0
Women	20	21	42	30	8
Total Graduate Enrollment	62	68	178	108	48
URM Total (excluding women)	6	3	1	2	2
URM Percentage	10%	4%	0%	2%	4%
URM Total (including women)	26	24	43	32	10
URM Percentage	42%	35%	24%	30%	21%

Table 3 provides a comparison of the college with national statistics reported by the National Science Foundation.<sup>3</sup> These statistics may indicate that the College of Aeronautics and Engineering lags behind the national averages in many respects.

<sup>&</sup>lt;sup>3</sup> National Center for Science and Engineering Statistics (8 March 2019). Women, minorities, and persons with disabilities in science and engineering. National Science Foundation. Retrieved from <u>https://ncses.nsf.gov/pubs/nsf19304</u>.

However, Kent State's college is not a conventional engineering college. It contains engineering, engineering technology and aeronautical sciences, all within the same unit. The national data in table 3 reports 2016 enrollment data for the aerospace engineering discipline only, while the college reports the average data from years 2014-2018 as presented in tables 1 and 2.

	Total Enrollment			Graduate Enrollment			
	College	National	Difference	College	National	Difference	
Native American/Alaskan	0%	0%	0	0%	0%	0	
Black/African American	5%	5%	0	1%	2%	(-1%)	
Hispanic	3%	13%	(-10%)	2%	6%	(-4%)	
Multi-Racial	2%	3%	(-1%)	0%	1%	(-1%)	
Women	12%	21%	(-9%)	26%	15%	(+11%)	
URM Total	22%	43%	(-21%)	29%	23%	(+6%)	

Table 3: College comparison with national data.

Not included is data relating to veterans, people with disabilities or members of the LGBTQ+ communities. Nevertheless, it is clear from the data that the college must continue to focus on diversity and inclusion.

## Institutional Planning for Program Change

#### 1. What are the physical facilities, equipment and staff needed to support the program?

Current facilities, equipment and staff are in place for the existing bachelor's degree in aerospace engineering and will be sufficient for implementation of the proposed master's and doctoral degrees.

In 2015, the college moved into a new 55,000-square-foot, building on the Kent Campus and has more than doubled the number of lab spaces since then. The College of Aeronautics and Engineering is the primary operator at the Kent State University airport at which construction recently finished on a \$7 million, on-site academic center funded in part by Federal Express. The new airport facility includes classrooms, flight debriefing rooms, four new flight simulators and a faculty research laboratory. The college already has a planned expansion to increase its capabilities, which is one of the university's top-five infrastructure priorities.

#### 2. What is the evidence that a market for the new program exists?

#### a. How has estimated program demand been factored into realistic enrollment projections?

Projected enrollment in the M.S. and Ph.D. degree programs is conservative, assuming an initial enrollment of seven students, total, in the first year of implementation, growing to 30 total students in the fourth year. Growth in the first three years is limited by establishment, development, and expansion of new and existing research facilities as recently hired tenure-track faculty determine their research agendas.
# b. How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

The new programs will have a substantial impact on the net income of the College of Aeronautics and Engineering through (1) the generation of research dollars to support equipment and graduate research assistants, and (2) the generation of tuition to support master's degree students pursuing the non-thesis degree. See the Appendix B for the fiscal impact statement.

c. Provide evidence of need for the new degree program, including the opportunities for employment of graduates. Examples of potential metrics of program need include:
 (1) Student interest and demand: potential enrollment; ability to sustain the critical mass of students; (2) institutional need: plan for overall development of graduate programs at the university; and (3) societal demand: intellectual development; advancement of the discipline; employment opportunities to meet regional, national needs and/or international needs.

Under the guidance of Dean Christina Bloebaum—who held an endowed professorship of aerospace engineering at Iowa State University and previously directed engineering and systems design programs for the National Science Foundation before joining Kent State in 2018—the College of Aeronautics and Engineering is expanding its research endeavors and prioritizing fundraising to expand the college's faculty, facilities and programming.

Kent State University's College of Aeronautics and Engineering offers bachelor's and master's degrees within three areas of study: aeronautics, engineering and engineering technology. The college's programs are accredited by the Aviation Accreditation Board International, the Accreditation Board for Engineering and Technology and the Association of Technology, Management and Applied Engineering. Enrollment in the college is approximately 1,000 students.

In the past three years, the college has established seven new bachelor's and master's degrees in engineering and engineering technology, including a B.S. degree in Aerospace Engineering in 2016 and an M.S. degree in Aviation and Logistics Management in 2019. In fall 2019, 63 students were enrolled in the B.S. degree in Aerospace Engineering.

The aerospace and defense industry is a significant force in the American economy. For 2018, the Aerospace Industries Association reported that the industry—which consists of establishments that manufacture, supply and service civil and military aircraft, rotorcraft, space systems, military vehicles and land systems, naval ships, missiles and weapons— contributed more than \$374 billion to the U.S. gross domestic product, accounted for nine percent of total U.S. export, was responsible for more than 2.5 million jobs (20 percent of U.S. manufacturing jobs are in the aerospace and defense industry) and paid nearly \$237 billion in wages and benefits.<sup>4</sup>

<sup>&</sup>lt;sup>4</sup> Aerospace Industries Association (June 2019). 2019 state of the American aerospace and defense industry. Retrieved from <u>http://aia-aerospace.org/wp-content/uploads/2019/06/AIA-2019-Facts-and-Figures.pdf</u>.

Figure 1: 2018 aerospace and defense industry statistics from the Aerospace Industries Association. *The number in parentheses illustrate the percentage increase over the previous year's statistics.* 

\$929 B (+7%) Tot al Economic Out put	\$151 B (+5.8%)	# 1 U.S. Industry with a Trade Surplus (\$90 Bupfrom \$86 Bin 2018)
2.5 M (+ 1.0%) Total Industry .bbs (includes direct, services, & supply chain)	\$237 B (+7.7%)	# 4 Ohio's Rank in Aerospace Engineering.bbs (Bureau of Labor Statistics)
882 K (+ 1.0%)	\$92,740 (+1.36%) Average Salary 87% above the National Average	Chio's Rank in Aerospace & Defense Exports (2017 data)
20% of America's Manufacturing Workforce	6% Projected job growth (2016-2026) (Bureau of Labor Statistics)	Aerospace Industries Association (AIA) 2019 State of the American Aerospace & Defense Industry http://aia-aerospace.org/w.p- content/uploads/2019/06/AIA-2019-Facts-and- Figures.pdf

The college has received support for this program from industries such as Lockheed Martin Corporation and Meggit Aircraft Braking Systems, see Appendix C for support letters.

The Industry Advisory Board of the College of Aeronautics and Engineering has endorsed the proposed degree program. Members of the Board are listed in table 4.

Name	Employer				
Chris Baur, President and CEO	Hughes Aerospace Corporation				
Robert Bianco, Manager of Materials R&D	UTC Aerospace Systems				
Mark Cironi, President and CEO	Green Energy Technologies				
Christine Dodd, Director of Public Affairs	IceMiller LLP				
David DuBois, Principal	The Social Design Group				
Rachel Heidenreich, VP of Quality and Continuous	Rockwell Automation				
Improvement					
David Mayewski, Regional Industry Manager	Rockwell Automation				
Frank Natoli, Executive VP and Chief Innovation Officer	Diebold				
Roger Quinn, Director of Training	UPS Airlines				
Anthony Rohloff, Captain	Delta Airlines				
Daniel Sarachene, Colonel	Air Force Reserves				
Robert Shaw, Director of Technology and	NASA Glenn Research Center				
Commercialization Office (Retired)					
Sharon Van Zeeland, Director of Corporate	Rockwell Automation				
Development Operations					

Table 4. College of Aeronautics and Engineering Industry Advisory Board

### Statewide Alternatives

1. What programs are available at other institutions, and how do they differ from the program being proposed?

Three universities in Ohio offer similar programs at the graduate level:

University	Graduate Degree Program
Case Western	M.S., Ph.D., Aerospace Engineering
<b>Reserve University</b>	
Ohio State	M.S., Ph.D., Aeronautical and Astronautical Engineering
University	
University of	M.Eng., M.S., Aerospace Engineering
Cincinnati	Ph.D., Aerospace Engineering and Engineering Mechanics

If approved, Kent State's program will be the only aerospace engineering graduate program offered by a public university in the northern third or eastern third of Ohio.

### 2. Explain the appropriateness of the specific locale for the program.

Aviation education at Kent State traces its lineage to the manual training programs in the earliest days of the university, graduating many licensed pilots during World War II and, soon after, establishing degree programs in aeronautics and aerospace technology. The university operates its own airport with a fleet of 33 aircraft.

Kent State's Kent Campus is an appropriate locale for the proposed program due to its proximity to the NASA Glenn Research Center and Ohio Aerospace Institute, both located in Cleveland. As figure 2 on the next page illustrates, the Cleveland-Akron Greater Metropolitan Area is the second largest concentration of aerospace markets and industry, second only to the Cincinnati-Dayton Greater Metropolitan Area. Each dot in the figure represents a company or firm that supports the aerospace industry. The colors represent the type of industry (e.g., propulsion, braking, materials, sensors, unmanned aircraft).

No other region of Ohio, not even Columbus, contains such a density of aerospace industry as these two areas.<sup>5</sup>

<sup>&</sup>lt;sup>5</sup> JobsOhio (2019). Ohio's aerospace and aviation industry map. Retrieved from www.jobsohio.com/industries/aerospace-aviation.

Figure 2: Ohio's aerospace markets and supply chain.



#### 3. Are there opportunities for inter-institutional collaboration to offer the program?

The College of Aeronautics and Engineering has begun collaborating with other institutions on varying initiatives, whether they be industry, nonprofit, academia or governmental research. Several of the college's faculty members have collaborated with either the NASA Glenn Research Center or the Army Research Laboratory. The college has begun a partnership with the Ohio Aerospace Institute to promote the aerospace industry in Northeast Ohio. Several college researchers have partnered with Case Western Reserve University, Cleveland State University, Ohio State University and Youngstown State University for collaborative research, securing grant funding through the Ohio Federal Research Network totaling \$3.7 million.

### Growth of the Program

#### 1. What future growth do you anticipate over several years?

The college anticipates program growth occurring together with research funding growth from the college's research-active faculty. As the program receives more exposure, the college expects that non-thesis students in the M.S. degree will be the growth market.

#### 2. How do you plan to manage this growth?

In the past year, the College of Aeronautics and Engineering has added five new tenuretrack, research-active faculty. They have provided the college with the capacity for growing research, student enrollment and specific course offerings for the M.S. and Ph.D. degrees. In 2015, the College of Aeronautics and Engineering moved into a new, 55,000-square-foot building on the Kent Campus and has more than doubled the number of lab spaces since then. In addition, there is a planned wing annex to add an additional 17,000 square feet of faculty, classroom and research space in the building. The university is in the process of fundraising with a projected groundbreaking in 2020. With the addition of this space, the college will have the resources to support the proposed degree program and other programming initiatives.

The college is also the primary operator at the Kent State University airport at which construction recently finished on a \$7 million, on-site academic center funded in part by Federal Express. The new airport facility includes classrooms, flight debriefing rooms, four new flight simulators and a faculty research laboratory.

#### 3. When do you expect the program to be self-sufficient?

The program is expected to be self-sufficient in two years with tuition income from M.S. students and grants as a thrust from the college in applying for more research funding. See Appendix B for the program's fiscal impact statement.

### **Curriculum and Instructional Design**

# 1. Description of the proposed curriculum, including any concentrations, cognates or specializations within the major

The proposed M.S. degree in Aerospace Engineering is 31 credit hours, comprising the following components listed in table 5. See table 6 for the full curriculum.

Table 5: Components of the M.S. degree.

	Credit Hours
Seminar requirement	1
Mathematics requirement	3
Engineering-focus electives	9
Engineering electives	9
Research requirement	3
Thesis or non-thesis option	6
	31

Table 6: Curriculum for the proposed M.S. degree in Aerospace Engineering.

Seminar Requirer	nent (1 credit hour)
AERN 61091	Aerospace Seminar
Mathematics Req	uirement (3 credit hours)
Students select fro	m the following:
MATH 50015	Applied Statistics
MATH 52011	Mathematical Optimization
MATH 52031	Mathematical Models and Dynamical Systems
MATH 52045	Partial Differential Equations
MATH 52201	Numerical Computing I
MATH 52202	Numerical Computing II

### Engineering-Focus Electives (9 credit hours)

Students select or	ne course from three focus areas:
Astronautics	
ENGR 58001	Orbital Mechanics NEW
ENGR 58002	Spacecraft Attitude Dynamics, Determination and Control NEW
ENGR 58004	Optimal Control Theory NEW
Dynamics and	Control
ENGR 58005	Linear System Analysis and Control NEW
ENGR 58006	Nonlinear Systems and Control NEW
ENGR 58007	Digital Control Systems NEW
ENGR 58200	Autonomous Unmanned Aerial Systems NEW
Structure and N	Materials Statement of S
AERN 55901	Finite Element Method and Applications NEW
ENGR 52111	Strength of Materials for Engineers NEW
ENGR 52363	Materials Selection in Design and Applications NFW
Systems and D	esian
AFRN 55700	Aircraft Design
ΔERN 65270	Human Factors in Systems Design
ENGR 58003	Spacecraft Design NEW
ENGR 58100	Intelligent Sensing and Planning of Linmanned Aerial Systems NEW
Additional cour	rices as approved by advisor
Engineering Elec	tives (9 credit bours)
Students select fro	tives (5 credit flours)
	Aircraft Design
	All Craft Design
	Applied Lumon Factors Engineering
	Applied Human Factors Engineering
	Human Factors in Systems Design
	Human Information Processing
EINGR 52111	Strength of Materials for Engineers NEW
ENGR 52363	
ENGR 58001	Orbital Mechanics NEW
ENGR 58002	Spacecraft Attitude Dynamics NEW
ENGR 58003	Spacecraft Design NEW
ENGR 58004	Optimal Control Theory NEW
ENGR 58005	Linear System Analysis and Control NEW
ENGR 58006	Nonlinear Systems and Control NEW
ENGR 58007	Digital Control Systems NEW
ENGR 58100	Intelligent Sensing and Planning of Unmanned Aerial Systems NEW
ENGR 58200	Autonomous Unmanned Aerial Systems NEW
TECH 57200	Systems Engineering
Additional cour	rses as approved by advisor
Research Require	ement (3 credit hours)
ENGR 65098	Research NEW
Thesis or Non-Th	nesis Option (6 credit hours)
Thesis Option	
ENGR 65199	Thesis I NEW
Non-Thesis Optic	on
Courses from N	Major Electives
Minimum Total (	Credit Hours: 31

The proposed Ph.D. degree in Aerospace Engineering is 60-90 credit hours, comprising the following components listed in table 7. See table 8 for the full curriculum.

Table 7: Components of the Ph.D. degree.

Post-Baccalaureate Track		Post-Master's Track					
Credit Hours		Credit Ho					
Seminars	3	Seminars	3				
Engineering-focus electives	18	Engineering-focus electives	18				
Program electives	30	Research requirement	9				
Research requirement	9	Dissertation	30				
Dissertation	30	-	60				
	90						

The dissertation for the Ph.D. degree is specialized research, leading to a definitive contribution to the candidate's research focus-area. This contribution should be of sufficient importance to warrant publication in a recognized journal. The candidate must successfully propose and defend their research dissertation in a public setting.

Table 8: Curriculum	n for the proposed Ph.D. degree in Aerospace Engineering
Seminar Require	ment (3 credit hours)
ENGR 81091	Aerospace Seminar (taken three times)
Engineering-Focu	us Electives (18 credit hours)
Astronautics	
ENGR 78001	Orbital Mechanics NEW
ENGR 78002	Spacecraft Attitude Dynamics, Determination and Control NEW
ENGR 78004	Optimal Control Theory NEW
Dynamics and	Control
ENGR 78005	Linear System Analysis and Control NEW
ENGR 78006	Nonlinear Systems and Control NEW
ENGR 78007	Digital Control Systems NEW
ENGR 78200	Autonomous Unmanned Aerial Systems NEW
Structure and N	1aterials
AERN 75901	Finite Element Method and Applications NEW
ENGR 72111	Strength of Materials for Engineering NEW
ENGR 72363	Materials Selection in Design and Applications NEW
Systems and De	esign
ENGR 78003	Spacecraft Design NEW
ENGR 78100	Intelligent Sensing and Planning of Unmanned Aerial Systems NEW
Additional cour	rses as approved by advisor
<b>Program Elective</b>	s (0-30 credit hours) *
Advisor-approved	courses in or outside College of Aeronautics and Engineering
<b>Research Require</b>	ement (9 credit hours)
ENGR 85098	Research NEW
Dissertation (30 d	credit hours)
ENGR 85199	Dissertation I NEW
Minimum Total C	Credit Hours for Post-Baccalaureate Students: 90
Minimum Total C	Credit Hours for Post-Master's Students: 60

\* Post-baccalaureate students may apply toward the 30 credit hours, a maximum 15 credit hours of coursework outside the College of Aeronautics and Engineering and 9 credit hours of research (maximum 18 credit hours total of research toward the degree).

Catalog pages are in Appendix A. Course descriptions are in Appendix D.

### Institutional Staffing, Faculty and Student Support

1. How many and what types of faculty (full and part time) will be employed in the program? Describe how number and type of faculty is sufficient to support the program (especially if the program contains a research or heavily mentored activity).

Over the past six years, the College of Aeronautics and Engineering has increased its engineering capabilities by increasing the number of faculty with engineering or closely-related backgrounds—from three full-time faculty members in 2013 to 14 full-time faculty members in 2019. Faculty for the proposed M.S. and Ph.D. degrees in Aerospace Engineering are listed below. Faculty CV are in Appendix E. See updated chart at end of document

Faculty Member	Terminal Degree	Courses Taught and/or Proposed
Ali Abdul-Aziz	Ph.D., Cleveland	AERN 55901/75901 Finite Element Method and
Associate Professor	State University,	Applications
Tenured	1985	
Michael Fisch	Ph.D., Harvard	ENGR 52111/72111 Materials Selection in Design
Associate Professor	University, 1982	and Applications
Tenured		ENGR 52363/72363 Strength of Materials for
		Engineering
Rui Liu	Ph.D., Colorado	ENGR 58100/78100 Intelligent Sensing and
Assistant Professor	School of Mines,	Planning of Unmanned Aerial Systems
Tenure Track	2018	ENGR 58200/78200 Autonomous Unmanned Aerial
		Systems
Ye Lu	Ph.D., Purdue	ENGR 58001/78001 Orbital Mechanics
Assistant Professor	University, 2019	ENGR 58002/78002 Spacecraft Attitude Dynamics,
Tenure Track		Determination and Control
		ENGR 58003/78003 Spacecraft Design
Hossein Mirinejad	Ph.D., University	ENGR 58006/78006 Nonlinear Systems and Control
Assistant Professor	of Louisville, 2016	ENGR 58007/78007 Digital Control Systems
Tenure Track		ENGR 58004/78004 Optimal Control Theory
Maureen McFarland	Ph.D., Kent State	AERN 61091 Aerospace Seminar
Associate Dean and	University, 2017	ENGR 81091 Aerospace Seminar
Assistant Professor		TECH 57200 Systems Engineering
Non-Tenure Track (PT)		
Chang-Geun Oh	Ph.D., Wright	AERN 65250 Applied Human Factors Engineering
Assistant Professor	State University,	AERN 65280 Human Information Processing
Tenure Track	2015	AERN 65270 Human Factors in Systems Design
Tao Shen	Ph.D., University	ENGR 58005/78005 Linear System Analysis and
Assistant Professor	of Nebraska-	Control
Tenure Track	Lincoln, 2016	
David (Blake) Stringer	Ph.D., University	AERN 55700 Aircraft Design
Associate Professor	of Virginia, 2008	
Tenured		

### 2. How many, if any, new faculty will be hired for the program?

The college has planned for one search for a tenure-track engineering faculty member for academic year 2020.

# 3. What are the administrative arrangements for the proposed program, including oversight at the program, department/school and college level?

The proposed degree programs will be administered at the college level, similar to other programs in the College of Aeronautics and Engineering. The dean, associate dean for research and graduate coordinator will oversee the program. A dedicated administrative assistant is available to support graduate programs in the college.

### 4. Where will any needed financial support and staffing come from?

The college has reserve funds to provide financial support. Staffing is already in place for current graduate programs.

### **Appendix A: Catalog Pages**

### Aerospace Engineering – M.S.

### **College of Aeronautics and Engineering**

Aeronautics and Technology Building Kent Campus 330-672-2892 <u>cae@kent.edu</u> <u>www.kent.edu/cae</u>

### Description

The Master of Science degree in Aerospace Engineering provides an advanced theoretical and/or research-oriented curriculum with significant depth in aerospace-specific disciplines, beyond the general fundamentals of the engineering bachelor's degree.

### FULLY OFFERED AT:

Kent Campus

### Admission Requirements

- Bachelor's degree in aerospace engineering or a closely related area from an accredited college or university, for <u>unconditional admissions</u>.
- Minimum 3.000 undergraduate GPA (on a 4.000 point scale) for <u>unconditional admissions</u>.
- Official transcript(s)
- 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:
  - 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 <u>Graduate Studies</u> website. For more information on international admission, visit the <u>Office of Global Education</u> website.

### Program Learning Outcomes

Graduates of this program will be able to:

- Conduct literature searches, comprehend advanced research materials and uncover connections between related work
- Perform research, discovery and integration by applying advanced knowledge of aerospace engineering
- Communicate problems and solutions in aerospace engineering clearly, both verbally and in writing

### Program Requirements

Major Requiremer	its	
AERN 61091	Aerospace Seminar	1
ENGR 65098	Research NEW	3
Mathematics Electi	ve, choose from the following:	3
MATH 50015	Applied Statistics	
MATH 52011	Mathematical Optimization	
MATH 52031	Mathematical Models and Dynamical Systems	
MATH 52045	Partial Differential Equations	
MATH 52201	Numerical Computing I	
MATH 52202	Numerical Computing II	
Engineering-Focus	Electives, choose one course from three focus areas:	9
Astronautics		
ENGR 58001	Orbital Mechanics NEW	
ENGR 58002	Spacecraft Attitude Dynamics, Determination and Control NEW	
ENGR 58004	Optimal Control Theory NEW	
Dynamics and	Control	
ENGR 58005	Linear System Analysis and Control NEW	
ENGR 58006	Nonlinear Systems and Control NEW	
ENGR 58007	Digital Control Systems NEW	
ENGR 58200	Autonomous Unmanned Aerial Systems NEW	
Structure and	Materials	
AERN 55901	Finite Element Method and Applications NEW	
ENGR 52111	Strength of Materials for Engineers NEW	
ENGR 52363	Materials Selection in Design and Applications NEW	
Systems and D	Design	
AERN 55700	Aircraft Design	
AERN 65270	Human Factors in Systems Design	
ENGR 58003	Spacecraft Design NEW	
ENGR 58100	Intelligent Sensing and Planning of Unmanned Aerial Systems NEW	
Additional cou	rses as approved by advisor	
<b>Engineering Electiv</b>	res, choose from the following:	9
AERN 55700	Aircraft Design	
AERN 55901	Finite Element Method and Applications NEW	
AERN 65250	Applied Human Factors Engineering	
AERN 65270	Human Factors in Systems Design	
AERN 65280	Human Information Processing	
ENGR 52111	Strength of Materials for Engineers NEW	
ENGR 52363	Materials Selection in Design and Applications NEW	
ENGR 58001	Orbital Mechanics NEW	
ENGR 58002	Spacecraft Attitude Dynamics NEW	
ENGR 58003	Spacecraft Design NEW	
ENGR 58004	Optimal Control Theory NEW	
ENGR 58005	Linear System Analysis and Control NEW	
ENGR 58006	Nonlinear Systems and Control NEW	
ENGR 58007	Digital Control Systems NEW	
ENGR 58100	Intelligent Sensing and Planning of Unmanned Aerial Systems NEW	
ENGR 58200	Autonomous Unmanned Aerial Systems NEW	
TECH 57200	Systems Engineering	
Additional cou	rses as approved by advisor	
Thesis or Non-The	sis Option, choose from the following:	6
Thesis Option		
ENGR 65199	Thesis I NEW	
Non-Thesis Op	ption	
Courses from	Major Electives	
Minimum Total Cr	edit Hours:	31

### **College of Aeronautics and Engineering**

Aeronautics and Technology Building Kent Campus 330-672-2892 <u>cae@kent.edu</u> <u>www.kent.edu/cae</u>

### Description

The Ph.D. degree in Aerospace Engineering provides an advanced theoretical and/or researchoriented curriculum with significant depth in aerospace-specific disciplines, beyond the general fundamentals of the engineering bachelor's degree.

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Kent Campus

### Admission Requirements

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- Minimum 3.000 undergraduate GPA (on a 4.000 point scale) for <u>unconditional admissions</u>.
- Official transcript(s)
- 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:
  - 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 <u>Graduate Studies</u> website. For more information on international admission, visit the <u>Office of Global Education</u> website.

### **Program Learning Outcomes**

Graduates of this program will be able to:

- Conduct literature searches, comprehend advanced research materials and uncover connections between related work
- Perform research, discovery and integration by applying advanced knowledge of aerospace engineering
- Communicate clearly problems and solutions in aerospace engineering, both verbally and in writing

### **Program Requirements**

Major Requ	iirements	
ENGR 8109	1 Aerospace Seminar (taken three times)	3
ENGR 8509	8 Research NEW	3
ENGR 8519	9 Dissertation I <sup>1</sup> NEW	30
Advisor-ap	proved courses in or outside College of Aeronautics and Engineering <sup>2</sup>	)-30
Engineering	-Focus Electives, choose from the following:	18
Astrona	utics	
ENGR 7	8001 Orbital Mechanics NEW	
ENGR 7	8002 Spacecraft Attitude Dynamics, Determination and Control NEW	
ENGR 7	8004 Optimal Control Theory NEW	
Dynam	ics and Control	
ENGR 7	8005 Linear System Analysis and Control NEW	
ENGR 7	8006 Nonlinear Systems and Control NEW	
ENGR 7	8007 Digital Control Systems NEW	
ENGR 7	8200 Autonomous Unmanned Aerial Systems NEW	
Structu	re and Materials	
AERN 7	5901 Finite Element Method and Applications NEW	
ENGR 7	2111 Strength of Materials for Engineering NEW	
ENGR 7	2363 Materials Selection in Design and Applications NEW	
Systems	s and Design	
ENGR 7	8003 Spacecraft Design NEW	
ENGR 7	8100 Intelligent Sensing and Planning of Unmanned Aerial Systems NEW	
Additio	nal courses as approved by advisor	
Minimum 1	otal Credit Hours for Post-Baccalaureate Students: 90	90
Minimum 1	otal Credit Hours for Post-Master's Students: 60	60
1 Doctoral	candidates upon admission to candidacy, must register for ENGR 85199 for a total	
of 30 hou	irs. It is expected that doctoral candidates will continuously register for ENGR	

requirements for the degree have been met.
Post-baccalaureate students may apply toward the 30 credit hours, a maximum 15 credit hours of coursework outside the College of Aeronautics and Engineering and

85199 and thereafter ENGR 85299, each semester, including one term each summer, until all

9 credit hours of research (maximum 18 credit hours total of research toward the degree).

### Appendix B: Fiscal Impact Statement

	Year 1		Year 2		Year 3			Year 4
I. Projected Enrollment								
a. Headcount full-time (MS self or organizationally funded)		2		3		4		5
<li>b. Headcount part-time (MS / PhD - Research and/or teaching supported)</li>		5		8		11		15
c. Full-time equivalent (FTE) enrollment		5		8		11		14
II. Projected Program Income	+							
a. Tuition	\$	84,390	\$	144,415	\$	175,577	\$	188,282
b. Expected state subsidy (SSI)	\$	66,719	\$	157,222	\$	151,510	\$	203,535
c. Externally funded stipends, as applicable				,		,		
d. Other Income	\$	24,500	\$	37,000	\$	34,500	\$	42,000
Total Projected Program Income	\$	175,609	\$	338,636	\$	361,586	\$	433,818
III Program Expenses	+							
a New personnel:	+							
	-							
i Full time:	\$		¢		¢		¢	
ii. Part time: (2 to 6.3 credit courses staffed)	¢	12 000	9	24 600	¢	31 510	9 6	38 768
2 Non instruction	-	12,000	9	24,000	-	51,513	•	30,700
i Full time:	\$		¢		¢		¢	
ii. Part time:	¢	-	9		¢	-	9	-
h Current personnel:	-	_	•		<b>v</b>	_	*	-
	+							
i Full-time: (20% of 4 TT faculty)	\$	76,000	\$	77 000	\$	79.848	¢	81 844
ii Part-time:	¢	70,000	9 6	11,000	¢	75,040	9 6	01,044
- 2 Non-instruction	Ť		÷		Ť		•	
i Full-time	\$	-	\$		\$	-	\$	-
ii Part-time	\$	-	\$	-	\$	-	\$	-
c. Benefits for all personnel	\$	26 217	\$	28 817	\$	30 534	\$	32 319
d New facilities/building/space renovation (describe in narrative below)	\$	-	\$		\$	-	\$	-
e Scholarship/stipend support	\$	-	\$	-	\$	-	\$	-
f. Additional library resources	\$	-	\$	-	\$	-	\$	-
g Additional technology or equipment needs	\$	-	\$	-	\$	-	\$	-
h Other expenses (see below)	\$	91 577	\$	174 813	\$	186 940	\$	226 809
Total Projected Program Expenses	\$	205,795	\$	306,130	\$	328,841	\$	379,740
Projected Program Net	\$	(30,186)	\$	32,506	\$	32,745	\$	54.077
As percentage of total income	1.	-17%	•	10%	•	9%	•	12%
Other Expenses	1							
h.1. Allocation of expenses covered by general fee	\$	-	\$	-	\$	-	\$	-
h.2. RCM overhead - estimated at 50%	\$	75.554	\$	150.818	\$	163,543	\$	195.909
h.3. RCM tuition and SSI allocation to other colleges	\$	7,023	\$	15,995	\$	14,397	\$	19,900
h.4. Professional development	\$	2,000	\$	2,000	\$	2,000	\$	2,000
h.5. Supplies (office, computer software, duplication, printing)	1	,		,		,		
h.6.Telephone, network, and lines	1							
h.7. Other info and communication pool	\$	7,000	\$	6,000	\$	7,000	\$	9,000
Total Other Expenses	\$	91,577	\$	174,813	\$	186,940	\$	226,809

### Kent State University Fiscal Impact Statement

#### Aerospace Engineering Master of Science Degree and Doctor of Philosophy Degree

	Year 1		Year 2		Year 3		Year 4	
I. Projected Enrollment								
a. Headcount full-time (MS self or organizationally funded)		2		3		4		5
b. Headcount part-time (MS / PhD - Research and/or teaching supported)		5		8		11		15
c. Full-time equivalent (FTE) enrollment		5		8		11		14
II. Projected Program Income								
		04.200	¢	111 115	¢	475 577	¢	400.000
a. Tuillon	\$	84,390	\$	144,415	\$	175,577	\$	188,282
D. Expected state subsidy (SSI)	\$	00,719	\$	157,222	\$	151,510	\$	203,535
c. Externally lunded superios, as applicable		24 500	¢	27.000	¢	24 500	¢	40.000
a. Other Income	\$	24,500	\$	37,000	\$	34,500	\$	42,000
Total Projected Program Income	\$	175,609	\$	338,636	\$	361,586	\$	433,818
III. Program Expenses								
a. New personnel:								
- 1. Instruction								
i. Full-time:	\$	-	\$	-	\$	-	\$	-
ii. Part-time: (2 to 6, 3-credit courses staffed)	\$	12,000	\$	24,600	\$	31,519	\$	38,768
- 2. Non-instruction								
i. Full-time:	\$	-	\$	-	\$	-	\$	-
ii. Part-time:	\$	-	\$	-	\$	-	\$	-
b. Current personnel:								
- 1. Instruction								
i. Full-time: (20% of 4 TT faculty)	\$	76,000	\$	77,900	\$	79,848	\$	81,844
ii. Part-time:	\$	-	\$	-	\$	-	\$	-
- 2. Non-instruction								
i. Full-time:	\$	-	\$	-	\$	-	\$	-
ii. Part-time:	\$	-	\$	-	\$	-	\$	-
c. Benefits for all personnel	\$	26,217	\$	28,817	\$	30,534	\$	32,319
d. New facilities/building/space renovation (describe in narrative below)	\$	-	\$	-	\$	-	\$	-
e. Scholarship/stipend support	\$	-	\$	-	\$	-	\$	-
f. Additional library resources	\$	-	\$	-	\$	-	\$	-
g. Additional technology or equipment needs	\$	-	\$	-	\$	-	\$	-
h. Other expenses (see below)	\$	91,577	\$	174,813	\$	186,940	\$	226,809
Total Projected Program Expenses	\$	205,795	\$	306,130	\$	328,841	\$	379,740
Projected Program Net	\$	(30 186)	\$	32 506	\$	32 745	\$	54 077
As percentage of total income	Ŧ	-17%	¥	10%	Ψ	9%	¥	12%
Other Expenses		11 /0		1070		0,0		1270
h.1. Allocation of expenses covered by general fee	\$	-	\$	-	\$	-	\$	-
h.2. RCM overhead - estimated at 50%	\$	75.554	\$	150.818	\$	163.543	\$	195.909
h.3. RCM tuition and SSI allocation to other colleges	\$	7.023	\$	15,995	\$	14.397	\$	19,900
h.4. Professional development	\$	2.000	\$	2.000	\$	2.000	\$	2.000
h.5. Supplies (office, computer software, duplication, printing)	Ť	-,		.,	ŕ	-,	,	.,
h.6.Telephone, network, and lines								
h.7. Other info and communication pool	\$	7,000	\$	6,000	\$	7,000	\$	9,000
Total Other Expenses	\$	91.577	\$	174.813	\$	186.940	\$	226.809

#### BUDGET NARRATIVE: Aerospace Engineering Master of Science Degree and Doctor of Philosophy Degree

[This section is for describing facilities, scholarship/stipend support, library resources, additional technology, etc., if applicable.]

I. a. Full Time: Refers to full time students in the MS program. These are anticipated to be self-funded or organizationally-funded individuals, who will complete a non-thesis MS.

b.

Π.

III.

- Part Time: Refers to part time students in the MS and PhD programs. These are anticipated to be students seeking a PhD and / or thesis option MS. They are likely to be supported through work on sponsored research, university-funded research, and / or teaching activities.
- c. FTE equals full time plus 60% of part time.
- a. All students treated as Ohio residents for tuition purposes. Includes tuition for all students, full time and part time in all courses CAE and others.
  - b. All students treated as Ohio residents for SSI purposes. If students are non-residents, the non-resident surcharge would increase the income, thus this is a conservative approach -- 50% of SSI is applicable to course completion is considered and 50% is applicable to graduation is considered only for years 3 & 4.
  - c. N/A
  - d. Reflects the portion of sponsored research indirect costs that come to CAE as a result of the activities under the direction of key faculty who will be engaging MS / PhD students from this program on research they lead.
- a.1.i No new personnel anticipated in the first four years. Use part time commitments of existing tenured and tenure-track faculty plus part time faculty.
  - a.1.ii Assumed rate: \$6000 per 3-credit course, beginning with 2 courses in Year 1 and increasing to 6 courses in Year 4. Includes escalation arising from inflation.
  - a.2 No new non-instruction personnel anticipated. Use existing personnel within CAE.
  - b.1.i 20% of four existing TT faculty in any given semester. The faculty engaged will include those described in the proposal.
  - b.1.i 20% of four existing TT faculty.
  - b.2.i Use existing personnel within CAE. Normal duties will address this graduate program among others, so no specific amounts are allocated to this program, but exist within the current CAE budget.

b.2.ii N/A

- c. Benefits full time estimated at 32% of salary (medical at current value with basis salary of \$95,000), part time at 15.81%.
- d. Included in existing CAE budget.
- e. Included in existing CAE budget.
- f. Included in existing CAE budget.
- 9. New technology and equipment is anticipated to either be the same as for advanced undergraduate courses or procured as part of sponsored research, university supported research or using start up funding.
- h.1 N/A
- h.2 RCM overhead estimated at 50% Basis all (CAE + Other) tuition & SSI
- h.3 RCM tuition and SSI allocation to other colleges Total of Tuition & SSI earned by units other than CAE reduced 50% to address RCM

### **Appendix C: Letters of Support**



August 1, 2019

Dr. Christina Bloebaum Dean, College of Aeronautics & Engineering 1400 East Summit Street Kent State University Kent, Ohio 44242

Dear Dean Bloebaum:

I am writing this letter to support Kent State University's initiative to establish graduate programs in aerospace engineering. These programs are sorely needed in Northeastern Ohio to support the high concentration of aerospace-based companies and research agencies based here, which is second in the state of Ohio only to the Dayton-Cincinnati region.

The aerospace and defense industry is the top industry in the U.S. with a trade surplus that exceeded \$90B in 2018. The state of Ohio is in the top 10% of states based upon the number of aerospace-related jobs and is the top state supplier to both Boeing and Airbus. The state has 540 aerospace and aviation companies.

These programs are a natural add-on to Kent State's aeronautics, engineering, and engineering technology undergraduate programs. With Kent State's proximity to NASA Glenn in Cleveland as well as industry and other non-aerospace research institutions in the region, there are countless opportunities for collaboration, innovation, and commercialization. Graduate programs like these ensure that Ohio maintains top-talent in this and similar fields.

I look forward to assisting and promoting this important initiative of the College of Aeronautics & Engineering and Kent State University.

Sincerely,

Dennis Andersh Executive Director, OFRN

Lockheed Martin Corporation 1210 Massillon Road, Akron, OH 44315 Telephone 330.796.1262



Dr. Christina Bloebaum Dean, College of Aeronautics & Engineering 1400 East Summit Street Kent State University Kent, Ohio 44242

October 3, 2019

Dear Dean Bloebaum:

I am writing this letter to support Kent State University's initiative to establish graduate programs in aerospace engineering. The high concentration of aerospace-based companies and research agencies based in Northeast Ohio, second in the state of Ohio only to the Dayton-Cincinnati region, make such programs attractive to industry for recruiting new talent with advanced degrees.

The aerospace and defense industry is the top industry in the U.S. with a trade surplus that exceeded \$90B in 2018. The state of Ohio is in the top state supplier to both Boeing and Airbus. The state has 540 aerospace and aviation companies, ranking number five in aerospace jobs according to the Bureau of Labor Statistics.

As an industry leader in global security and information technology, Lockheed Martin provides products and services that address some of the nation's most critical issues. But our contribution does not end with a commitment to support our country's needs and economic growth. Meeting the country's and our allies' needs would not be possible without the help of our 105,000 employees, many of whom are engineers. As a responsible corporate citizen, we also play an active role in helping to strengthen the quality of life in our country and the communities where we live and work.

As part of its efforts to educate and inspire tomorrow's scientists, engineers and mathematicians, Lockheed Martin's approach to STEM outreach and university support includes support for programs, events and campaigns that focus on student achievement and development, aerospace research initiatives, and gender and ethnic diversity.

The need for advanced talent coincides nicely with Kent State's aeronautics, engineering, and engineering technology undergraduate programs. Kent State's proximity to NASA Glenn in Cleveland as well as industry and other non-aerospace research institutions in the region provide numerous opportunities to ensure that Ohio maintains top-talent in this important industry of the American economy.

It is important to our company to have a well-prepared and diverse work force. Having additional talent pools in the Northeast Ohio region could benefit Lockheed Martin as well as other industry and government aerospace organizations.

Thank you,

Brian Neiss Lockheed Martin Corporation Engineering Manager

# MEGGíTT

Date July 30, 2019

Dr. Christina Bloebaum Dean, College of Aeronautics & Engineering 1400 East Summit Street Kent State University Kent, Ohio 44242

Dear Dean Bloebaum:

I am writing this letter to support Kent State University's initiative to establish graduate programs in aerospace engineering. These programs are sorely needed in Northeastern Ohio to support the high concentration of aerospace-based companies and research agencies based here, which is second in the state of Ohio only to the Dayton-Cincinnati region.

The aerospace and defense industry is the top industry in the U.S. with a trade surplus that exceeded \$90B in 2018. The state of Ohio is in the top 10% of states based upon the number of aerospace-related jobs and is the top state supplier to both Boeing and Airbus. The state has 540 aerospace and aviation companies.

These programs are a natural add-on to Kent State's aeronautics, engineering, and engineering technology undergraduate programs. With Kent State's proximity to NASA Glenn in Cleveland as well as industry and other non-aerospace research institutions in the region, there are countless opportunities for collaboration, innovation, and commercialization. Graduate programs like these ensure that Ohio maintains top-talent in this and similar fields.

I look forward to assisting and promoting this important initiative of the College of Aeronautics & Engineering and Kent State University.

Sincerely,

Robert T Dirgo Director Strategic Innovation Meggitt Aircraft Braking Systems

Meggitt Aircraft Braking Systems Corporation, 1204 Massillon Road, Akron OH 44306-4186, USA

Appendix D: Course Descriptions

Appendix E: Faculty CV

### Institutional Staffing, Faculty and Student Support

1. How many and what types of faculty (full and part time) will be employed in the program? Describe how number and type of faculty is sufficient to support the program (especially if the program contains a research or heavily mentored activity).

Over the past six years, the College of Aeronautics and Engineering has increased its engineering capabilities by increasing the number of faculty with engineering or closelyrelated backgrounds—from three full-time faculty members in 2013 to 14 full-time faculty members in 2019. The College will leverage our partnership with Ohio Aerospace Institute and NASA Glenn Research Center to augment instructional capacity as needed. Faculty for the proposed M.S. and Ph.D. degrees in Aerospace Engineering are listed below. Faculty CVs are in Appendix E.

Faculty Member	Terminal Degree	Courses Taught and/or Proposed
Ali Abdul-Aziz	Ph.D., Cleveland	AERN 55901/75901 Finite Element Method and
Associate Professor	State University,	Applications
Tenured	1985	ENGR 52111/72111 Materials Selection in Design
		and Applications
		ENGR 52363/72363 Strength of Materials for
		Engineering
Christina Bloebaum	Ph.D., University	AERN 55901/75901 Finite Element Method and
Dean and Professor	of Florida, 1991	Applications
Tenured		ENGR 57200 Systems Engineering
		AERN 61091 Aerospace Seminar
		ENGR 81091 Aerospace Seminar
Darwin Boyd	Ph.D., Kent State	ENGR 58005/78005 Linear System Analysis and
Assistant Professor	University, 1991	Control
Tenured	-	ENGR 58007/78007 Digital Control Systems
Yanhai Du	Ph.D., The	ENGR 52111/72111 Materials Selection in Design
Associate Professor	University of	and Applications
Tenured	Waikato, 2004	ENGR 52363/72363 Strength of Materials for
		Engineering
Michael Fisch	Ph.D., Harvard	ENGR 52111/72111 Materials Selection in Design
Associate Professor	University, 1981	and Applications
Tenured		ENGR 52363/72363 Strength of Materials for
		Engineering
Joycelyn Harrison	Ph.D., Georgia	ENGR 52111/72111 Materials Selection in Design
Associate Dean and	Institute of	and Applications
Professor	Technology, 1993	ENGR 52363/72363 Strength of Materials for
Tenured		Engineering
		AERN 61091 Aerospace Seminar
		ENGR 81091 Aerospace Seminar
Robert Kraus	Ph.D., Virginia	AERN 61091 Aerospace Seminar
Associate Dean and	Polytechnic	ENGR 81091 Aerospace Seminar
Professor	Institute and State	ENGR 58006/78006 Nonlinear Systems and Control
Non-Tenure Track	University, 2010	ENGR 58007/78007 Digital Control Systems
		ENGR 58004/78004 Optimal Control Theory

Faculty Member	Terminal Degree	Courses Taught and/or Proposed
Kelsen LaBerge	Ph.D., Case	ENGR 52111/72111 Materials Selection in Design
Associate Professor	Western Reserve	and Applications
Non-Tenure Track	University, 2008	ENGR 52363/72363 Strength of Materials for
		Engineering
Rui Liu	Ph.D., Colorado	ENGR 58100/78100 Intelligent Sensing and
Assistant Professor	School of Mines,	Planning of Unmanned Aerial Systems
Tenure Track	2018	ENGR 58200/78200 Autonomous Unmanned Aerial
		Systems
Ye Lu	Ph.D., Purdue	ENGR 58001/78001 Orbital Mechanics
Assistant Professor	University, 2019	ENGR 58002/78002 Spacecraft Attitude Dynamics,
Tenure Track		Determination, and Control
		ENGR 58003/78003 Spacecraft Design
Maureen McFarland	Ph.D., Kent State	AERN 61091 Aerospace Seminar
Associate Dean and	University, 2017	ENGR 81091 Aerospace Seminar
Assistant Professor		ENGR 57200 Systems Engineering
Non-Tenure Track		
Hossein Mirinejad	Ph.D., University	ENGR 58006/78006 Nonlinear Systems and Control
Assistant Professor	of Louisville, 2016	ENGR 58007/78007 Digital Control Systems
Tenure Track		ENGR 58004/78004 Optimal Control Theory
Chang-Geun Oh	Ph.D., Wright	AERN 65250 Applied Human Factors Engineering
Assistant Professor	State University,	AERN 65280 Human Information Processing
Tenure Track	2015	AERN 65270 Human Factors in Systems Design
Tao Shen	Ph.D., University	ENGR 58005/78005 Linear System Analysis and
Assistant Professor	of Nebraska-	Control
Tenure Track	Lincoln, 2016	ENGR 58006/78006 Nonlinear Systems and Control
		ENGR 58007/78007 Digital Control Systems
David (Blake) Stringer	Ph.D., University	AERN 55700 Aircraft Design
Associate Professor	of Virginia, 2008	ENGR 57200 Systems Engineering
Tenured		ENGR 58100/78100 Intelligent Sensing and
		Planning of Unmanned Aerial Systems

# Acting for the Returning Professional Master of Fine Arts Degree

### FULL PROPOSAL

Submitted to:Chancellor's Council on Graduate Studies<br/>Ohio Department of Higher EducationSubmit date:to comeSubmitted by:College of the Arts<br/>Kent State University



### Table of Contents

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### Basic Characteristics of the Proposed Program

### 1. Brief description of the disciplinary purpose and significance of the proposed degree.

Since 1994, Kent State University's School of Theatre and Dance has offered a terminal M.F.A. degree in Theatre Studies with concentrations in acting and design and technology (the latter with emphases in costume, lighting and scene design and direction). Since 1997, the school has offered a track within the M.F.A. for seasoned professional performers who were not seeking a traditional M.F.A. degree, but one that gave them the opportunity for advanced work in theatre pedagogy and theory, as well as one that recognized their professional experiences. That track, Acting for the Returning Professional, became an official concentration within the Theatre Studies major in 2016.

The current concentration for the acting professional has proven to be successful for over 15 years, and faculty agree that separating the program from the design and technology curriculum will more accurately reflect the program as it has evolved. The three concentrations of the current M.F.A. (acting, acting for the returning professional and design/technology) no longer share a robust common core, have different entrance criteria and are offered in different cycles. "Theatre Studies" is too broad a term for the discipline.

Faculty suspended admission to the Acting concentration in 2018 and are only recruiting into the Returning Professional concentration. Along with this proposal, the School will bring forward another proposal to establish an M.F.A. degree in Theatre Design and Technology.

Theatre programs in the School of Theatre and Dance are accredited by the National Association of Schools of Theatre. The school offers a B.A. degree in Theatre Studies, B.FA. degree in Musical Theatre and B.F.A. in Theatre Design, Technology and Production, in addition to numerous theatre-related undergraduate minors. In fall 2019 (15<sup>th</sup> day census) 340 students were declared in a theatre degree program in the school.

### 2. Definition of the focus of the program.

The proposed two-year terminal degree program provides the candidate a set of core classes centered around a variety of techniques and theories, within a flexible pedagogical laboratory model that allows the candidate to explore areas of interest. Students are offered ample opportunities to hone performance and teaching skills to align with their areas of interest. The curriculum will allow them to incorporate advanced teaching and mentoring through performance in the form of teaching and practicum.

### 3. Rationale for the degree name.

Per the National Association of Schools of Theatre, "The Master of Fine Arts degree title is appropriate only for graduate-level programs that emphasize full-time, professionally-oriented study of some aspect of theatre practice that prepares the student as an advanced professional practitioner or a professional teacher of theatre practice."<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> National Association of Schools of Theatre (April 19, 2019). Handbook 2019-20. Retrieved from <u>https://nast.arts-accredit.org/wp-content/uploads/sites/4/2019/05/NAST-Handbook-2019-20-Current-08-30-2019.pdf</u> (page 119).

The proposed M.F.A. degree program aligns with that definition.

#### 4. Duration of the program.

a. Total credit hours for completion of the program:

The degree program will be 60 semester credit hours.

#### b. Normal or typical length of time for students to complete the program:

Length of the program will be two years (four semesters and one summer term) for fulltime students.

#### 5. Proposed initial date for implementation of the program.

The proposed implementation is fall 2020.

#### 6. Admission requirements and admission timing.

The program will admit a small cohort of students every two years in the fall semester, approximately six to eight students in each cohort. Applicants must hold a bachelor's degree, minimum 3.000 undergraduate GPA (on a 4.000-point scale) and submit a résumé, goal statement, three letters of recommendation and evidence of professional experience. In addition, they must complete an audition and interview.

#### 7. Primary target audience for the program.

The audience for the program is theatre artists with substantial professional experience who seek a full-time, terminal degree program.

#### 8. Special efforts to enroll and retain underrepresented groups.

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

Kent State is a member of the University Resident Theatre Association and attends auditions to recruit both nationally and internationally on an individual basis. The School of Theatre and Dance has a vast alumni network in colleges and universities throughout the country and recruits competitively, offering a full tuition waiver, stipend and subsidized health coverage. The Acting for the Returning Professional concentration has been successful over the last 10 years in recruiting classes with between 10 and 33 percent African American or Latinx. Kent State's Division of Graduate Studies supports underrepresented students with a Graduate Dean's Travel Award (for recruitment travel) as well as the Graduate Dean's Award (additional to the assistantship).

The school has also increased the diversity of the faculty over the past five years by 13 percent. Currently 29 percent of the faculty are from underrepresented populations.

b. Provide as background a general assessment of the following: (1) institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline; and (2) comparison with nationally reported values from National Center for Educational Statistics, Council of Graduate Schools or other authoritative sources. Supply data by demographic group where available.

Kent State's Acting for the Returning Professional program has a 33-percent enrollment of underrepresented students (two out of the six students enrolled currently). Overall, 18 percent of underrepresented students made up the fall 2019 enrollment in Kent State's theatre degree programs, see figures below:<sup>2</sup>

Figures: Enrolled underrepresented (URS) students in theatre majors in Kent State's School of Theatre and Dance (Fall 2019 Semester)





### Institutional Planning for Program Change

#### 1. What are the physical facilities, equipment and staff needed to support the program?

Physical facilities, staffing and equipment for the M.F.A. degree were determined as meeting accreditation standards from a 2019 review from the National Association of Schools of Theatre. The Center for the Performing Arts on the Kent Campus houses three theatres, performance and rehearsal space, a costume shop, an extensive scene shop with ventilation and dust collection, a prop studio with spray hood, a welding lab, a scenery construction studio, a dye room, laundry facilities and laboratories for costumes, drafting, lighting, scenery and CAD and other software. A performing arts library in the center provides students access to scores, scripts, audio and video recordings, journals, monographs and texts.

The School of Theatre and Dance oversees the professional venue Porthouse Theatre in Cuyahoga Falls. Porthouse Theatre operates in summers under an Actors' Equity Association agreement through the University Resident Theatre Association.

### 2. What is the evidence that a market for the new program exists?

# a. How has estimated program demand been factored into realistic enrollment projections?

The School of Theatre and Dance has seen a marked increase in interest from professional actors desiring the M.F.A. degree. Seventy percent of returning professional graduates have procured full-time positions in higher education or in education departments in major organizations. The program seeks to meet the traditional demand for terminal degrees in performance areas and pedagogy sought by professionals looking to transition into a new chapter of their careers. The school recently reached out to unemployed professional Broadway actors and received strong interest in the program.

Other institutions offering similar degree programs for the returning professional include California State University at Long Beach (M.F.A. in Theatre Arts/Acting), University of Pittsburgh (M.F.A. in Performance Pedagogy) and Virginia Commonwealth University (M.F.A. in Theatre Pedagogy). Similar to Kent State's program, these are two-year programs. As this program is distinctive and one of few in the nation, Kent State anticipates meeting enrollment projections.

# b. How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Over the past 10 years, the School of Theatre and Dance has developed the following to grow and sustain its programs:

- Construction in 2010 of a \$16-million facility expansion, which included three dance studios and two acting studios and renovations to existing shops, laboratories, theatres and classrooms and new black box theatre
- Upgrades to equipment and safety measures to include automated and LED fixtures and shop ventilation and dust collection
- Hires of three full-time faculty in sound, movement and stage management, respectively; and one full-time and one part-time faculty in costume technology
- Securement of an endowed guest director series to sustain one professional director per year for mainstage productions
- Approval of an arts fee for undergraduate students, which gives them free admission to all arts events and allows the school to maintain production budgets
- Development of a New York City showcase for Kent State undergraduate and graduate actors
- Provision of travel grants to students to encourage their participation and presentations at national conferences

c. Provide evidence of need for the new degree program, including the opportunities for employment of graduates. Examples of potential metrics of program need include: (1) Student interest and demand: potential enrollment; ability to sustain the critical mass of students; (2) institutional need: plan for overall development of graduate programs at the university; and (3) societal demand: intellectual development; advancement of the discipline; employment opportunities to meet regional, national needs and/or international needs.

Since 2006, the school has successfully placed 70 percent of its acting students upon graduation, most of them in higher education. The School of Theatre and Dance subsidizes all returning professional graduate students for two years. Considering that the cost of living in Northeast Ohio is low, many students graduate with much lower debt than from other M.F.A. degree programs.

Regarding market trends for designers and technical directors, below are the few studies on the subject:

- The Theatre Communications Group estimates that, in 2017, 1,759 professional non-profit theatres nationwide employed artists as the majority of its workforce.<sup>3</sup>
- The Associate for Theatre in Higher Education reports the market for college faculty positions in theatre has remained reasonably consistent between 1996 and the present.<sup>4</sup>
- The U.S. Bureau of Labor Statistics projects that employment in entertainment and sports occupations will grow five percent between 2018 to 2028, about as fast as the average for all occupations. Employment of actors is projected to show little or no change from 2018 to 2028. The number of Internet-only platforms, such as streaming services, is likely to increase, along with the number of shows produced for these platforms. This growth may lead to more work for actors:<sup>5</sup>

Within the concept of artist/educator, there is a societal demand for practitioners of the discipline in all media. As a result, there is a demand for educators with significant professional experience to instruct within the crafts of acting, performance and theatre studies. The need is particularly significant on the national and international levels as performance disciplines continue to expand and diversify. This is evidenced by the number of positions available in performance disciplines at educational institutions and the high employment rate of recent graduates of Kent State's M.F.A. degree program. Kent State's program is unique as the only one of its kind in the Midwest.

<sup>&</sup>lt;sup>3</sup> Voss, Z.G., Voss, G.B., Fonner, D., Rose, I.B. & Baskin, L. (2018) Theatre facts 2018. Retrieved from <u>www.tcg.org/pdfs/tools/TCG TheatreFacts 2018.pdf</u>.

<sup>&</sup>lt;sup>4</sup> Bial, H. (n.d.) The new normal. Association for Theatre in Higher Education. Retrieved from <u>www.athe.org/page/About\_Jobs</u>.

<sup>&</sup>lt;sup>5</sup> U.S. Bureau of Labor Statistics (4 September 2019). Occupational Outlook Handbook. Retrieved from www.bls.gov/ooh/entertainment-and-sports/home.htm.

### **Statewide Alternatives**

# 1. What programs are available at other institutions, and how do they differ from the program being proposed?

Four universities in Ohio offer a graduate degree in acting (see table below). The primary difference between Kent State's program and the others is Kent State's program is for seasoned actors, while the other programs are preparing candidates for the acting profession. Kent State M.F.A. students begin developing a teaching portfolio in their first year. Graduate assistants in teach introductory acting and the Art of the Theatre course (general education) in their first year. As students matriculate, they have the opportunity to teach intermediate acting courses and/or special topics in an area of their choosing.

In addition, Kent State's program is two years with 60 credit hours, while the others are three years with more credit hours required. Another unique aspect of the program is Porthouse Theatre, Kent State University's professional summer theatre, where graduate students have additional opportunities to perform, assistant direct and teach.

University	Program	Career Objective	Characteristics	NAST Accredited
Case Western	M.F.A., Acting	Prepares students for	Three years,	No
Reserve		careers as professional	82 credit hours,	
University		actors	thesis portfolio	
Kent State University	M.F.A., Acting for the Returning Professional	Prepares professionals with extensive acting experience for other careers in the field, primarily education	Two years, 60 credit hours, thesis project	Yes
Ohio State University	M.F.A., Theatre (Acting emphasis)	Prepares students for careers as professional actors	Three years, 69 credit hours, comp exam	Yes
Ohio University	M.F.A., Acting	Prepares students for careers as professional actors	Three years, 90 credit hours, performance thesis	Yes

Table: M.F.A. degree programs in acting in Ohio

### 2. Explain the appropriateness of the specific locale for the program.

The Kent Campus is located 40 minutes from downtown Cleveland and 20 minutes from Akron, both of which offer vibrant theatre and arts opportunities. The area is home to two League of Resident Theatres Equity theatres (Great Lakes Theatre and Cleveland Playhouse), a number of smaller Equity theatres and other theatres that provide Equity contracts. In addition, the School of Theatre and Dance produces Porthouse Theatre, a summer professional theatre program less than 30 minutes from the Kent Campus.

### 3. Are there opportunities for inter-institutional collaboration to offer the program?

Kent State does not foresee any collaborations with other universities at this time but welcomes an opportunity for partnerships with other NAST-accredited programs.

### Growth of the Program

#### 1. What future growth do you anticipate over several years?

Enrollment in the program traditionally has been based on the availability of assistantships for students. Since fall 2018, there have been six students enrolled in the program, all with assistantships designated to the acting area. The expectation is the program will grow to eight students with assistantships.

#### 2. How do you plan to manage this growth?

As the courses are existing and offered by existing faculty, current resources are sufficient for the initial year, with the expectation that if the program grows more than predicted, the college dean will evaluate additional full-time hires. The current facilities and staff serve existing students, with room to accommodate more.

#### 3. When do you expect the program to be self-sufficient?

Per the fiscal impact statement in Appendix A, the program as a concentration has been operating with a small net loss, which is expected to decrease each year of implementation. The expectation is offering the distinct program as its own major will leverage more recruiting and fundraising opportunities.

### **Curriculum and Instructional Design**

# 1. Description of the proposed curriculum, including any concentrations, cognates or specializations within the major.

All courses in the proposed curriculum are existing and have been offered for the M.F.A. degree in Theatre Studies. For the full curriculum as well as admission and graduate requirements, see the catalog page in Appendix B. Course

Acting faculty determine the acceptability of the professional experience toward the degree program based on a developed evaluation rubric, see Appendix C. Through that rubric, a maximum of 16 credits is awarded through THEA 61098 Research. Requirements for the research course include a critical analysis of the student's professional activities.

Assignments for the research course may include the student completing a journal of the experience by documenting skills learned and application to current goals, a substantial paper tying the professional experience to classroom teaching and pedagogy, submission of an article for publication in a current professional journal or a significant presentation at a national conference connecting the experience to teaching, mentoring and/or pedagogy. Assignment details are determined by the faculty member supervising the research.

Slight modifications are being made to the curriculum as it transitions from a concentration to a separate major:

- The following elective choices are now required in the revised curriculum:
  - THEA 51303 Acting I Foundations/Stanislavski and Michael Chekhov
  - o THEA 51304 Acting II: Scene Study Modern American Realism

- o THEA 51701 Movement, Form and Space I The Actor's Physical Instrument
- THEA 51803 Voice and Speech I
- THEA 51808 Acting Styles I Shakespeare
- o THEA 61305 Acting Styles II: Greek and Comedy of Manners
- THEA 61701 Movement, Form and Space II Neutral and Character Mask
- THEA 61803 Voice and Speech II
- Elective THEA 62392 Practicum: Performance Pedagogy is now required, of which students must complete three times (for a total of 3 credit hours)
- THEA 60199 M.F.A. Thesis Project is added as the culminating requirement, replacing THEA 61309 M.F.A. Comprehensive Project in Acting
- THEA 61094 College Teaching in Theatre is added as required for students who will be teaching assistants
- THEA 51010 Theatre and Social Change replaces THEA 61531 Period Style for Theatre Designers as one of the options with THEA 51113 Theatre in Multicultural America, THEA 51115 LGBTQ Theatre or THEA 51191 Variable Content Seminar: Theatre History, Literature and Theory.
- Requirement THEA 63192 Mentorship in Performance (or THEA 64192 Mentorship at Porthouse) is removed.
- THEA 51305 Professional Aspects: Performance is added as an elective.
- Elective THEA 51702 Movement and Dance for Actors is removed.

Course descriptions are in Appendix D.

#### 2. Description of a required culminating, or integrated learning, experience.

The culminating academic experience is a graduate thesis/creative project. Students completing the thesis project must illustrate what they have learned throughout their graduate education, while also delving deeper into an area of interest that allowed them to acquire new skills. This is a realized project of scale requiring either a performance role of significance or a significant production project. Students are encouraged to develop a project that will help to propel them into the academic market. These projects may take various forms depending on student interest and professional aspiration. As an example, multiple students have addressed technical challenges in creating a role of demand requiring significant performative skills. Additionally, multiple students have developed and presented original theatrical works. These works demonstrate knowledge acquired throughout their graduate education. The project also provides them with a creative, directorial, and pedagogical experience that translated directly into and facilitated successful migration into the academic profession.

In all cases, the thesis project encapsulates a public performance and a formal presentation. Documentation consists of a textual analysis, process journal, relevant research and other supporting materials (e.g., photos, links to the candidate's website). A committee of graduate faculty evaluates the project and reports the assessment to the College of the Arts. The project serves not only as a capstone but also as a fully realized project of scale that demonstrates the artistry and skills learned in the program. The thesis project serves as the final step in the establishment of the student's academic/creative agenda and is assessed and measured by both students and a committee of graduate faculty.

Past culminating projects include:

- Creation of original one-man work based on Meyerhold, candidate Terrence Cranendonk
- *Performance and analysis of Lady Macbeth in "Macbeth."* candidate Jennifer Hemphill
- *Performance and analysis of Macbeth in "Macbeth,"* candidate Jim Bray
- Performance and analysis of Fred Graham/Petruchio in "Kiss Me Kate," candidate Steve Cramer
- Finding connections between three roles of significance, candidate Tracee Patterson
- Creation and direction of original production, "Love Is," candidate Mavis Jennings

### Institutional Staffing, Faculty and Student Support

1. How many and what types of faculty (full and part time) will be employed in the program? Describe how number and type of faculty is sufficient to support the program (especially if the program contains a research or heavily mentored activity).

Five full-time, tenured and tenure-track faculty and two part time faculty teach the courses in the program, see table below. Faculty CV are in Appendix E.

M.F.A. candidates are cast in theatre productions, directed by additional full-time faculty at Kent State. All faculty who are teaching or involved in the program also teach for other degree programs in the School of Theatre and Dance. Faculty capacity and credentials are appropriate for the program as a concentration current and projected for the future as a separate degree program. In addition to the following faculty who teach graduate courses in the program, there are four other faculty who support the program by directing and music directing.

Full-Time Faculty		
Faculty Member	Terminal Degree	Courses Taught and/or Proposed
Courtney Brown	M.F.A., Acting,	THEA 51803 Voice and Speech I
Associate Professor	University of Southern	THEA 60199 Thesis Project
(voice, speech)	Mississippi, 2008	THEA 61098 Research
tenure track	Years teaching: 8	THEA 61303 Acting III Scene Study:
	Certified Lessac voice	THEA 61803 Voice and Speech II
	and body trainer	THEA 61804 Voice and Speech II
		THEA 61806 Singing for the Actor
		THEA 62192 Performance: Practicum
		THEA 62392 Practicum: Performance Pedagogy
		THEA 65192 Teaching Practicum

Full-Time Faculty		
Faculty Member	Terminal Degree	Courses Taught and/or Proposed
Amy Fritsche	M.F.A., Musical Theatre,	THEA 51305 Professional Aspects
Associate Professor	San Diego State	THEA 51701 Movement, Form and Space I
(acting, movement)	University, 2010	THEA 61098 Research
tenured	Years teaching: 9	THEA 61701 Movement, Form and Space II
	_	THEA 61703 Movement, Form and Space III
		THEA 61806 Singing for the Actor
		THEA 62192 Performance: Practicum
		THEA 62392: Practicum Performance Pedagogy
		THEA 65192 Teaching Practicum
Paul Hurley	M.F.A., Acting,	THEA 51701 Movement, Form and Space I
Assistant Professor	University of Delaware,	THEA 51808 Acting Styles I - Shakespeare
(acting, movement)	2007	THEA 60199 Thesis Project
tenure track	Years teaching: 4	THEA 61098 Research
		THEA 61303 Acting III Scene Study
		THEA 61701 Movement, Form and Space II
		THEA 61703 Movement, Form and Space III
		THEA 62192 Practicum: Performance
		THEA 62392 Practicum: Performance Pedagogy
		THEA 65192 Teaching Practicum
Yuko Kurahashi	Ph.D., Theatre and	THEA 60992 Professional Theatre Internship I
Graduate Coordinator	Drama, Indiana	THEA 61000 Intro to Graduate Study in Theatre
and Professor	University–	THEA 61094 College Teaching in Theatre
(theatre history and	Bloomington, 1996	THEA 61098 Research
criticism)	Years teaching: 19	THEA 61992 Professional Theatre Internship II
tenured		THEA 65000 History, Historicism, Theory and
		Practice in Theatre and Drama
Daniel-Raymond	Ph.D. Theatre,	THEA 51010 Theatre and Social Change
Nadon	University of Colorado-	THEA 51113 Theatre in Multicultural America
Professor	Boulder, 1993	THEA 51115 LGBTQ Theatre
(theatre history and	Years teaching: 26	THEA 51191 Variable Content Seminar
criticism)		THEA 60992 Professional Theatre Internship I
tenured		THEA 61098 Research
		THEA 61992 Professional Theatre Internship II
		THEA 62192 Performance: Practicum
		THEA 62392 Practicum: Performance Pedagogy
		THEA 65192 Teaching Practicum
Fabio Polanco	M.F.A., Acting, Case	THEA 51303 Acting I Foundations/Stanislavski
Associate Professor	Western Reserve	and Michael Chekhov
(acting and directing)	University, 1997	THEA 51304 Acting II: Scene
tenured	Years teaching: 16	THEA 51401 Advanced Directing
		THEA 51808 Acting Styles I - Shakespeare
		THEA 60199 Thesis Project
		THEA 61098 Research
		THEA 61303 Acting III Scene Study
		THEA 61305 Acting Styles II
		THEA 62192 Practicum: Performance
		THEA 62392 Practicum: Performance Pedagogy
		THEA 65192 Teaching Practicum

Part-Time Faculty		
Faculty Member	Terminal Degree	Courses Taught and/or Proposed
Michael Gatto	M.F.A., Acting,	THEA 51703 Stage Combat
Adjunct Insructor	University of Alabama,	
	2001	
	Years teaching: 7	
Rohn Thomas	M.F.A., Acting, Indiana	THEA 51301 Acting for the Camera I
Adjunct Instructor	University–	THEA 51302 Acting for the Camera II
	Bloomington, 1980	
	Years teaching: 21	

### 2. How many, if any, new faculty will be hired for the program?

As the proposal is to elevate an existing concentration—taught by existing faculty—to a separate degree program, there are no anticipated new hires for the program.

# 3. What are the administrative arrangements for the proposed program, including oversight at the program, department/school and college level?

The theatre graduate coordinator oversees administration of the program, including curriculum design. The coordinator reports to the director of the School of Theater and Dance, who in turn, reports to the dean of the College of the Arts. The associate dean of the College of the Arts provides oversight of all graduate programs in the college. The School of Theatre and Dance is one of four schools in the college, with the others being the School of Art, School of Music and School of Fashion Design and Merchandising.

### 4. Where will any needed financial support and staffing come from?

All courses for the proposed degree program are existing, no new ones will be created. Faculty support both undergraduate and graduate programs in the school. Since the cohorts for this program are purposefully kept small, there is no anticipated need for additional resources.

### Academic Quality Assessment

# 1. What are the admission criteria — in addition to the traditionally required transcripts, standardized test scores, letter of recommendation and personal statements of purpose — that will be used to assess the potential for academic and professional success of prospective students?

In addition to submitting the standard requirements for admission to a Kent State master's degree, applicants must audition and interview with program faculty. The audition generally consists of a presentation of two contrasting monologues (one should be from Shakespeare and one contemporary) and one 16+ bar song (30 seconds to two minutes).
# 2. Will there be special consideration of student experience and extant practical skills within the admission process? If so, please elaborate.

In order to be eligible for admission to the program, students must meet the threshold of a returning professional, see the evaluation rubric in appendix C. Faculty reviewing applicants are seeking candidates who possess substantial professional experience that may include, but is not limited to, Broadway credits, major regional and/or international performance credits, film or television credits, awards of national recognition, professional union affiliation, publication in field of expertise and a significant record of mentoring. This information, meant to give a sense of a candidate's work, can be provided through résumé/CV, performance reviews, interviews and awards, among other artifacts.

#### 3. Is a field/clinical experience subsumed within the academic experience?

There is a required internship.

# 4. How are the qualifications of the faculty associated with the professional graduate degree appropriate? Provide the specific qualifications for such faculty.

Each faculty member in the program holds a terminal degree in their field of expertise, and each faculty member maintains an active and significant creative research profile as well as professional performing career.

# 5. How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan?

a. Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation.

The National Association of Schools of Theatre (NAST) accredits Kent State's M.F.A. in Theatre Studies and all its concentrations, including Acting for the Returning Professional. Once the program is approved as a separate degree, the School of Theatre and Dance will apply for NAST accreditation and submit a proposal for final listing once transcripts are available for the first cohort. NAST is aware of the proposal and acknowledged the intention in its 2018-19 accreditation report.

# b. Is completion of the degree program required for professional accreditation in the field?

No, graduates do not need to secure accreditation to work in the field.

#### 6. How are theory and practice integrated within the curriculum?

Theory and practice are components of all courses in the curriculum. Students typically begin courses by exploring an acting theory or methodology and immediately putting it into practice in their in-class acting assignments. The students then explore pedagogical theories embedded in the teaching of the theory or methodology they just learned and put it into practice in-class and in their own teaching and assistant teaching. Students also integrate theory in their production work. In history and criticism classes, emphasis is placed on practical application of theory and acquiring the skills necessary for entering the academy.

#### 7. What is the national credit hour norm for this degree program?

The National Association of Schools of Theatre requires the terminal M.F.A. degree to be at a minimum of 60 semester credit hours (or 90 quarter credit hours).<sup>6</sup>

# 8. Describe the required culminating academic experience and how it will contribute to the enhancement of the student's professional preparation.

See item 2 in the Curriculum and Instruction Design section (pages 10-11) for a full description of the culminating requirement.

<sup>6</sup> National Association of Schools of Theatre (July 2002). Advisory regarding credit hour requirements for the Master of Fine Arts degree in theatre. Retrieved from <u>https://nast.arts-accredit.org/wp-</u> <u>content/uploads/sites/4/2016/03/NAST-Advisory-on-Credit-Hour-Requirements-for-the-MFA.pdf</u>.

# Appendix A: Fiscal Impact Statement

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	6	7	8	8
Headcount part-time	0	0	0	0
Full-time equivalent (FTE) enrollment	6	7	8	8
			-	
II. Projected Program Income				
Tuition	\$101,154	\$112,920	\$124,686	\$124,686
Expected state subsidy	\$45,218	\$50,421	\$57,624	\$59,622
Externally funded stipends, as applicable	\$—	\$—	\$—	\$—
Other Income	\$—	\$—	\$—	\$—
Total Projected Program Income	\$146,372	\$163,341	\$182,310	\$184,308
III Program Expenses				
New personnel				
	¢	¢	¢	¢
Part time: 0	<u> </u>	<u> </u>	 ¢	<u> </u>
	φ—	φ—	φ—	φ—
	¢	¢	¢	<u>م</u>
Puil-uille. 0	<u> </u>	<u>ه</u>		<u> </u>
	<b>\$</b> —	<b>\$</b> —	<u> </u>	<u> </u>
	\$400 FOF	#100.000	<b>#</b> 440.007	<b>0</b> 440 544
Full-time: 5 (@ .333FTE see note)	\$102,595	\$106,392	\$110,88 <i>1</i>	\$112,544
Part-time: 2 (@ approx10 FTE-	¢4 500		¢4,000	¢4 500
Tiuctuates)	\$1,500		\$1,800	\$1,500
Reduction in costs for part-time teachin	g (\$72,000)	(\$74,000)	(\$76,000)	(\$76,000)
Non instruction	(\$72,000)	(\$74,000)	(\$70,000)	(\$70,000)
	¢	¢	¢	<u>۴</u>
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Part-ume: U	<del>م</del>	<u> </u>	<u> </u>	<u> </u>
Benefits for all personnel (see note)	\$13,785	\$14,010	\$14,457	\$14,660
New facilities/building/space renovation	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Scholarship/stipend support	\$48,000	\$52,000	\$56,000	\$56,000
Additional library resources	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
Additional technology or equipment needs	\$-	<u>\$—</u>	<u>\$—</u>	<u>\$</u>
Other expenses (from below)	\$79,000	\$81,000	\$83,000	\$85,000
Total Projected Program Expenses	\$244,880	\$253,402	\$266,144	\$269,704
Projected Program Net	\$(26,508)	\$(16,061)	\$(7,834)	\$(9,396)
Other Evenness				
Allocation of expansion sourced by senarel for	. ¢0.000	¢2.000	¢0.000	¢2.000
Allocation of expenses covered by general ree	\$2,000 \$75,000	\$2,000	\$2,000	\$2,000
RCM overnead - estimated at 50%	\$75,000	\$77,000	\$79,000	\$81,000
RUIVI tuition allocation to other colleges	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Protessional development	<u>\$</u> —	<u>\$</u>	<u>\$</u> —	<u>\$</u>
Supplies (office, computer software, printing)	\$/50	\$750	\$750	\$750
Lelephone, network and lines	\$1,250	\$1,250	\$1,250	\$1,250
Other info and communication pool	\$—	<u>\$—</u>	\$—	<u>\$—</u>
Total Other Expenses	\$79,000	\$81,000	\$83,000	\$85,000

Note: Financial amount for the five full-time faculty represents 33% since all instruct in three programs.

# Appendix B: Program Catalog Page

College of the Arts School of Theatre and Dance - Theatre Division B141 Center for the Performing Arts Kent Campus 330-672-2082 <u>theatre@kent.edu</u> www.kent.edu/theatredance

## Description

The Master of Fine Arts degree in Acting for the Returning Professional provides students with substantial performance experience an intensive preparation for diverse careers in the field, including teaching at the university level. The goal of the terminal degree program is to mentor professional performers who wish to focus on refining and articulating their acting process, while gaining sound pedagogical practice in performance-related subjects. These subjects may include acting, voice and speech, movement and musical theatre. The two-year program provides a set of core classes centered around a variety of techniques and theories, within a flexible pedagogical laboratory model that allows students to explore areas of interest while incorporating advanced teaching and mentoring through performance in the form of teaching and practicum.

#### FULLY OFFERED AT:

Kent Campus

## Accreditation

National Association of Schools of Theatre

## Admission Requirements

- Bachelor's degree from an accredited college or university for <u>unconditional admission</u>
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for <u>unconditional admission</u>
- Official transcript(s)
- Résumé
- Goal statement
- Three letters of recommendation
- Evidence of professional experience<sup>1</sup>
- Audition
- English language proficiency all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
  - o Minimum 525 TOEFL PBT score (paper-based version)
  - o Minimum 71 TOEFL IBT score (Internet-based version)
  - Minimum 74 MELAB score
  - Minimum 6.0 IELTS score
  - Minimum 50 PTE score

For more information about graduate admissions, please visit the <u>Graduate Studies</u> website. For more information on international admission, visit the <u>Office of Global Education</u> website.

1 Required evidence in support of admission may include, but not limited to, Broadway, regional, and/or international performance credits; film and television credits; awards of national recognition; professional union affiliation; publication in the field of expertise; significant record of mentoring; and certifications and/or designations in areas such as acting, voice and speech or stage combat. Program faculty will evaluate the submitted documentation of professional experience and determine eligibility for the M.F.A. degree.

## Program Learning Outcomes

Graduates of this program will be able to:

- 1. Employ a broad range of acting knowledge and skills in the creation and presentation of roles.
- 2. Perform in plays of various types and from various periods.
- 3. Acquire advanced capabilities in acting, voice and speech, movement, theatre history and pedagogy.
- 4. Apply sound pedagogical practices to aspects of theatre or performance studies.
- 5. Demonstrate professionalism in an acting setting.

## **Program Requirements**

#### MAJOR REQUIREMENTS

Major Requiremen	nts	
THEA 51010	Theatre and Social Change	3
or THEA 51113	Theatre in Multicultural America	
or THEA 51115	LGBTQ Theatre	
or THEA 51191	Variable Content Seminar: Theatre History, Literature and Theory	
THEA 51303	Acting I Foundations/Stanislavski and Michael Chekhov	3
THEA 51304	Acting II: Scene Study - Modern American Realism	3
THEA 51701	Movement, Form and Space I - The Actor's Physical Instrument	3
THEA 51803	Voice and Speech I	3
THEA 51808	Acting Styles I - Shakespeare	3
THEA 60992	Professional Theatre Internship I	6
or THEA 61992	Professional Theatre Internship II	
THEA 61000	Introduction to Graduate Study in Theatre	3
THEA 61094	College Teaching in Theatre <sup>1</sup>	0-3
THEA 61305	Acting Styles II: Greek and Comedy of Manners	3
THEA 61701	Movement, Form and Space II - Neutral and Character Mask	3
THEA 61803	Voice and Speech II	3
THEA 62192	Practicum: Performance (must be taken two times)	6
THEA 62392	Practicum: Performance Pedagogy (must be taken three times)	3
THEA 65000	History, Historicism, Theory and Practice in Theatre and Drama	3
Major Electives, cho	pose from the following:	9
THEA 51095	Special Topics	
THEA 51191	Variable Content Seminar: Theatre History, Literature and Theory	
THEA 51301	Acting for the Camera I	
THEA 51302	Acting for the Camera II	
THEA 51305	Professional Aspects: Performance	
THEA 51401	Advanced Directing	
THEA 51703	Stage Combat	
THEA 61095	Special Topics	
THEA 61096	Individual Investigation: Theatre and Drama	
THEA 61098	Research	
THEA 61303	Acting III Scene Study: Naturalism and Absurd	
THEA 61703	Movement, Form and Space III	
THEA 61804	Voice and Speech III	
THEA 61806	Singing for the Actor	
THEA 65192	Teaching Practicum	
<b>Culminating Requ</b>	irement	
THEA 60199	M.F.A. Thesis Project	3
	Minimum Total Credit Hours:	60

<sup>1</sup> THEA 61094 is required for graduate assistants only.

#### **PROFESSIONAL EXPERIENCE EVALUATION**

Students have the potential to earn a maximum 16 credit hours for their professional experience toward the degree. Program faculty will determine the acceptability of professional experience submitted and calculate the number of credit hours that can be earned. While applicant's creative activities may encompass more than 16 credit hours, a maximum of 16 credit hours may be applied to the plan of study. The professional experience will be evaluated and awarded through THEA 61098 as the candidate matriculates through the degree program.

Documentation to be submitted in support of returning professional qualification includes the following:

- 1. Copy of the contract(s) from a production company or theatre company
- 2. Theatrical playbills or programs which contain the applicant's name and role
- 3. Evidence of reviews and promotional materials
- 4. Awards, nominations and or certification documents
- 5. Written explanation of the professional experience presented, and its influence on current professional and educational endeavors

The documentation will be evaluated and approved by the acting area faculty, and the candidate will be notified of returning professional credit.

## Appendix C: Evaluation Rubric for Professional Experience for Admission as a Returning Professional

The following chart outlines the areas of professional experience used for admission to the M.F.A. degree in Acting for the Returning Professional. Faculty must determine a minimum of 6 points to qualify applicants for admission.

Creative activity	1 point awarded	2 points awarded	3 points awarded
Major performance credits with league theatres Broadway/ national tours	1 production	2 productions	3+ productions
Major performance credits with regional LORT/URTA credits- tier 1 and tier 2 opera companies	1 production	2 productions	3+ productions
Major international performance credits (e.g., European tours, world tours, London's West End)	1 production	2 productions	3+ productions
Major film and/or television credits	1 production	2 productions	3+ productions
Professional union affiliations (A.E.A., SDC, SAG–AFTRA, AGMA)	Apprenticeship or candidacy program	Established membership	Vested membership and/or record of service
Awards of regional or national recognition (credit awarded for each)	Regional award nomination (e.g., Jefferson, Barrymore, Ovation)	Regional award received (e.g., Jefferson, Barrymore, Ovation)	National award nomination or received (e.g., Tony, Grammy, Oscar, Emmy)
Publication in field of expertise	Peer-reviewed journal/article publication	Invited journal/article publication (e.g., American Theatre, Theatre Journal, Drama Review)	Researched publications (books, plays, scores)
Record of mentorship or service	University guest artist performance or Actor's Equity Association guest contracts with emerging nationally recognized venues	Professional vocal, movement, acting, fight captain and/or coaching with emerging nationally recognized venues	Work as director, music director or choreographer with nationally recognized venues
Certifications or designations in acting, movement, voice/ speech, stage combat, etc.	Level I certification or designation (if the certifier has a hierarchy)	Level II certification or designation	Level III or full certification or designation

# **Appendix D: Course Descriptions**

**THEA 51010 Theatre and Social Change** (3 credit hours) (Slashed with THEA 41010) The course interweaves the history, theory, practice and play text development in the field of theatre and social change.

**THEA 51095 Special Topics** (1-3 credit hours) (Repeatable for credit)(Slashed with THEA 41095) Offered irregularly when unusual resources permit.

**THEA 51113 Theatre in a Multicultural America** (1-3 credit hours) (Slashed with THEA 41113) A study of theatre and drama in the Native-American, Hispanic-American, African-American and Asian-American communities in the United States from 1980 to present.

**THEA 51115 LGBTQ Theatre** (3 credit hours) (Slashed with THEA 41115) Studies of various theatrical representations of Lesbian, Gay, Bisexual, Transgender and Queer people as seen through the frameworks of history, gender theory, identity, politics, psychology, law, and justice.

THEA 51191 Variable Content Seminar: Theatre History, Literature and Theory (3 credit hours) (Repeatable for credit) (Slashed with THEA 41191) Seminar focuses on selected topics in these areas, for example performance art, performance theory or theatre in a multicultural society.

**THEA 51301 Acting for the Camera I** (3 credit hours) (Slashed with THEA 41301) An introduction to the specific techniques used in film acting. The course provides students with the necessary tools to make the transition from stage acting to camera acting.

**THEA 51302 Acting for the Camera II** (3 credit hours) (Slashed with THEA 41302) Further development on the specific techniques used in film acting as applied to the graduate actor. The course continues to assist in making the transition from stage acting to camera acting.

#### THEA 51303 Acting I Foundations/Stanislavski and Michael Chekhov (3 credit hours)

The Stanislavski and Michael Chekhov Techniques: A thorough exploration of Stanislavski's Method of Psycho-Physical Action, and the Michael Chekhov technique including atmosphere, psychological gesture, and qualities of movement.

THEA 51304 Acting II: Scene Study-Modern

American Realism (3 credit hours) (Slashed with THEA 41304) The application of the Stanislavski and Michael Chekhov Techniques to in-depth scene study using the plays of Odets, Miller, Williams, Shanley and others.

THEA 51305 Professional Aspects: Performance

(3 credit hours) (Slashed with THEA 41305) A study of the practical demands and requirements of a professional acting career with particular emphasis on audition skills. Also covered pictures and resumes, making rounds, professional unions, casting directors, agents and managers, the job market and career prospects. **THEA 51401 Advanced Directing** (3 credit hours) (Slashed with THEA 41401) Advanced work in directing for the theatre. Topics include director as creative interpretative artist, the director and the actor. Students direct individual projects.

**THEA 51701 Movement, Form and Space I-The Actor's Physical Instrument** (3 credit hours) Development of technical skills emphasizing the physical components of expressive action through integration of breath, voice and body conditioning.

THEA 51703 Stage Combat (3 credit hours) (Repeatable for maximum 6 credit hours (Slashed with THEA 41703) Introductory course focuses on creating the illusion of violence for the stage and screen. Basic instruction is given in unarmed and armed stage combat. Emphasis is on the development of technique; the process of the work; and the performance, with a focus on safety, accuracy and the fundamental techniques recognized by the Society of American Fight Directors (SAFD). Basic techniques are incorporated into short scenes to provide experience performing fights in production.

**THEA 51803 Voice and Speech I** (3 credit hours) Practical study and application of voice and speech production for the actor into various styles of verse and prose, including heightened language and text.

**THEA 51808 Acting Styles I: Shakespeare** (3 credit hours) (Slashed with THEA 41808) The application of acting, movement, and voice and speech techniques to sonnets, monologues, soliloquies, and scenes from Shakespeare.

**THEA 60199 M.F.A. Thesis Project** (3 credit hours) (Repeatable for credit) Students must register for course during the semester of their M.F.A. thesis project.

**THEA 60992 Professional Theatre Internship** I (3, 6 credit hours) (Repeatable once) Intensive advanced training in practical aspects of production. Periodic seminars, laboratory sessions and performance in the Porthouse Theatre Company.

**THEA 61000 Introduction to Graduate Study in Theatre** (3 credit hours) Orientation to bibliography and research in the field of theatre with emphasis on application of research to performance.

**THEA 61094 College Teaching in Theatre** (3 credit hours) (Repeatable for credit) Strategies for teaching, issues on implications of pedagogical practice and responsibilities of academic leadership.

**THEA 61095 Special Topics** (1-3 credit hours) (Repeatable for credit) Offered irregularly when unusual resources permit a topic different from existing courses. Topic are announced when scheduled. **THEA 61096 Individual Investigation: Theatre and Drama** (1-4 credit hours) (Repeatable for maximum 6 credit hours) Independent study of an area or problem approved by divisional graduate coordinator in consultation with project director.

**THEA 61098 Research** (1-15 credit hours) (Repeatable for credit) Research or individual investigation for master's-level graduate students. Credits may be applied toward meeting degree requirements with school approval.

THEA 61303 Acting III Scene Study: Naturalism and Absurd (3 credit hours) In-depth scene study in the genres of Naturalism and Absurd theatre. Exploration of the works of Chekhov, Strindberg, Beckett and others.

THEA 61305 Acting Styles II: Greek and Comedy of Manners (3 credit hours) Application of acting, movement and speech techniques to these specific genres. Focus on style and physicalization using Greek and English Restoration playwrights as well as Molière, Wilde and others.

**THEA 61701 Movement, Form and Space II-Neutral and Character Mask** (3 credit hours) Advanced skills and conditioning focusing on the physical and vocal qualities of characterization achieved through performance in masks.

**THEA 61703 Movement, Form and Space III** (3 credit hours) Advanced skills and conditioning focusing on the physical and vocal qualities of characterization achieved through period movement. This course allows actors to effectively perform movement and styles from specific historical periods and genres.

**THEA 61803 Voice and Speech II** (3 credit hours) Ongoing study and application of voice and speech technique into various styles of text, and the analysis and development of accents for performance and presentation. **THEA 61804 Voice and Speech III** (3 credit hours) Advanced study and application of voice and speech techniques, focusing on the extremes of vocal demands.

**THEA 61806 Singing for the Actor** (1 credit hour) A comprehensive study of performance techniques and repertoire appropriate to the singing actor.

#### **THEA 61992 Professional Theatre Internship II**

(3,6 credit hours) (Repeatable for credit) Intensive advanced training in practical aspects of production. Periodic seminars, laboratory sessions and performance in a professional theatre company.

THEA 62192 Practicum: Performance (3 credit hours) (Repeatable for credit) (Cross-listed with KBT 62192) Practical experience for the graduate student in theatre performance under faculty supervision.

THEA 62392 Practicum: Performance Pedagogy

(1 credit hour) (Repeatable for credit) Advanced practical experience in theatre performance pedagogy under faculty supervision.

THEA 65000 History, Historicism, Theory and Practice in Theatre and Drama (3 credit hours) Course covers the breadth of theatre history and historicism and application of theatre theory to practice by focusing on the six major stylistic periods: Greek and Roman, Medieval, Renaissance, Romanticism, Realism and Non Realism (symbolism, expressionism, surrealism, absurdism) and contemporary period (postmodernism, feminism and interculturalism, multiculturalism). Using lecture, scholarly articles, video viewing and practical writing projects, students learn about and practice each style, as well appl the style to students' respective areas of graduate study (i.e. actor, director, designer).

**THEA 65192 Teaching Practicum** (3 credit hours) (Repeatable for maximum 6 credit hours) Application of strategies for teaching at the college level. Development of advanced skills in course preparation, classroom management and pedagogical practice. Major work done teaching or assisting with undergraduate classes.

# Appendix E: Faculty Curriculum Vitae

See separate attachment.

# Theatre Design and Technology Master of Fine Arts Degree

# FULL PROPOSAL

Submitted to: Chancellor's Council on Graduate Studies Ohio Department of Higher Education

Submit date: to come

Submitted by: College of the Arts Kent State University



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# Basic Characteristics of the Proposed Program

#### 1. Brief description of the disciplinary purpose and significance of the proposed degree.

Since 1994, Kent State University's School of Theatre and Dance has offered a terminal M.F.A. degree in Theatre Studies with concentrations in two areas: Acting and Design and Technology (the latter with emphases in costume design, lighting design, scene design and technical direction). This proposal seeks to create a separate M.F.A. degree program in Theatre Design and Technology to replace the current concentration.

The Design and Technology concentration has undergone course updates over the years, and faculty agree that separating the program from the acting curriculum will more accurately reflect the program as it has evolved. The three concentrations of the current M.F.A. (Acting, Design/Technology and Acting for the Returning Professional) no longer share a robust common core, have different entrance criteria and are offered in different cycles. "Theatre Studies" is too broad a term for the discipline and does not identify the high degree of specialization available.

Under a separate proposal, the School of Theatre and Dance is establishing an M.F.A. degree in Acting for the Returning Professional.

Theatre programs in the School of Theatre and Dance are accredited by the National Association of Schools of Theatre. The school offers a B.A. degree in Theatre Studies, a B.F.A. degree in Musical Theatre and B.F.A. degree in Theatre Design, Technology and Production. Additionally, the school offers seven distinct theatre-related undergraduate minors. In fall 2019 (15<sup>th</sup> day census) 340 students were declared in a theatre degree program in the school.

#### 2. Definition of the focus of the program

The proposed three-year terminal degree program provides the candidate opportunity to study theatrical design and technology in a specialized area. M.F.A. candidates select one of four concentrations to study: costume, lighting, scene design, lighting design, technical direction or costume design and technology

Students are offered ample opportunities to design for theatre and dance productions, and coursework teaches the skills that align with their area of specialization. The curriculum will allow students to exercise advanced design skills and apply these to the production process. Additionally, M.F.A. students on a assistantship will have the opportunity to teach undergraduate classes and mentor less advanced students through the production process.

#### 3. Rationale for the degree name.

Per the National Association of Schools of Theatre, "The Master of Fine Arts degree title is appropriate only for graduate-level programs that emphasize full-time, professionally-oriented study of some aspect of theatre practice that prepares the student as an advanced professional practitioner or a professional teacher of theatre practice."<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> National Association of Schools of Theatre (April 19, 2019). Handbook 2019-20. Retrieved from <u>https://nast.arts-accredit.org/wp-content/uploads/sites/4/2019/05/NAST-Handbook-2019-20-Current-08-30-2019.pdf</u> (page 119).

The proposed M.F.A. degree program aligns with that definition.

#### 4. Duration of the program.

#### a. Total credit hours for completion of the program:

The degree program will be 60 semester credit hours.

#### b. Normal or typical length of time for students to complete the program:

Length of the program will be three years (six semesters) for full-time students.

#### 5. Proposed initial date for implementation of the program.

Proposed implementation for the degree program is fall 2020.

#### 6. Admission requirements and admission timing.

The program will admit in fall semester only. Applicants must hold a bachelor's degree, earn a minimum 3.000 undergraduate GPA (on a 4.000 point scale) and submit a résumé of theatre experience, goal statement and three letters of recommendation. In addition, they must complete an interview and portfolio review.

#### 7. Primary target audience for the program.

The audience for the program is theatrical designers with professional or academic experience who seek a full-time, terminal degree program.

#### 8. Special efforts to enroll and retain underrepresented groups.

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

Kent State University is a member of the University Resident Theatre Association, and faculty recruit students through that organization's national recruitment initiatives as well as through United States Institute for Theatre Technology and Southeastern Theatre Conference unified events.

Leveraging its vast alumni network in colleges and universities throughout the country, the School of Theatre and Dance seeks out underrepresented students and recruits competitively, offering a full tuition waiver, stipend and subsidized health coverage. The M.F.A. in Design and Technology has been successful over the past 25 years in recruiting international students in the Design and Technology program from South Korea, China, Iran, Turkey, Thailand and Great Britain.

Kent State's Division of Graduate Studies supports underrepresented students with the Graduate Dean's Travel Award (for recruitment travel) as well as the Graduate Dean's Award (additional to the assistantship). The School of Theatre and Dance has also increased the diversity of its faculty body over the past five years by 13 percent. Currently 29 percent of the faculty are from underrepresented populations.

b. Provide as background a general assessment of the following: (1) institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within discipline; and (2) comparison with nationally reported values from National Center for Educational Statistics, Council of Graduate Schools or other authoritative sources. Supply data by demographic group where available.

Eleven percent of underrepresented students made up the fall 2019 enrollment in Kent State's graduate theatre degree programs, see figures below. :<sup>2</sup>

Figures: Enrolled underrepresented (URS) students in theatre majors in Kent State's School of Theatre and Dance (Fall 2019 Semester)



## Institutional Planning for Program Change

# 1. What are the physical facilities, equipment and staff needed to support the program?

Physical facilities, staffing and equipment for the M.F.A. degree were determined as meeting accreditation standards from a 2019 review from the National Association of Schools of Theatre. The Center for the Performing Arts on the Kent Campus houses three theatres, performance and rehearsal space, a costume shop, an extensive scene shop with ventilation and dust collection, a prop studio with spray hood, a welding lab, a scenery construction studio, a dye room, laundry facilities and laboratories for costumes, drafting, lighting, scenery and CAD and other software. A performing arts library in the center provides students access to scores, scripts, audio and video recordings, journals, monographs and texts.

The School of Theatre and Dance oversees the professional venue Porthouse Theatre in Cuyahoga Falls. Porthouse Theatre operates in summers under an Actors' Equity Association agreement through the University Resident Theatre Association.

<sup>&</sup>lt;sup>2</sup> Source: Kent State Office of Institutional Research; numbers based on student self-reporting of ethnicity/ race and gender at time of admission.

#### 2. What is the evidence that a market for the new program exists?

#### a. How has estimated program demand been factored into realistic enrollment projections?

Enrollment in the M.F.A. Design/Technology program has averaged 11 students each semester for the past eight semesters. The population of competitive applicants is identified annually through the University Resident Theatre Association and other unified recruitment events, as well as graduates of undergraduate theatre programs. Kent State University has a substantial alumni base embedded in higher education across the country who refer students. Additionally, the school recruits to attract working professionals in the early stages of careers who are interested in graduate study in theatre.

# b. How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Over the past 10 years, the School of Theatre and Dance has developed the following to grow and sustain its programs:

- Construction in 2010 of a \$16-million facility expansion, which included renovations to existing shops, laboratories, theatres and classrooms and new black box theatre
- Upgrades to equipment and safety measures to include automated and LED fixtures and shop ventilation and dust collection
- Hires of one full-time faculty in sound, one full-time faculty in stage management and one full-time and one part-time faculty in costume technology
- Securement of an endowed guest director series to sustain one professional director per year for mainstage productions
- Approval of an arts fee for undergraduate students, which gives them free admission to all arts events and allows the school to maintain production budgets
- Provision of travel grants to students to encourage their participation and presentations at national conferences
- c. Provide evidence of need for the new degree program, including the opportunities for employment of graduates. Examples of potential metrics of program need include: (1) Student interest and demand: potential enrollment; ability to sustain the critical mass of students; (2) institutional need: plan for overall development of graduate programs at the university; and (3) societal demand: intellectual development; advancement of the discipline; employment opportunities to meet regional, national needs and/or international needs.

Since 2006, the school has successfully placed 100 percent of its design and technology students upon graduation. More than half go into higher education and achieve tenure. Some have become department chairs. The competition for design and technology graduate students is high, and Kent State has competed successfully in the past to fill enrollment slots. The School of Theatre and Dance subsidizes a majority of graduate students for three years. Considering that the cost of living in Northeast Ohio is low, many students graduate with much lower debt than from other M.F.A. degree programs.

Regarding market trends for designers and technical directors, below are the few studies on the subject:

- The Theatre Communications Group estimates that, in 2017, 1,759 professional non-profit theatres nationwide employed artists as the majority of its workforce.<sup>3</sup>
- The Associate for Theatre in Higher Education reports the market for college faculty positions in theatre has remained reasonably consistent between 1996 and the present.<sup>4</sup>
- The U.S. Bureau of Labor Statistics projects that employment in entertainment and sports occupations will grow five percent between 2018 to 2028, about as fast as the average for all occupations. Employment of actors is projected to show little or no change from 2018 to 2028. The number of Internet-only platforms, such as streaming services, is likely to increase, along with the number of shows produced for these platforms. This growth may lead to more work for actors:<sup>5</sup>

# **Statewide Alternatives**

# 1. What programs are available at other institutions, and how do they differ from the program being proposed?

Four universities in Ohio offer a graduate degree program in theatre design and technology, all accredited by the National Association of Schools of Theatre, see table.

University	Graduate Program	Career Objective	Characteristics
Kent State Univ.	M.F.A., Theatre Studies (Design/Technology [Costume Design, Lighting Design, Scene Design, Theatre Technology])	professional designers and educators	Three years, 60 credit hours, thesis project
Ohio State Univ.	M.F.A., Design (Costume, Lighting, Scene)	professional designer	Three years, 67 credit hours, comp exam
Ohio Univ.	M.F.A., Production Design M.F.A. Production Technology	professional designers and technicians	Three years, 90 credit hours, exit portfolio
Univ. of Cincinnati	M.F.A., Theatre Design and Production (Costume Design and Technology, Lighting Design and Technology, Make-up and Wig Design, Sound Design, Stage Design, Stage Management)	professional designers	Three years, 60 credit hours, thesis portfolio

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Table: $NAST-Accredited IVER A$	deoree prodrams in theatre	aesian/technology in Unio
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<sup>&</sup>lt;sup>3</sup> Voss, Z.G., Voss, G.B., Fonner, D., Rose, I.B. & Baskin, L. (2018) Theatre facts 2018. Retrieved from <u>www.tcg.org/pdfs/tools/TCG TheatreFacts 2018.pdf</u>.

<sup>&</sup>lt;sup>4</sup> Bial, H. (n.d.) The new normal. Association for Theatre in Higher Education. Retrieved from <u>www.athe.org/page/About Jobs</u>.

<sup>&</sup>lt;sup>5</sup> U.S. Bureau of Labor Statistics (4 September 2019). Occupational Outlook Handbook. Retrieved from <u>www.bls.gov/ooh/entertainment-and-sports/home.htm</u>.

The primary difference between Kent State's program and the others is reflected in the career objective. Kent State students begin developing a teaching portfolio in their first year in order to prepare them for jobs in higher education. Graduate assistants in design and technology teach introductory labs, mentor undergraduate students and serve as shop assistants. As students matriculate, they have the opportunity to teach the lecture portion of a fundamentals course and/or the general education course The Art of the Theatre.

Another unique aspect of Kent State's M.F.A. degree program is Porthouse Theatre, where graduate students are able to design and hold staff leadership positions.

#### 2. Explain the appropriateness of the specific locale for the program.

The Kent Campus is located 40 minutes from downtown Cleveland and 20 minutes from Akron, both of which offer vibrant theatre and arts opportunities. The area is home to two League of Resident Theatres Equity theatres (Great Lakes Theatre and Cleveland Playhouse), a number of smaller Equity theatres and other theatres that provide Equity contracts. In addition, the School of Theatre and Dance produces Porthouse Theatre, a summer professional theatre program less than 30 minutes from the Kent Campus.

#### 3. Are there opportunities for inter-institutional collaboration to offer the program?

Kent State does not foresee any collaborations with other universities at this time but welcomes a opportunity for partnerships with other NAST-accredited programs.

## Growth of the Program

#### 1. What future growth do you anticipate over several years?

Enrollment in the program traditionally has been based on the availability of assistantships for students. Since fall 2018, there have been nine students enrolled in the program: three students in scene design, two students in costume design, two students in technical direction and two students in lighting design—all with assistantships dedicated to design and technology areas. The expectation is that the program will grow to 12 students with assistantships. See Appendix A for the program's fiscal impact statement.

#### 2. How do you plan to manage this growth?

As the courses are existing and offered by existing faculty, current resources are sufficient for the initial year, with the expectation that if the program grows more than predicted, the college dean will evaluate additional full-time hires. The current facilities and staff serve existing students, with room to accommodate more.

#### 3. When do you expect the program to be self-sufficient?

The M.F.A. Theatre Studies concentration in design and technology has been sustained for 25 years at Kent State. The faculty and staff teach not only in this program but in the undergraduate theatre programs as well. Graduate assistants in design and technology teach introductory courses and labs, mentor undergraduate students and serve as shop assistants. This service component of each assistantship contributes to the program's sustainability.

# **Curriculum and Instructional Design**

# 1. Description of the proposed curriculum, including any concentrations, cognates or specializations within the major.

The school's recent (spring 2019) accreditation review from National Association of Schools of Theatre confirmed the need for more graduate student-only design courses throughout the curriculum. The design and technology faculty have created seven new, 2-credit courses for each concentration. These new courses will fulfill the need for unique graduate student-only courses, ensure low student/faculty ratios in classroom instruction (approximately 1:3) and add breadth and depth to the design curriculum in each concentration. Many of the courses in the proposed curriculum are existing and have been offered for the M.F.A. degree in Theatre Studies.

For the full curriculum as well as admission and graduate requirements, see the catalog page in Appendix B. Course descriptions are in Appendix C.

#### 2. Description of a required culminating, or integrated learning, experience.

The culminating project is THEA 61310: Master of Fine Arts in Design and Technology Culminating Project. This is a realized project of scale requiring successful completion, documentation, a public performance and a formal presentation. Documentation consists of a design analysis, process journal, relevant research and other supporting materials (e.g., photos, links to the candidate's website). The presentation may include, but is not limited to, research, drawing and drafting, rendering and associated digital images, video or audio files. A committee of graduate faculty evaluates the project and the assessment reported to the College of the Arts. The project serves not only as a capstone but also as a fully realized project of scale that demonstrates the artistry and skills learned in the program and contributes to their professional portfolio.

Past culminating projects include the following:

- Set design for *Macbeth*
- Set design for *The Mystery of Edwin Drood*
- Set design for Into the Woods
- Set design for *Next To Normal* (at Porthouse Theatre)
- Costume design for *Any Resemblance*
- Costume design for *Emilie*: La Marquise du Châtelet *Defends Her Life Tonight*
- Costume design for *Sideshow*
- Technical direction for *Newsies* (at Porthouse Theatre)
- Technical direction for Little Women
- Lighting design for The Mystery of Edwin Drood
- Lighting design for *West Side Story* (at Porthouse Theatre)
- Lighting design for Into the Woods

## Institutional Staffing, Faculty and Student Support

1. How many and what types of faculty (full and part time) will be employed in the program? Describe how number and type of faculty is sufficient to support the program (especially if the program contains a research or heavily mentored activity).

Nine full-time faculty (six tenured and tenure-track, three non-tenure track) teach the courses in the program, see table below. In addition, there are five full-time professional staff members with the following titles:

- Production Manager
- Lighting and Sound Supervisor
- Scene Shop Supervisor
- Costume Shop Supervisor
- Assistant Costume Shop Supervisor

M.F.A. degree candidates will design in theatre productions, directed by additional full-time faculty at Kent State. All faculty who are teaching or involved in the program also teach for other degree programs in the School of Theatre and Dance. Faculty capacity and credentials are appropriate for the program as a concentration current and projected for the future as a separate degree program. All faculty teaching in the program have graduate faculty status and are eligible to direct thesis projects and/or serve on thesis committees. See Appendix D for faculty CV.

Faculty Member	Terminal Degree	Courses Taught and/or Proposed
Kerry Jo Bauer	M.F.A., Costume	THEA 52101 Dye Techniques and Fabric Modification
Assistant Professor	Design, Ohio	THEA 52150 Three-Dimensional Characters
Non-tenure track	University, 1995	THEA 61096 Individual Investigation
	Years teaching: 6	
Nicholas Drashner	M.F.A., Sound	THEA 51523 Sound Design and Technology I
Assistant Professor	Design, University of	THEA 51527 Sound Design and Technology II
Tenure track	California-San Diego,	THEA 51562 Advanced Projection Design
	2012	THEA 61096 Individual Investigation
	Years teaching: 6	
Tamara Honesty	M.F.A., Scenic	THEA 51525 Props and Crafts
Assistant Professor	Design, West	THEA 60196 Individual Investigation
Tenure track	Virginia University,	THEA 61310 Design Technology Culminating Project
	1996	THEA 61531 Period Style for Theatre Designers
	Years teaching: 9	THEA 61623 Digital Rendering Theatre Design
		THEA 61992 Professional Internship II
		THEA 63001 Scene Design I
		THEA 63002 Scene Design II
		THEA 63003 Scene Design III
		THEA 63004 Scene Design IV
		THEA 63005 Scene Design V
		THEA 63006 Scene Design VI
		THEA 63092 Production Collaboration

Faculty Member	Terminal Degree	Courses Taught and/or Proposed
Grace Keenan	M.F.A., Costume	THEA 51540 Draping for the Theatre I
Assistant Professor	Technology,	THEA 51541 Draping for the Theatre II
Non-tenure rack	Pennsylvania State	THEA 51624 History of Costume and Textiles
	University, 2012	THEA 51734 Costume Production Management
	Years teaching: 6	THEA 61096 Individual Investigation
Yuko Kurahashi	Ph.D., Theatre and	THEA 51113 Theatre in a Multicultural America
Professor and	Drama, Indiana	THEA 61000 Intro to Graduate Study in Theatre
Graduate	University-	THEA 61094 College Teaching in Theatre
Coordinator	Bloomington, 1996	THEA 61096 Individual Investigation
Tenured	Years teaching: 23	THEA 65000 History, Historicism, Theory and Practice
		in Theatre and Drama
Daniel-Raymond	Ph.D., Theatre,	THEA 51115 LGBTQ Theatre
Nadon	University of	THEA 51191 Variable Content Seminar
Professor	Colorado–Boulder,	THEA 65192 Teaching Practicum
Tenured	1993	5
	Years teaching: 29	
Steve Pauna	M.F.A., Theatre	THEA 51420 Theatrical Drafting II
Associate Professor	Studies (Technical	THEA 51430 Advanced Construction Theory
Non-tenure track	Direction), Kent State	THEA 51531 Theatrical Rigging
	University, 2000	THEA 51560 Theatre Fabrication Technology
	Years Teaching: 19	THEA 61096 Individual Investigation
	_	THEA 61310 Design Technology Culminating Project
		THEA 61992 Professional Theatre Internship II
		THEA 64001 Theatre Technical Direction I
		THEA 64002 Theatre Technical Direction II
		THEA 64003 Theatre Technical Direction III
		THEA 64004 Theatre Technical Direction IV
		THEA 64005 Theatre Technical Direction V
		THEA 64006 Technical Direction VI
		THEA 64092 Production Collaboration
Jakyung Seo	M.F.A., Lighting	THEA 51521 Advanced Lighting Technology I
Associate Professor,	Design, University of	THEA 51526 Advanced Lighting Technology II
Design, Technology	Illinois– Urbana-	THEA 60992 Professional Theatre Internship I
and Production	Champaign, 2004	THEA 61096 Individual Investigation
Coordinator	Years teaching: 14	THEA 61306 Professional Aspects
Tenured		THEA 61310 Design Technology Culminating Project
		THEA 61992 Professional Internship II
		THEA 65001 Lighting Design I
		THEA 65002 Lighting Design II
		THEA 65003 Lighting Design III
		THEA 65004 Lighting Design IV
		THEA 65005 Lighting Design V
		THEA 65006 Lighting Design VI
		THEA 65092 Production Collaboration Lighting Design

Kent State University	Full Proposal to Establish	M.F.A. Theatre Design and	1 Technology   Page 12

Faculty Member	Terminal Degree	Courses Taught and/or Proposed
Michelle Souza	M.F.A., Costume	THEA 51524 Design Studio: Costume
Assistant Professor	Design, University of	THEA 51529 Advanced Wig and Makeup Techniques
Tenure track	California– San	THEA 51621 Presentation Media
	Diego 2007*	THEA 61096 Individual Investigation
	Years teaching: 5	THEA 61310 Design Technology Culminating Project
		THEA 61992 Professional Internship II
		THEA 66001 Costume Design I
		THEA 66002 Costume Design II
		THEA 66003 Costume Design III
		THEA 66004 Costume Design IV
		THEA 66005 Costume Design V
		THEA 66006 Costume Design VI
		THEA 66092 Production Collaboration

\* Transcript not on file in the Kent State Office of Academic Personnel

#### 2. How many, if any, new faculty will be hired for the program?

As the proposal is to elevate an existing concentration taught by existing faculty, to a separate degree program, there are no anticipated new hires for the program.

# 3. What are the administrative arrangements for the proposed program, including oversight at the program, department/school and college level?

The theatre graduate coordinator oversees administration of the program, including curriculum design. The coordinator reports to the director of the School of Theatre and Dance, who in turn, reports to the dean of the College of the Arts. The School of Theatre and Dance is one of four schools in the college, with the others being the School of Art, the School of Music and the School of Fashion Design and Merchandising. The associate dean of the College of the Arts provides oversight of all graduate programs in the college.

#### 4. Where will any needed financial support and staffing come from?

Most courses for the proposed degree program are existing; seven new courses will be created for each concentration (total 28 new courses). A recent NAST review from accrediting body National Association of Schools of Theatre highlighted a concern with insufficient number graduate-only classes for each concentration. As a result, faculty have developed new 2-credit graduate-only design-focused coursework to be offered each semester during the three years of the MFA program. Practical application of production work will be incorporated into the curriculum through a series of four new courses. Since the cohorts for this program purposefully are kept small, there is no anticipated need for additional resources. Faculty have been supporting both undergraduate and graduate programs in the school. See Appendix A for the program's fiscal impact statement.

## Academic Quality Assessment

# 1. What are the admission criteria in addition to the traditionally required transcripts, standardized test scores, letter of recommendation and personal statements of purpose — that will be used to assess the potential for academic and professional success of prospective students?

In addition to submitting the standard requirements for admission to a Kent State master's degree, applicants must submit their portfolio and interview with program faculty. The interview generally consists of a presentation of applicant's own portfolio in one of the four concentration areas, scene design, lighting design, technical direction or costume design and technology

# 2. Will there be special consideration of student experience and extant practical skills within the admission process? If so, please elaborate.

Skills and experience in the student's desired concentration will be evaluated through submission of a portfolio and interview with program faculty.

#### 3. Is a field/clinical experience subsumed within the academic experience?

Students are required to complete an internship with a professional theatre company or professional scenic house, typically in the summer. The internship must be proposed and approved by the faculty, and the internship experience must be graduate level work.

Kent State M.F.A. candidates have frequently fulfilled internships at the following venues:

- Berkshire Theatre Festival (Massachusetts)
- Colorado Shakespeare Festival
- Goodspeed Opera House (Connecticut)
- Porthouse Theatre (Ohio)
- Santa Fe Opera (New Mexico)
- Spoleto Festival USA (S. Carolina)
- Utah Shakespeare Festival
- Williamstown Theatre Festival (Massachusetts)

# 4. How are the qualifications of the faculty associated with the professional graduate degree appropriate? Provide the specific qualifications for such faculty.

Each faculty member holds a terminal degree of Master of Fine Arts in their area of expertise as well as having significant professional experience.

# 5. How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan?

a. Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation.

Kent State University is accredited by the National Association of Schools of Theatre (NAST), and the proposed Theatre Design and Technology major follows NAST guidelines for the Master of Fine Arts degree.

A proposal for plan approval will be submitted once all curricular approvals are granted, and a proposal for final listing will be submitted once transcripts are available for the first cohort.

# b. Is completion of the degree program required for professional accreditation in the field?

Graduates do not need to secure accreditation to work in the field.

#### 6. How are theory and practice integrated within the curriculum?

The discipline, by nature, integrates theory and practice. Theory and practice are components of all courses in the curriculum. Students apply design theory and research in all aspects of their class projects and realized work. Students explore pedagogical theories of teaching and apply it to their own teaching assignments. In history and criticism classes, emphasis is placed on practical application of theory and acquiring the skills necessary for entering the academy.

#### 7. What is the national credit hour norm for this degree program?

The National Association of Schools of Theatre requires the terminal M.F.A. degree to be at a minimum of 60 semester credit hours (or 90 quarter credit hours).<sup>6</sup>

# 8. Describe the required culminating academic experience and how it will contribute to the enhancement of the student's professional preparation.

See item 2 in the Curriculum and Instruction Design section (page 9) for a full description of the culminating requirement.

<sup>&</sup>lt;sup>6</sup> National Association of Schools of Theatre (July 2002). Advisory regarding credit hour requirements for the Master of Fine Arts degree in theatre. Retrieved from <u>https://nast.arts-accredit.org/wp-</u> <u>content/uploads/sites/4/2016/03/NAST-Advisory-on-Credit-Hour-Requirements-for-the-MFA.pdf</u>.

# **Appendix A: Fiscal Impact Statement**

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	9	11	12	14
Headcount part-time	0	0	0	0
Full-time equivalent (FTE) enrollment	9	11	12	14
II. Projected Program Income				
Tuition	\$151,731	\$185,449	\$202,308	\$236,126
Expected state subsidy	\$67,824	\$82,896	\$90,432	\$105,504
Externally funded stipends, as applicable	\$—	\$—	\$—	\$—
Other Income:	\$—	\$—	\$—	\$
Total Projected Program Income	\$219,555	\$268,345	\$292,740	\$341, 630
III. Program Expenses				
New personnel				
Instruction				
Full-time: 0	\$—	\$—	\$—	\$—
Part-time: 0	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Non-instruction	÷	•	÷	¥
Full-time: 0	\$—	\$—	\$—	\$—
Part-time: 0	\$	<u>\$</u> —	\$	<u> </u>
Current personnel	Ŧ		Ŧ	<del>`</del>
Instruction				
Full-time: 7.5 @ .333 FTE (see note)	\$167.595	\$170.355	\$173.990	\$178.659
Reduction in costs for part-time	(\$108.000)	(\$132,000)	(\$144.000)	(\$168,000)
teaching at the undergraduate level:		(, , ,	(, , , ,	(, , , ,
Non-instruction				
Full-time: 0	\$—	\$—	\$—	\$—
Part-time: 0	\$—	\$—	\$—	\$—
Benefits for all personnel (see note)	\$18,785	\$19,010	\$19,457	\$19,660
New facilities/building/space renovation	\$—	\$—	\$—	\$—
Scholarship/stipend support	\$81,000	\$99,000	\$108,000	\$126,000
Additional library resources	\$—	\$—	\$—	\$—
Additional technology or equipment needs	\$—	\$5000	\$—	\$5000
Other expenses (from below)	\$79,000	\$79,000	\$83,000	\$85,000
Total Projected Program Expenses	\$238,380	\$242,565	\$240,447	\$246,319
Projected Program Net	\$(18,825)	\$25,780	\$52,293	\$95,311
Other Expenses				
Allocation of expenses covered by general fee	\$2.000	\$2.000	\$2.000	\$2.000
RCM overhead - estimated at 50%	\$75.000	\$77.000	\$79.000	\$81.000
RCM tuition allocation to other colleges	\$ <u>\$</u>	<u> </u>	<u>\$</u>	<u> </u>
Professional development	\$1000	\$1000	\$1000	\$1000
Supplies (office, computer software, printing)	\$750	\$750	\$750	\$750
Telephone, network and lines	\$1.250	\$1.250	\$1.250	\$1.250
Other info and communication pool	\$—	\$—	\$—	\$—
Total Other Expenses	\$79,000	\$81,000	\$83,000	\$85,000

Note: Financial amount for the five full-time faculty represents 33 percent since all instruct in three programs.

# Appendix A: Program Catalog Page

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 Master of Fine Arts degree in Theatre Design and Technology is a terminal degree designed for those who are interested in achieving the artistry and skills necessary to qualify as practicing professionals in the entertainment industry and/or professional theatre educators. The program is a three-year course of study with a flexible curriculum for students to explore areas of special interest.

The Theatre Design and Technology major comprises the following concentrations:

- The **Costume Design and Technology** concentration prepares students for careers in the entertainment industry, professional theatre or theatre education. Students study both design and technology, including related areas such as dye techniques, costume crafts and wigs and makeup. Students also design costumes for main-stage departmental productions. The curriculum includes core classes in theatre history, dramatic theory and historical periods.
- The Lighting Design concentration balances instruction and experience in lighting design with instruction and experience in lighting technology. Studies include digital rendering, CAD, lighting technology and automated lighting. Students research and study all of aspects of theatrical lighting, including the design process from concept to execution, communication skills, integration of technology into design, documentation of the work and critical evaluation of the work. Students have the opportunity to work in four distinct theatre spaces: black box, large proscenium, thrust and open outdoor.
- The **Scene Design** concentration balances focused classroom instruction with practical design and production experience. Students also study related artisan areas such as digital and traditional rendering techniques, 3D CAD, props, fabrication, scene painting and presentation techniques with particular emphasis on integrating contemporary digital techniques into the design process. The design curriculum contains a core education in history, dramatic theory and historic periods in addition to courses in construction theory, rigging, costume crafts and projection/media design.
- The **Technical Direction** concentration provides students with training and practical experiences in planning main stage productions for the School of Theatre and Dance. Studies focus on safety and all logistics of production assembly, including touring and dance. Technical directors have the opportunity work in four very different theatre spaces: black box, large proscenium, thrust and open outdoor.

#### FULLY OFFERED AT:

Kent Campus

## Accreditation Body

National Association of Schools of Theatre

## Admission Requirements

- Bachelor's degree from an accredited college or university for <u>unconditional admission</u>
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for <u>unconditional admission</u>
- Official transcript(s)
- Résumé
- Goal statement
- Three letters of recommendation
- Portfolio review
- Interview
- 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 525 TOEFL PBT score (paper-based version)
  - o Minimum 71 TOEFL IBT score (Internet-based version)
  - Minimum 74 MELAB score
  - Minimum 6.0 IELTS score
  - Minimum 50 PTE score

For more information about graduate admissions, please visit the <u>Graduate Studies</u> website. For more information on international admission, visit the <u>Office of Global Education</u> website.

## Program Learning Outcomes

Graduates of this program will be able to:

- 1. Acquire creative and technical ability to develop the design of a production from concept to finished product.
- 2. Acquire advanced abilities in the unification of all design elements used in professional production.
- 3. Understand analytical or academically oriented theatre studies in areas related to and supportive of the work in the major field such as history, theory, dramatic literature and performance studies.
- 4. Understand information resources associated with theatrical design and production.
- 5. Produce full working drawings for mounted productions.
- 6. Analyze text, music and dance and the ways that historical, critical and theoretical content inform playwriting, acting, directing and design.
- 7. Communicate ideas clearly and effectively to the theatre community, production teams and the public.
- 8. Know the history of their area of specialization and have the ability to integrate that history into production design.
- 9. Know current technology, tools and methods in their area of specialization and have the ability to integrate technology into production design.
- 10. Know health and safety practices associated with theatre production.
- 11. Communicate and navigate effectively within the field of professional theatrical production design.
- 12. Demonstrate an understanding of professional ethics and practice.

## Program Requirements

#### MAJOR REQUIREMENTS

<b>Major Requireme</b>	ents	
THEA 51113	Theatre in A Multicultural America	3
or THEA 51115	LGBTQ Theatre	
or THEA 51191	Variable Content Seminar: Theatre History, Literature and Theory	
or THEA 51624	History of Costume and Textiles for Theatre	
or THEA 61531	Period Style for Theatre Designers	
THEA 60992	Professional Theatre Internship I	3
or THEA 61992	Professional Theatre Internship II	
THEA 61000	Introduction to Graduate Study in Theatre	3
THEA 61310	Master of Fine Arts Design and Technology Culminating Project	3
THEA 61306	Professional Aspects: Design and Technology	3
THEA 61623	Digital Rendering Theatre Design	3
THEA 65000	History, Historicism, Theory and Practice in Theatre and Drama	3
THEA 61094	College Teaching in Theatre <sup>1</sup>	3
Concentrations		
Choose from the fo	ollowing:	36
Costume Design	and Technology	
Lighting Design		
Scene Design		

Technical Direction

#### Minimum Total Credit Hours: 60

<sup>1</sup> THEA 61094 is required for graduate assistants only; students not required to take the course will complete an advisor-approved elective to graduate with 60 credit hours.

#### COSTUME DESIGN AND TECHNOLOGY CONCENTRATION REQUIREMENTS

Concentration Requirements			
THEA 51540	Draping for the Theatre I	3	
THEA 51621	Presentation Media	3	
THEA 66001	Costume Design I: Script Analysis <b>NEW</b>	2	
THEA 66002	Costume Design II: Performance Genres NEW	2	
THEA 66003	Costume Design III: Theatrical Styles <b>NEW</b>	2	
THEA 66004	Costume Design IV: Advanced Rendering NEW	2	
THEA 66005	Costume Design V: Research Methods <b>NEW</b>	2	
THEA 66006	Costume Design VI: Textiles NEW	2	
THEA 66092	Production Collaboration: Costume Design/Technology (repeatable) <b>NEW</b>	8	
Concentration E	lectives, choose from the following	10	
ARTS 55300	Textiles: Jacquard Weaving		
THEA 51095	Special Topics		
THEA 51525	Props and Crafts		
THEA 51529	Advanced Wig and Makeup Techniques – Stage and Screen		
THEA 51541	Draping for the Theatre II <b>NEW</b>		
THEA 51734	Costume Production Management		
THEA 52101	Dye Techniques and Fabric Modification <b>NEW</b>		
THEA 52150	Three-Dimensional Characters: Foam Fabrication and Figure Finishing		
	Techniques NEW		
THEA 60196	Individual Investigation: Historic Textiles		
THEA 60992	Professional Theatre Internship I		
THEA 61992	Professional Theatre Internship II		
THEA 65192	Teaching Practicum		
	Minimum Total Credits:	36	

#### LIGHTING DESIGN CONCENTRATION REQUIREMENTS

Concentration Requirements				
THEA 51523	Sound Design and Technology I	3		
THEA 51562	Advanced Projection Design	3		
THEA 65001	Lighting Design I: Drama NEW	2		
THEA 65002	Lighting Design II: Musical Theatre <b>NEW</b>	2		
THEA 65003	Lighting Design III: Dance and Opera <b>NEW</b>	2		
THEA 65004	Lighting Design IV: Non-Traditional Productions <b>NEW</b>	2		
THEA 65005	Lighting Design V: Architectural and Interior Lighting <b>NEW</b>	2		
THEA 65006	Lighting Design VI: New Technology NEW	2		
THEA 65092	Production Collaboration Lighting Design (repeatable) <b>NEW</b>	8		
Concentration E	lectives, choose from the following:	10		
THEA 51095	Special Topics			
THEA 51420	Theatrical Drafting II			
THEA 51430	Advanced Construction Theory			
THEA 51521	Advanced Lighting Technology I			
THEA 51524	Design Studio: Costume			
THEA 51525	Props and Crafts			
THEA 51526	Advanced Lighting Technology II			
THEA 51527	Sound and Design Technology II			
THEA 51531	Theatrical Rigging			
THEA 51560	Theatre Fabrication Technology			
THEA 51621	Presentation Media			
THEA 60992	Professional Theatre Internship I			
THEA 61096	Individual Investigation: Theatre and Drama			
THEA 61992	Professional Theatre Internship II			
THEA 65192	Teaching Practicum			
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#### Minimum Total Credits 36

#### SCENE DESIGN CONCENTRATION REQUIREMENTS

Concentration Requirements			
THEA 51420	Theatrical Drafting II	3	
THEA 51525	Props and Crafts	3	
THEA 51621	Presentation Media	3	
THEA 63001	Scenic Design I: Foundations in Single Set Scenic Design <b>NEW</b>	2	
THEA 63002	Scenic Design II: Advanced Single Set Scenic Design <b>NEW</b>	2	
THEA 63003	Scenic Design III: Designing Beyond Drama <b>NEW</b>	2	
THEA 63004	Scenic Design IV: Advanced Multi-Setting Design NEW	2	
THEA 63005	Scenic Design V: Entertainment and Production Design <b>NEW</b>	2	
THEA 63006	Scenic Design VI: Non-Traditional and Site-Specific Performances NEW	2	
THEA 63092	Production Collaboration: Scenic Design (repeatable) <b>NEW</b>	8	
Concentration E	lectives, choose from the following:	7	
THEA 51095	Special Topics		
THEA 51430	Advanced Construction Theory		
THEA 51521	Advanced Lighting Technology I		
THEA 51526	Advanced Lighting Technology II		
THEA 51527	Sound and Design Technology II		
THEA 51531	Theatrical Rigging		
THEA 51560	Theatre Fabrication Technology		
THEA 51562	Advanced Projection Design		
THEA 60992	Professional Theatre Internship I		
THEA 61096	Individual Investigation: Theatre and Drama		
THEA 61992	Professional Theatre Internship II		
THEA 65192	Teaching Practicum		
	Minimum Total Credits: 3	36	

#### TECHNICAL DIRECTION CONCENTRATION REQUIREMENTS

Concentration Requirements			
THEA 51420	Theatrical Drafting II	3	
THEA 51430	Advanced Construction Theory	3	
THEA 51531	Theatrical Rigging	3	
THEA 64001	Theatre Technical Direction I: Foundations I <b>NEW</b>	2	
THEA 64002	Theatre Technical Direction II: Foundations II <b>NEW</b>	2	
THEA 64003	Theatre Technical Direction III: Touring Productions <b>NEW</b>	2	
THEA 64004	Theatre Technical Direction IV: Educational Theatre <b>NEW</b>	2	
THEA 64005	Theatre Technical Direction V: Mechanics and Automation <b>NEW</b>	2	
THEA 64006	Theatre Technical Direction VI: Health and Safety <b>NEW</b>	2	
THEA 64092	Production Collaboration: Technical Direction (repeatable) <b>NEW</b>	8	
Concentration E	lectives, choose from the following	7	
THEA 51095	Special Topics		
THEA 51521	Advanced Lighting Technology I		
THEA 51525	Props and Crafts		
THEA 51526	Advanced Lighting Technology II		
THEA 51560	Theatre Fabrication Technology		
THEA 51621	Presentation Media		
THEA 60992	Professional Theatre Internship I		
THEA 61096	Individual Investigation: Theatre and Drama		
THEA 61992	Professional Theatre Internship II		
THEA 65192	Teaching Practicum		
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#### Minimum Total Credits: 36

#### **PROGRESSION REQUIREMENTS**

Students must pass semester reviews and are expected to participate in at least one main-stage production each semester, which may be in addition to any production design assignment.

#### GRADUATION REQUIREMENTS

The culminating project requirements include documentation, portfolio presentation and an exit interview. Documentation consists of a design analysis, process journal, relevant research and other supporting materials (e.g., photos, links to the candidate's website). The scope of work may include, but not necessarily be limited to, evidence of research, drawing and drafting, rendering and associated digital image, video or audio files, which will be presented at an exit interview. The topic of each M.F.A. candidate's culminating project will be proposed by the candidate and based on faculty feedback from yearly portfolio and academic assessments. The student will register for THEA 61310 for the student's project assignment. The process is then documented in a format appropriate for the project and presented to the faculty advisor.

## **Appendix B: Course Descriptions**

**THEA 51095 Special Topics** (1-3 Credit Hours) (Repeatable for credit) (Slashed with THEA 41095) Offered irregularly when unusual resources permit a topic. Prerequisite: Graduate standing.

**THEA 51113 Theatre in a Multicultural America** (1-3 Credit Hours) (Slashed with THEA 41113) A study of theatre and drama in the Native-American, Hispanic-American, African American and Asian-American communities in the United States from 1980 to the present. Prerequisite: Graduate standing.

**THEA 51115 LGBTQ Theatre** (3 Credit Hours) (Slashed with THEA 41115) Studies of various theatrical representations of Lesbian, Gay, Bisexual, Transgender and Queer people as seen through the frameworks of history, gender theory, identity, politics, psychology, law, and justice. Prerequisite: Graduate standing.

THEA 51191 Variable Content Seminar: Theatre History, Literature and Theory (3 Credit Hours) (Repeatable for credit) (Slashed with THEA 41191) Seminar focuses on selected topics in these areas, for example performance art, performance theory or theatre in a multicultural society. Prerequisite: Graduate standing.

**THEA 51420 Theatrical Drafting II** (3 Credit Hours) (Slashed with THEA 41420) Advanced 2D and 3D drafting techniques for technical directors and theatre designers. Representation of scenery through drafting using current AutoCAD software. Prerequisite: Graduate standing.

THEA 51430 Advanced Construction Theory

(3 Credit Hours) (Slashed with THEA 41430) The theory and practice of structural and mechanical design for theatre production. Related issues in resource management for the professional shop, including reliably predicting the performance of untraditional, unusual or unfamiliar structures and use of mathematical models, formulas, and representative diagrams. Graduate Students will cover steel construction, and cables.

**THEA 51521 Advanced Lighting Technology I** (3 Credit Hours) Advanced study of the technologies used in lighting design; conventional and intelligent fixtures, electricity, projection techniques and special effects. Prerequisite: Graduate standing; and special approval.

**THEA 51523 Sound Design and Technology I** (3 Credit Hours) (Slashed with THEA 41523) Sound design for the theatre, sound production and sound reinforcement techniques. Introduction to electronic equipment, mixing consoles, amplifiers, speakers. Prerequisite: Graduate standing; and special approval.

**THEA 51524 Design Studio: Costume** (3 Credit Hours) (Slashed with THEA 41524) Advanced study in costume design. Genres, styles, in the context of performance spaces with an emphasis on research, practical considerations of costume production and communication between designer/shop personnel and designer/ director. Prerequisite: Graduate standing; and special approval. **THEA 51525 Props and Crafts** (3 Credit Hours) (Slashed with THEA 41525) Examination of the processes related to the creation and procurement of scenic and costume props. Prerequisite: Graduate standing; and special approval of instructor.

**THEA 51526 Advanced Lighting Technology II** (3 Credit Hours) (Slashed with THEA 41526) Course focuses both on the practice of intelligent lighting programming and the technology of intelligent lighting fixtures. Prerequisite: Graduate standing; and special approval.

**THEA 51527 Sound And Design Technology II** (3 Credit Hours) (Slashed with THEA 41527) Studies in sound design, sound production and reinforcement for live performance. Advanced software applications will be explored. Prerequisite: THEA 51523; and graduate standing; and special approval.

**THEA 51529 Advanced Wig and Makeup Techniques-Stage and Screen** (3 Credit Hours) (Slashed with THEA 41529) Advanced study of the process of designing and executing wigs and makeup with an emphasis on standards in the profession. Some prosthetic work required. Prerequisite: Graduate standing; and special approval of instructor.

**THEA 51531 Theatrical Rigging** (3 Credit Hours) (Slashed with THEA 41531) Course is designed to teach students the principles of stage rigging, knot tying and counterweight rigging systems used in theatrical and other live entertainment situations. Students examine the process involved in overhead applications for the theatre industry. Students learn the proper method to design and rig in theatrical environments through the explanation of tools, equipment, hardware and safety practices.

**THEA 51540 Draping for the Theatre I** (3 Credit Hours) (Slashed with THEA 41540) The course is designed to provide an introduction to the basics of draping and building flat patterning techniques from this knowledge as they apply to theatre. More in-depth content for this graduate level course. Prerequisite: Graduate standing; and special approval.

**THEA 51541 Draping for the Theatre II** (3 Credit Hours) (Slashed with THEA 41541) Course is designed to build upon skills developed in Draping for the Theatre I. Emphasis is placed on learning to drape over period undergarments such as corsetry, panniers, bustles, etc. Prerequisite: Graduate standing. **NEW** 

**THEA 51560 Theatre Fabrication Technology** 

(3 Credit Hours) (Slashed with THEA 51560) History of technical production practice, materials theory and application in scenic construction technology. Prerequisite: Graduate standing; and special approval of instructor.

**THEA 51562 Advanced Projection Design** (3 Credit Hours) (Slashed with THEA 41562) Studies in projection design, digital media, and related technologies. Advanced software applications will be explored. Prerequisite: Graduate standing; and special approval. **THEA 51621 Presentation Media** (3 Credit Hours) (Slashed with THEA 41621) Advanced process techniques in rendering, model building and design presentation for the scenic costume and lighting designer in traditional and new media. Prerequisite: Graduate standing; and special approval.

THEA 51624 History of Costume and Textiles for

**Theatre** (3 Credit Hours) (Slashed with THEA 41624) Overview of the history of period costume and textiles in Western civilization from 1700 to 1970, a span of time commonly regarded as "popular time periods" in the practice and cannon of Western drama and the history of costume. Emphasis is placed on how theatre practitioners recreate the silhouettes of these periods in ways that make sense to a contemporary audience while using textiles available today. Students examine the social and cultural influences of clothing, recognition of historic silhouette and parallels in the artwork, literature, politics, economy and craft movements of each era of study. Prerequisite: Graduate standing; and special approval.

#### **THEA 51734 Costume Production Management**

(3 Credit Hours) (Slashed with THEA 41734) The course is designed to provide an introduction to managerial processes as they apply to costumes, the role of a shop manager, the role of a wardrobe supervisor and the wardrobe crew, the running of a smooth technical rehearsal and production. Prerequisite: Graduate standing; and special approval.

THEA 52101 Dye Techniques and Fabric Modification (3 Credit Hours) (Slashed with THEA 42101) This course is designed to enable the artisan to identify fiber content and determine appropriate mediums for fabric dyeing. The course explores various techniques such as shabori, stamping, rubbing, and surface lifting in order to create special effects on fabrics. A collection of dye fabric samples and information will be created so student may use as a reference book. Prerequisite: Graduate standing; and special approval. NEW

THEA 52150 Three-Dimensional Characters: Foam Fabrication and Figure Finishing Techniques (3 Credit Hours) (Slashed with THEA 42150) This course provides knowledge and application of the different types of plastics/foams used for 3D character building. This course is designed to enable the artisan to work with a range of materials when building atypical pieces for costumes or props. Prerequisite: Graduate standing; and special approval. NEW

**THEA 60992 Professional Theatre Internship** I (3, 6 Credit Hours) (Repeatable once) Intensive advanced training in practical aspects of production. Periodic seminars, laboratory sessions and performance in the Porthouse Theatre Company.

#### THEA 61000 Introduction to Graduate Study in

**Theatre** (3 Credit Hours) Orientation to bibliography and research in the field of theatre with emphasis on application of research to performance. Prerequisite: Graduate standing; and special approval. **THEA 61094 College Teaching in Theatre** (3 Credit Hours) (Repeatable for credit) Strategies for teaching, issues on implications of pedagogical practice and responsibilities of academic leadership. Prerequisite: Graduate standing; and special approval.

**THEA 61096 Individual Investigation: Theatre and Drama** (1-4 Credit Hours) (Repeatable for maximum 6 Credit Hours) Independent study of an area or problem approved by divisional graduate coordinator in consultation with project director. Prerequisite: Graduate standing; and special approval.

**THEA 61098 Research** (1-15 Credit Hours) (Repeatable for credit) Research or individual investigation for master's-level graduate students. Credits may be applied toward meeting degree requirements with school approval. Prerequisite: Graduate standing; and special approval.

**THEA 61992 Professional Theatre Internship II** (3,6 Credit Hours) (Repeatable for credit) Intensive advanced training in practical aspects of production. Periodic seminars, laboratory sessions and performance in a professional theatre company. Prerequisite: Graduate standing; and special approval.

THEA 61306 Professional Aspects: Design and Technology (3 Credit Hours) A study of the practical demands and requirements of a professional career in design and technology, including portfolio development, resumes, unions, job market, financial matters and career prospects. Emphasis is placed on developing skills and materials for finding employment and the use of marketing communication techniques. Prerequisite: Graduate standing; and special approval.

THEA 61310 Master of Fine Arts Design and Technology Culminating Project (3 Credit Hours) An intensive experience in the development of design and/or technical aspects of a theatrical production; the scope of work may include but not necessarily be limited to research, drawings and drafting, renderings and associated digital image, video or audio files. Documentation (appropriate for the area and project) is presented at an exit interview. Prerequisite: THEA 61000; and graduate standing; and special approval of instructor.

**THEA 61531 Period Style for Theatre Designers** (3 Credit Hours) An exploration of the relationship of period style, historical context and the designer's artistic choices in contemporary interpretations of period plays. Prerequisite: Theatre studies major; and concentration in design/technology-costume design, design/ technology-lighting design, design/technology-scene design or design/technology-technical direction. Prerequisite: Graduate standing; and special approval.

**THEA 61623 Digital Rendering Theatre Design** (3 Credit Hours) Explores a variety of digital rendering methods for artistic 2D and 3D graphics visualization of theatrical design concepts. Prerequisite: Theatre studies major; and concentration in design/technology-costume design, design/technology-lighting design, design/ technology-scene design or design/technology-technical direction; and graduate standing; and special approval.

#### **THEA 63001 Scenic Design I: Foundations Single**

**Set Design** (2 Credit Hours) Introduction to the methodology and practice of professional scene design. Application of knowledge will be through a series of design projects. Script Analysis, Perspective rendering and model-making techniques will be emphasized for single set productions. Prerequisite: Graduate standing; and special approval. **NEW** 

#### THEA 63002 Scenic Design II: Advanced Single Set

**Design** (2 Credit Hours) Inquiry to the methodology and practice of professional scene design. Application of knowledge will be through a series of design projects. Script analysis, drafting, perspective rendering and more advanced model-making techniques will be emphasized. Prerequisite: Graduate standing; and special approval. **NEW** 

#### THEA 63003 Scenic Design III: Designing Beyond

**Drama** (2 Credit Hours) Advanced approach to professional scene design as it applies to opera, musical theatre, and the entertainment industry. Advanced design communication techniques applied through a series of design projects. Textual analysis, conceptual unit/multi-set productions, storyboarding, and advanced visual communication/presentation techniques will be emphasized. Prerequisite: Graduate standing; and special approval. **NEW** 

#### THEA 63004 Scenic Design IV: Advanced Multi-

Setting Design (2 Credit Hours) Advanced approach to professional scene design as it applies to opera, musical theatre, and the entertainment industry in nontraditional spaces. Advanced design communication techniques will be applied through a series of design projects. Analysis, conceptual unit/multi-set productions, storyboarding, and advanced visual communication/ presentation techniques will be emphasized. Prerequisite: Graduate standing; and special approval. NEW

#### THEA 63005 Scenic Design V: Themed Entertainment and Production Design (2 Credit Hours) An advanced approach to professional scene design as it applies to industrials and the entertainment industry. Knowledge of techniques will be applied through a series of design projects, analysis, conceptual approaches, storyboarding, and advanced visual communication/presentation techniques. This course will focus on refinement of the theoretical and practical skills of the professional scenic designer. Prerequisite: Graduate standing; and special approval. NEW

THEA 63006 Scenic Design VI: Non-Traditional and Site-Specific Design (2 Credit Hours) Advanced approach to professional scene design as it applies to industrials and the entertainment industry. Site specific design communication techniques will be applied through a series of design projects. Analysis, conceptual approaches, storyboarding, and advanced visual communication/presentation techniques will be emphasized. Prerequisite: Graduate standing; and special approval. NEW

#### THEA 63092 Production Collaboration: Scenic

**Design** (1-2 Credit Hours) (Repeatable for maximum 8 credit hours) Practical preparation, design and production work as applied to Scenic design within the School of Theatre and Dance. This course will serve as both a time to cultivate management of resources and synthesize information in developing solutions to production-related issues in scenic design. Repeatable to a maximum of 8 credits. Prerequisite: Graduate standing; and special approval. **NEW** 

#### THEA 64001 Theatre Technical Direction I:

**Foundations I** (2 Credit Hours) Investigation of publications in the field of technical theatre and their relevance to examining the technical manager as planner, artist, creative thinker positive leader and colleague. Prerequisite: Graduate standing; and special approval. **NEW** 

#### THEA 64002 Theatre Technical Direction II:

**Foundations II** (2 Credit Hours) Continued Investigation of publications in the field of technical theatre and their relevance to examining the technical manager as planner, artist, creative thinker positive leader and colleague. Prerequisite: Graduate standing; and special approval. **NEW** 

THEA 64003 Theatre Technical Direction III: Touring Productions (2 Credit Hours) Course covers the logistics of transporting a theatrical production, the concepts and needs of touring productions and different construction techniques needed for disassembly and quick reassembly. Prerequisite: Graduate standing; and special approval. NEW

#### **THEA 64004 Theatre Technical Direction IV: Educational Theatre** (2 Credit Hours) Examination of the roles of the technical director in academia, including the evolution of and current state of technical theatre education. Course will explore the work and presentations of the USITT Education Commission. Prerequisite: Graduate standing; and special approval. **NEW**

**THEA 64005 Theatre Technical Direction V: Mechanics and Automation** (2 Credit Hours) Examination of the techniques and applications of automated scenery and stage mechanics. Prerequisite: Graduate standing; and special approval. **NEW** 

THEA 64006 Theatre Technical Direction VI: Health and Safety (2 Credit Hours) Focus on the health and safety concerns of live performance, including organizations, OSHA, NFPS, ANSI, Red Cross and their relation to theatre. Prerequisite: Graduate standing; and special approval. NEW

THEA 64092 Production Collaboration: Technical Direction (1-2 Credit Hours) (Repeatable for maximum 8 credit hours) Practical preparation, design and production work as applied to technical direction within the School of Theatre and Dance. This course will serve as both a time to cultivate management of resources and synthesize information in developing solutions to production-related issues in technical direction. Repeatable to a maximum of 8 credits. Prerequisite: Graduate standing; and special approval. NEW

#### THEA 65000 History, Historicism, Theory and

**Practice in Theatre and Drama** (3 Credit Hours) Course covers the breadth of theatre history and historicism and application of theatre theory to practice by focusing on the six major stylistic periods: Greek and Roman, Medieval, Renaissance, Romanticism, Realism and Non Realism (symbolism, expressionism, surrealism, absurdism) and contemporary period (postmodernism, feminism and interculturalism, multiculturalism). Using lecture, scholarly articles, video viewing and practical writing projects, students learn about and practice each style, as well appl the style to students' respective areas of graduate study (i.e. actor, director, designer). Prerequisite: Graduate standing.

**THEA 65001 Lighting Design I: Drama** (2 Credit Hours) Advanced exploration and development of artistic processes and method for lighting design in drama. Prerequisite: Graduate standing; and special approval. **NEW** 

**THEA 65002 Lighting Design II: Musical Theatre** (2 Credit Hours) Advanced exploration and development of artistic processes and methods for lighting design in musical theatre. Prerequisite: Graduate standing; and special approval. **NEW** 

**THEA 65003 Lighting Design III: Dance and Opera** (2 Credit Hours) Advanced exploration and development of artistic processes and methods for lighting design in classical and contemporary dance and opera. Prerequisite: Graduate standing; and special approval. **NEW** 

THEA 65004 Lighting Design IV: Non-Traditional Productions (2 Credit Hours) Exploration and development of artistic processes and methods in lighting design for non- traditional works, including multidisciplinary and devised productions. Prerequisite: Graduate standing; and special approval. NEW

THEA 65005 Lighting Design V: Architectural and Interior Lighting (2 Credit Hours) Exploration and development of artistic processes and methods in lighting design for architectural and commercial interiors. Prerequisite: Graduate standing; and special approval. NEW

THEA 65006 Lighting Design VI: New Technology (2 Credit Hours) Exploration of innovative technology and technological tools and their application to lighting design. The course includes exploration of nonconventional, automated, projection and LED technologies. Prerequisite: Graduate standing; and special approval. NEW

**THEA 65092 Production Collaboration Lighting** (1-2 Credit Hours) (Repeatable for maximum 8 credit hours) Practical preparation, design and production work as applied to lighting design within the School of Theatre and Dance. This course will serve as both a time to cultivate management of resources and synthesize information in developing solutions to production-related issues in lighting. NEW **THEA 65192 Teaching Practicum** (3 Credit Hours) (Repeatable for maximum 6 Credit Hours) Application of strategies for teaching at the college level. Development of advanced skills in course preparation, classroom management and pedagogical practice. Major work done teaching or assisting with undergraduate classes. Prerequisite: Graduate standing; and special approval.

**THEA 66001 Costume Design I: Script Analysis** (2 Credit Hours) Exploration and development of different methods and artistic processes for costume design. By focusing on textual analysis, the costume student will be able to explore a wide variety of performance types. Prerequisite: Graduate standing; and special approval. **NEW** 

**THEA 66002 Costume Design II: Performance Genres** (2 Credit Hours) Exploration and development of different methods and artistic processes for costume design in diverse genres, including dance, opera and circus. Prerequisite: Graduate standing; and special approval. **NEW** 

**THEA 66003 Costume Design III: Theatrical Style** (2 Credit Hours) Advanced exploration of costume designs which incorporate both historical and thematic stylized conventions. Prerequisite: Graduate standing; and special approval. **NEW** 

#### THEA 66004 Costume Design IV: Advanced

**Rendering** (2 Credit Hours) Development of advanced figure drawing study and rendering techniques in order to strengthen the students' skill and facility in producing costume renderings. Prerequisite: Graduate standing; and special approval. **NEW** 

**THEA 66005 Costume Design V: Research Methods** (2 Credit Hours) Intensive focus on the variety of research methodologies and their application to both contemporary and period costume designs. Prerequisite: Graduate standing; and special approval. **NEW** 

**THEA 66006 Costume Design VI: Textiles** (2 Credit Hours) An understanding of the appropriate use of many common and specialty fabrics used in costume design. Prerequisite: Graduate standing; and special approval. **NEW** 

THEA 66092 Production Collaboration Costume Design and Technology (1-2 Credit Hours) (Repeatable for maximum 8 credit hours) Practical preparation, design and production work as applied to costuming within the School of Theatre and Dance. This course will serve as both a time to cultivate management of resources and synthesize information in developing solutions to production-related issues in costumes. Prerequisite: Graduate standing; and special approval. NEW

# Appendix D: Faculty Curriculum Vitae

See separate attachment.



Department of Higher Education

Mike DeWine, Governor Randy Gardner, Chancellor

## REQUEST FOR SUSPENSION OF ADMISSIONS TO OR DISCONTINUATION OF A GRADUATE PROGRAM

#### □ 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 years of the suspension, 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:** *after Board of Trustees approves* 

Implementation date: Fall 2020

Name of institution: KENT STATE UNIVERSITY

Degree designation: M.F.A. degree in Theatre Studies

#### Primary institutional contact for this request:

Name:	Cindy Stillings
Title:	Dean of Graduate Studies (Interim)
Phone:	330-672-0119
E-mail:	cstillin@kent.edu
## 1. Provide a rationale for the suspension of admission or immediate discontinuation of the program.

Kent State University's School of Theatre and Dance in the College of the Arts proposes to inactivate the Master of Fine Arts (M.F.A.) degree in Theatre Studies and replace the program with two specific and intentional programs:

Current Program	Proposed Programs for Fall 2020
M.F.A. Theatre Studies with concentrations in:	M.F.A. Acting for the Returning Professional
Acting	M.F.A. Theatre Design and Technology
Acting for the Returning Professional	with concentrations in:
Design/Technology - Costume Design	Costume Design and Technology
Design/Technology - Lighting Design	Lighting Design
Design/Technology - Scene Design	Scene Design
Design/Technology - Technical Direction	Technical Direction

Due to growth and development of the two areas, the current concentrations no longer share admission requirements, learning outcomes and job opportunities. "Theatre Studies" is considered too broad a term for the discipline and does not identify the high degree of specialization in each program.

Separate proposals have been submitted to establish the two degree programs in theatre design and technical and in acting for the returning professional.

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

In fall 2019 (15<sup>th</sup> day census), there were no students declared in the Acting concentration, six students declared in the Acting for the Returning Professional concentration and 13 students declared in the Design/Technology concentrations.

# 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.

Students will be notified of program changes. They will have the ability to change to a new plan of study with minimal effort and graduate with the new degree program, or they may continue in their current program with no impact on their graduation. All the students' courses will continue to be offered to complete their requirements.

## 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.

Current staff and faculty will transition to the two new M.F.A. degree programs. There will be no interruption between the closing of the M.F.A. degree in Theatre and the implementation of the M.F.A. degree in Theatre Design and Technology and the M.F.A. degree in Acting for the Returning Professional.

#### 5. Describe the plan for communicating the suspension of admissions or discontinuation.

Once the inactivation is approved, all necessary changes will be made to university websites and materials. Further written concurrent communications will be sent out to key staff in student advising, admission, registrar and financial aid. The School of Theatre and Dance will communicate the changes to all its constituents, including students, faculty and alumni.

The signature below verifies that this request has received the necessary institutional approval and that this information is truthful and accurate.

Respectfully,

Cynthia R. Stillings Dean of Graduate Studies (Interim) Kent State University

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	F	Preparation Date	29-Oct-19	Curriculum Bulletin
	E	ffective Date	Fall 2020	Approved by EPC
Department				
College	AS - Arts and Scien	ces		
Degree	MS - Maste	er of Science		
Program Name	Chemical Physics I	nterdiscinlinar	/ Program	Program Banner Code CPHY
Concentration(s)	Concentr	ation(s) Banner	Code(s)	r logium Bannor Codo Cerm
Proposal	Revise program		0000(0)	
Description of propose CPIP is revising the (MTSC), as well as and removing the M Does proposed revis	sal: <b>name of the progra</b> <b>revising the curricul</b> <b>IS of Liquid Crystal</b> sion change program's	am from Chemic lum to be simila Engineering. s total credit hou	cal Physics (C ar to the alread rs? 🛛 Yes	PHY) to Materials Science by approved PhD curriculum,
Current total credit h	ours: <b>30-38</b> F	Proposed total cr	edit hours 30	· · · · · · · · · · · · · · · · · · ·
staffing consideration	other programs, polici ns; need; audience; p	es or procedure rerequisites; tea	s (e.g., duplicat cher education	licensure):
No impact on other	programs, policies	or procedures.		
Units consulted (other <b>BSCI, CHEM, PHY</b>	er departments, progra	ams or campuse	es affected by t	his proposal):
	F		ORSEMENTS	1 1
AA	al fall	2.		10,29,2019
Department Chair / S	School Director			
	•			/ /
Campus Dean (for F	legional Campuses pi	roposals)		
Many an	a Haley			12 / 13 / 19
College Dean (or de	signee)			
Cypthice Doct of Graduate St	Mallellu			1,10,20
Graduate S	iudies (101 graduate p	iopusais)		/ /
Provost (or designee	9)			//





Mike DeWine, Governor Randy Gardner, Chancellor

### CHANGE REQUEST: TITLE AND CURRICULUM MODIFICATION

Date of submission: to come after Board of Trustees approval

Name of institution: Kent State University

Previously approved title: M.S. and Ph.D. degrees in Chemical Physics

Proposed new title: M.S. and Ph.D. degrees in Materials Science

Proposed implementation date of the request: Fall 2020 Semester

**Date that the request received final approval from the appropriate institutional committee:** Kent State University Board of Trustees approved the revisions on *date to come* 

#### Primary institutional contact for the request

Name:	Cindy Stillings
Title:	Dean of Graduate Studies (Interim)
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

#### **Educator Preparation Programs:**

Leads to licensure:	$\Box$ Yes	🛛 No
Leads to endorsement:	🗆 Yes	🛛 No

#### Explain the rationale for title and curricular changes.

Chemical Physics is an interdisciplinary program at Kent State University, established in 1964 and built upon the research experience from the foundational departments of physics, biological sciences, mathematical sciences and chemistry and biochemistry, in addition to the research conducted in Kent State's Advanced Materials and Liquid Crystal Institute.

The Ph.D. degree in Chemical Physics underwent a substantial curricular revision in fall 2019 (approved by Chancellor's Council on Graduate Studies on May 17, 2019) to focus on materials science with emphasis on soft-, nano- and bio-materials. The proposed revisions for the M.S. degree now align with the Ph.D. degree. Minor curricular changes are proposed for the Ph.D. degree. Titles are revised for both degree programs to reflect the new focus.

#### Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

The CIP code will change, see below, to reflect the education of soft matter scientists, rather than chemical physicists. The main research areas of students in the program are in soft materials (liquid crystals, polymers, elastomers, colloids and their compositions. Students work researchers from Kent State's Advanced Materials and Liquid Crystal Institute and publish in such journals as *Advanced Materials, Nature Materials, Materials Horizons, Soft Matter* and *Liquid Crystals Today*.

Current CIP	New CIP
40.0508 Chemical Physics. A program that	40.1001 Materials Science. A program that
focuses on the scientific study of structural	focuses on the general application of
phenomena combining the disciplines of	mathematical and scientific principles to the
physical chemistry and atomic/molecular	analysis and evaluation of the characteristics
physics. Includes instruction in heterogeneous	and behavior of solids, including internal
structures, alignment and surface phenomena,	structure, chemical properties, transport and
quantum theory, mathematical physics,	energy flow properties, thermodynamics of
statistical and classical mechanics, chemical	solids, stress and failure factors, chemical
kinetics, and laser physics.	transformation states and processes,
	compound materials, and research on
	industrial applications of specific materials.

#### Describe how the title and curricular changes will affect students in the current program.

Currently enrolled students in the M.S. degree may choose to pursue the new curriculum, and students in the M.S. and Ph.D. degrees may opt to update their catalog and graduate under the revised name but are not required to do so.

## Describe any faculty, administrative or support service changes occurring along with the title and curriculum changes.

The college has no expectations of immediate changes in resources to support the program.

## Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Not applicable. The program does not have specialized or professional accreditation.

#### Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness of the new curriculum will be evaluated by monitoring the number and quality of applicants, the average time students take to complete the program, the percentage of the graduating students and the percentage of job placements after graduation. This evaluation will be reviewed five years after implementation of these proposed revisions.

#### Submit a comparison of the currently authorized curriculum and the proposed curriculum.

See tables at the end of the document for a comparison of the current and proposed curriculum.

Below is a summary of changes for the M.S. degree:

• Required courses in the major are replaced and decreased:

Current Requirements (15 credit hours)	New Requirements (12 credit hours)
Liquid Crystal Optics I: Theory	Characterization of Soft Matter
Liquid Crystal Optics II: Optical Systems	Physics of Soft Matter
Liquid Crystal Materials Science	Chemistry of Soft Matter
Liquid Crystal Science: Physical Properties	Applications of Soft Matter
Seminar: Liquid Crystals	

- Optional concentration in liquid crystal engineering is eliminated.
- A culminating requirement is now clearly identified as either thesis or project.
- Electives are increased, from 3-4 to 12 credit hours.
- Two elective courses are established, two elective courses are revised and seven courses required in the Liquid Crystal Engineering concentration are inactivated.
- Total number of credit hours for program completion is unchanged at 30. Students selecting the now-eliminated Liquid Crystal Engineering concentration were required to complete 38 credit hours.
- Time to complete program is unchanged at two years.

Below is a summary of changes for the Ph.D. degree:

- Maximum amount of research courses applied to electives in the degree for postmaster's students is increased, from 6 to 9 credit hours.
- Elective options are extended to related disciplines biology, chemistry and physics.
- Total number of credit hours for program completion is unchanged at 60 for postmaster's students and 90 for post-baccalaureate students.
- Time to complete program is unchanged. Per Kent State University policy, doctoral students have 10 years from first enrollment to complete their degree.

In addition to the changes listed above, the course subject Chemical Physics (CPHY) is revised to Material Science (MTSC) to align with the major name change.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings Dean of Graduate Studies (Interim) Kent State University Kent State University | Name and Curriculum Change Request | M.S. and Ph.D. Chemical Physics | Page 4

#### Comparison of Currently Authorized Curriculum and Proposed Curriculum

<u>Chemical Physics</u> course descriptions (course subject will be renamed Materials Science)

M.S. Current	tly Authorized Curriculum	Credits
Major Require	ments (15-16 credit hours)	
CPHY 62450	Liquid Crystal Optics I: Theory	2
CPHY 62452	Liquid Crystal Optics II: Optical Systems	2
CPHY 62460	Liquid Crystal Materials Science	2
CPHY 62462	Liquid Crystal Science: Physical Properties	3
CPHY 64491	Seminar: Liquid Crystals (repeated; 4 credits for concentration)	3-4
Approved Elec	tive (3 credit hours)	
Approved Elect	tive (may include research and thesis)	3
Additional Rec	uirements or Liquid Crystal Engineering Concentration (14-23)	
Choose from th	e following:	14-23
Additional R	equirements (14 credit hours)	
CPHY 62241	Soft Matter (2) revised	
CPHY 62335	Advanced Liquid Crystalline and Polymeric Materials (4)	
Approved El	ective (1)	
Liquid Crysta	al Engineering Electives (choose from the concentration courses) (6)	
Liquid Cryst	al Engineering Concentration (23 credit hours)	
CPHY 62454	Liquid Crystal Optics III: Applications (1) inactivated	
CPHY 65002	Liquid Crystal Device Engineering I (2) inactivated	
CPHY 65004	Liquid Crystal Device Engineering II (3) inactivated	
CPHY 65006	Liquid Crystal Device Prototyping (2)	
CPHY 65008	Liquid Crystal Device Construction (1)	
CPHY 65010	Liquid Crystal Characterization (2) inactivated	
CPHY 65012	Liquid Crystal Device Testing (2) inactivated	
CPHY 65020	Liquid Crystal Analog Electronics (2) inactivated	
CPHY 65022	Liquid Crystal Digital Electronics (2) inactivated	
CPHY 65098	Master's Project: Engineering Applications of Liquid Crystals (6)	
	Minimum Total Credit Hours	30-38

M.S. Propos	ed Curriculum	Credits
Major Require	ments (12 credit hours)	
MTSC 62242	Characterization of Soft Matter	3
MTSC 63000	Physics of Soft Matter	3
MTSC 63015	Chemistry of Soft Matter	3
MTSC 63020	Applications of Soft Matter	3
Culminating R	equirement (6 credit hours)	
Choose from the	he following:	6
MTSC 60199	) Thesis I (6)	
MTSC 65098	Master's Project: Engineering Applications of Liquid Crystals (6)	
Approved Elec	ctives (12 credit hours)	
Choose from the	he following:	12
BSCI 50158	Molecular Biology (3)	
BSCI 50220	Bioinformatics (3)	
BSCI 51120	Biological Light Microscopy (3)	

Kent State University | Name and Curriculum Change Request | M.S. and Ph.D. Chemical Physics | Page 5

Electives continued CHEM 50352 Inorganic Materials Chemistry (3) CHEM 50451 Organic Materials Chemistry (3) CHEM 50478 Synthesis of Organic Liquid Crystals (3) CHEM 50559 Nanomaterials (3) CHEM 50571 Surface Chemistry (2) CHEM 60254 Biomembranes (2) CHEM 62691 Seminar: Recent Developments in Industrial Chemistry (1) MTSC 60498 Research (1-15) MTSC 62241 Statistical Mechanics of Soft Matter (3) revised MTSC 62249 LabVIEW for Data Acquisition and Instrument Control (1) MTSC 62335 Advanced Liquid Crystalline and Polymeric Materials (4) MTSC 62450 Liquid Crystal Optics I: Theory (2) MTSC 62452 Liquid Crystal Optics II: Optical Systems (2) MTSC 62460 Liquid Crystal Materials Science (2) MTSC 62462 Liquid Crystal Science: Physical Properties (3) MTSC 62640 Liquid Crystal, Polymer and Colloid Composites (4) MTSC 62643 Electro-optics of Liquid Crystals: Modeling and Device Design (3) revised MTSC 62647 Structured Fluids (3) MTSC 62650 Computational Materials Science (3) MTSC 62651 Nanobiotechnology (3) MTSC 63010 Lyotropic Liquid Crystals (3) MTSC 63025 Active Matter (2) new MTSC 63100 Emerging Display Technologies (2) new MTSC 64491 Seminar: Liquid Crystals (1) MTSC 64495 Special Topics in Chemical Physics (1-3) MTSC 65006 Liquid Crystal Device Prototyping (2) MTSC 65008 Liquid Crystal Device Construction (1) MTSC 65032 Scientific Communication (1) PHY 66403 Advanced Condensed Matter Physics (3) PHY 68401 Liquid Crystal Physics (3) Additional courses with advisor approval

Minimum Total Credit Hours: 30

Ph.D. Propose	d Curriculum (changes are marked)	Credits
Major Requireme	ents (42 credit hours)	
CPHY 72242	Characterization of Soft Matter	3
CPHY 73000	Physics of Soft Matter	3
CPHY 73015	Chemistry of Soft Matter	3
CPHY 73020	Applications of Soft Matter	3
CPHY 80199	Dissertation L <sup>1</sup>	30
Approved Electiv	ves (18-48 credit hours)	
Choose from the	followina:	18-48
BSCI 70158	Molecular Biology (3) added	
BSCI 70220	Bioinformatics (3) added	
BSCI 71120	Biological Light Microscopy (3) added	
CHEM 70352	Inorganic Materials Chemistry (3) added	
CHEM 70451	Organic Materials Chemistry (3) added	
CHEM 70478	Synthesis of Organic Liquid Crystals (3) added	
CHEM 70559	Nanomaterials (3) added	
CHEM 70571	Surface Chemistry (2) added	
CHEM 70254	Biomembranes (2) added	
MTSC 72241	Statistical Mechanics of Soft Matter (3) revised	
MTSC 72249	LabVIEW for Data Acquisition and Instrument Control (1)	
MTSC 72335	Advanced Liquid Crystalline and Polymeric Materials (4)	
MTSC 72450	Liquid Crystal Optics I: Theory (2)	
MTSC 72452	Liquid Crystal Optics II: Optical Systems (2)	
MTSC 72460	Liquid Crystal Materials Science (2)	
MTSC 72462	Liquid Crystal Science: Physical Properties (3)	
MTSC 72640	Liquid Crystal, Polymer and Colloid Composites (4)	
MTSC 72643	Electro-optics of Liquid Crystals: Modeling and Device Design (3)	revised
MTSC 72647	Structured Fluids (3)	
MTSC 72650	Computational Materials Science (3)	
MTSC 72651	Nanobiotechnology (3)	
MTSC 73010	Lyotropic Liquid Crystals (3)	
MTSC 73025	Active Matter (2) <i>new</i>	
MTSC 73100	Emerging Display Technologies (2) new	
MTSC 74491	Seminar: Liquid Crystals (1)	
MTSC 74495	Special Topics in Chemical Physics (1-3)	
MTSC 75006	Liquid Crystal Device Prototyping (2)	
MTSC 75008	Liquid Crystal Device Construction (1)	
MTSC 75032	Scientific Communication (1)	
MTSC 80498	Research (1-15) *	
PHY 76403	Advanced Condensed Matter Physics (3) added	
PHY 78401	Liquid Crystal Physics (3) added	
Additional cou	ırses with advisor approval	
	Minimum Total Credit Hours for Post-Baccalaureate Studen	ts: 90
	Minimum Total Credit Hours for Post-Master's Studen	ts <sup>.</sup> 60

\* Post-baccalaureate students may take a maximum 15 credit hours of research. Post-master's students may take a maximum  $\frac{9}{9}$  6 credit hours of research. *research limit revised* 



November 8, 2019

To Whom It May Concern,

This letter is to document the support of Biological Sciences for the revision of the MS in Chemical Physics to be renamed Materials Science and the associated curricular changes.

We are enthusiastic about this revision and we look forward to the success of this degree program and tis students.

Sincerely,

Lan Ly

Laura G. Leff Professor, Chair Biological Sciences

CPHY 67

**Department of Biological Sciences** 



**Department of Chemistry and Biochemistry Correspondence** 

Date: December 6, 2019 To: Dean James Blank From: Professor and Interim Chair, Christopher J. Fenk Subject: Materials Science Program

Dear Dean Blank,

Pursuant to our recent discussions regarding the revision of the MS in Chemical Physics to be renamed Materials Science along with the associated curricular changes, let this letter confirm the enthusiastic support of the Department of Chemistry and Biochemistry. We look forward to the success of this degree program and its students.

Sincerely yours,

Christopher J. Fenk, Ph.D. Professor and Interim Chair

Department of Chemistry and Biochemistry P.O. Box 5190 • Kent, Ohio 44242-0001 330-672-0032 • Fax: 330-672-3816 • http://www.kent.edu/chemistry

EPC Agenda | 27 January 2020 | Attachment 16 | Page 1

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 29-Oct-19	Curriculum Bulletin
		Effective Date	Fall 2020	Approved by EPC
Department				
College	AS - Arts and Sci	iences		
Degree	PHD - D	octor of Philosop	ohy	
Program Name	<b>Chemical Physic</b>	s Interdisciplinar	y Program	Program Banner Code CPHY
Concentration(s)	Conce	ntration(s) Banner	Code(s)	
Proposal	Revise program			
Description of propo CPIP is revising the (MTSC).	sal: e name of the prog Tr	gram from Chemi nc/lase 10500	ical Physics (( L optim t	CPHY) to Materials Science B-post-Mastu's students
Does proposed revis Current total credit h	sion change progra nours:	m's total credit ho Proposed total c	urs?   Yes redit hours	No (4010015)
Describe impact on staffing consideratio <b>No impact on other</b>	other programs, po ns; need; audience r <b>programs, polici</b> e	licies or procedure ; prerequisites; tea <b>es or procedures</b>	es (e.g., duplica acher education	ation issues; enrollment and n licensure):
Units consulted (oth BSCI, CHEM, PHY	er departments, pro	ograms or campus	es affected by	this proposal):
			DORSEMENT	S
· ap	tal fa	el.		10/29/2019
Department Chair / S	School Director			
				/
Campus Dean (for F	Regional Campuses	s proposals)		
College Dean (or de	signee)			12/13/19
Cyster Dear of Graduate S		Proposale	t	1,10,20
	ladice (for graduate	propulsion		1 1

Provost (or designee)



Mike DeWine, Governor Randy Gardner, Chancellor

### CHANGE REQUEST: TITLE AND CURRICULUM MODIFICATION

Date of submission: to come after Board of Trustees approval

Name of institution: Kent State University

Previously approved title: M.S. and Ph.D. degrees in Chemical Physics

Proposed new title: M.S. and Ph.D. degrees in Materials Science

Proposed implementation date of the request: Fall 2020 Semester

**Date that the request received final approval from the appropriate institutional committee:** Kent State University Board of Trustees approved the revisions on *date to come* 

#### Primary institutional contact for the request

Name:	Cindy Stillings
Title:	Dean of Graduate Studies (Interim)
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

#### Educator Preparation Programs:

Leads to licensure:	$\Box$ Yes	🛛 No
Leads to endorsement:	🗆 Yes	🛛 No

#### Explain the rationale for title and curricular changes.

Chemical Physics is an interdisciplinary program at Kent State University, established in 1964 and built upon the research experience from the foundational departments of physics, biological sciences, mathematical sciences and chemistry and biochemistry, in addition to the research conducted in Kent State's Advanced Materials and Liquid Crystal Institute.

The Ph.D. degree in Chemical Physics underwent a substantial curricular revision in fall 2019 (approved by Chancellor's Council on Graduate Studies on May 17, 2019) to focus on materials science with emphasis on soft-, nano- and bio-materials. The proposed revisions for the M.S. degree now align with the Ph.D. degree. Minor curricular changes are proposed for the Ph.D. degree. Titles are revised for both degree programs to reflect the new focus.

#### Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

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Current CIP	New CIP
40.0508 Chemical Physics. A program that	40.1001 Materials Science. A program that
focuses on the scientific study of structural	focuses on the general application of
phenomena combining the disciplines of	mathematical and scientific principles to the
physical chemistry and atomic/molecular	analysis and evaluation of the characteristics
physics. Includes instruction in heterogeneous	and behavior of solids, including internal
structures, alignment and surface phenomena,	structure, chemical properties, transport and
quantum theory, mathematical physics,	energy flow properties, thermodynamics of
statistical and classical mechanics, chemical	solids, stress and failure factors, chemical
kinetics, and laser physics.	transformation states and processes,
	compound materials, and research on
	industrial applications of specific materials.

#### Describe how the title and curricular changes will affect students in the current program.

Currently enrolled students in the M.S. degree may choose to pursue the new curriculum, and students in the M.S. and Ph.D. degrees may opt to update their catalog and graduate under the revised name but are not required to do so.

## Describe any faculty, administrative or support service changes occurring along with the title and curriculum changes.

The college has no expectations of immediate changes in resources to support the program.

## Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Not applicable. The program does not have specialized or professional accreditation.

#### Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness of the new curriculum will be evaluated by monitoring the number and quality of applicants, the average time students take to complete the program, the percentage of the graduating students and the percentage of job placements after graduation. This evaluation will be reviewed five years after implementation of these proposed revisions.

#### Submit a comparison of the currently authorized curriculum and the proposed curriculum.

See tables at the end of the document for a comparison of the current and proposed curriculum.

Below is a summary of changes for the M.S. degree:

• Required courses in the major are replaced and decreased:

Current Requirements (15 credit hours)	New Requirements (12 credit hours)
Liquid Crystal Optics I: Theory	Characterization of Soft Matter
Liquid Crystal Optics II: Optical Systems	Physics of Soft Matter
Liquid Crystal Materials Science	Chemistry of Soft Matter
Liquid Crystal Science: Physical Properties	Applications of Soft Matter
Seminar: Liquid Crystals	

- Optional concentration in liquid crystal engineering is eliminated.
- A culminating requirement is now clearly identified as either thesis or project.
- Electives are increased, from 3-4 to 12 credit hours.
- Two elective courses are established, two elective courses are revised and seven courses required in the Liquid Crystal Engineering concentration are inactivated.
- Total number of credit hours for program completion is unchanged at 30. Students selecting the now-eliminated Liquid Crystal Engineering concentration were required to complete 38 credit hours.
- Time to complete program is unchanged at two years.

Below is a summary of changes for the Ph.D. degree:

- Maximum amount of research courses applied to electives in the degree for postmaster's students is increased, from 6 to 9 credit hours.
- Elective options are extended to related disciplines biology, chemistry and physics.
- Total number of credit hours for program completion is unchanged at 60 for postmaster's students and 90 for post-baccalaureate students.
- Time to complete program is unchanged. Per Kent State University policy, doctoral students have 10 years from first enrollment to complete their degree.

In addition to the changes listed above, the course subject Chemical Physics (CPHY) is revised to Material Science (MTSC) to align with the major name change.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings Dean of Graduate Studies (Interim) Kent State University Kent State University | Name and Curriculum Change Request | M.S. and Ph.D. Chemical Physics | Page 4

#### Comparison of Currently Authorized Curriculum and Proposed Curriculum

<u>Chemical Physics</u> course descriptions (course subject will be renamed Materials Science)

M.S. Curren	tly Authorized Curriculum	Credits
Major Require	ments (15-16 credit hours)	
CPHY 62450	Liquid Crystal Optics I: Theory	2
CPHY 62452	Liquid Crystal Optics II: Optical Systems	2
CPHY 62460	Liquid Crystal Materials Science	2
CPHY 62462	Liquid Crystal Science: Physical Properties	3
CPHY 64491	Seminar: Liquid Crystals (repeated; 4 credits for concentration)	3-4
Approved Elec	ctive (3 credit hours)	
Approved Elec	tive (may include research and thesis)	3
Additional Re	quirements or Liquid Crystal Engineering Concentration (14-23)	
Choose from the	he following:	14-23
Additional I	Requirements (14 credit hours)	
CPHY 62241	Soft Matter (2) revised	
CPHY 62335	Advanced Liquid Crystalline and Polymeric Materials (4)	
Approved E	lective (1)	
Liquid Cryst	al Engineering Electives (choose from the concentration courses) (6)	
Liquid Cryst	al Engineering Concentration (23 credit hours)	
CPHY 62454	Liquid Crystal Optics III: Applications (1) inactivated	
CPHY 65002	Liquid Crystal Device Engineering I (2) inactivated	
CPHY 65004	Liquid Crystal Device Engineering II (3) inactivated	
CPHY 65006	i Liquid Crystal Device Prototyping (2)	
CPHY 65008	Liquid Crystal Device Construction (1)	
CPHY 65010	Liquid Crystal Characterization (2) inactivated	
CPHY 65012	Liquid Crystal Device Testing (2) inactivated	
CPHY 65020	Liquid Crystal Analog Electronics (2) inactivated	
CPHY 65022	Liquid Crystal Digital Electronics (2) inactivated	
CPHY 65098	Master's Project: Engineering Applications of Liquid Crystals (6)	
	Minimum Total Credit Hours	30-38

M.S. Propos	ed Curriculum	Credits			
Major Require	ments (12 credit hours)				
MTSC 62242	Characterization of Soft Matter	3			
MTSC 63000	Physics of Soft Matter	3			
MTSC 63015	Chemistry of Soft Matter	3			
MTSC 63020	Applications of Soft Matter	3			
Culminating R	equirement (6 credit hours)				
Choose from th	ne following:	6			
MTSC 60199	Thesis I (6)				
MTSC 65098	Master's Project: Engineering Applications of Liquid Crystals (6)				
Approved Elec	tives (12 credit hours)				
Choose from the following:					
BSCI 50158	Molecular Biology (3)				
BSCI 50220	Bioinformatics (3)				
BSCI 51120	Biological Light Microscopy (3)				

#### EPC Agenda | 27 January 2020 | Attachment 16 | Page 6

Kent State University | Name and Curriculum Change Request | M.S. and Ph.D. Chemical Physics | Page 5

Electives continued CHEM 50352 Inorganic Materials Chemistry (3) CHEM 50451 Organic Materials Chemistry (3) CHEM 50478 Synthesis of Organic Liquid Crystals (3) CHEM 50559 Nanomaterials (3) CHEM 50571 Surface Chemistry (2) CHEM 60254 Biomembranes (2) CHEM 62691 Seminar: Recent Developments in Industrial Chemistry (1) MTSC 60498 Research (1-15) MTSC 62241 Statistical Mechanics of Soft Matter (3) revised MTSC 62249 LabVIEW for Data Acquisition and Instrument Control (1) MTSC 62335 Advanced Liquid Crystalline and Polymeric Materials (4) MTSC 62450 Liquid Crystal Optics I: Theory (2) MTSC 62452 Liquid Crystal Optics II: Optical Systems (2) MTSC 62460 Liquid Crystal Materials Science (2) MTSC 62462 Liquid Crystal Science: Physical Properties (3) MTSC 62640 Liquid Crystal, Polymer and Colloid Composites (4) MTSC 62643 Electro-optics of Liquid Crystals: Modeling and Device Design (3) revised MTSC 62647 Structured Fluids (3) MTSC 62650 Computational Materials Science (3) MTSC 62651 Nanobiotechnology (3) MTSC 63010 Lyotropic Liquid Crystals (3) MTSC 63025 Active Matter (2) new MTSC 63100 Emerging Display Technologies (2) new MTSC 64491 Seminar: Liquid Crystals (1) MTSC 64495 Special Topics in Chemical Physics (1-3) MTSC 65006 Liquid Crystal Device Prototyping (2) MTSC 65008 Liquid Crystal Device Construction (1) MTSC 65032 Scientific Communication (1) PHY 66403 Advanced Condensed Matter Physics (3) PHY 68401 Liquid Crystal Physics (3) Additional courses with advisor approval

Minimum Total Credit Hours: 30

Ph.D. Propose	d Curriculum <i>(changes are <mark>marked</mark>)</i>	Credits
Major Requireme	ents (42 credit hours)	
CPHY 72242	Characterization of Soft Matter	3
CPHY 73000	Physics of Soft Matter	3
CPHY 73015	Chemistry of Soft Matter	3
CPHV 73020	Applications of Soft Matter	3
	Dissortation L <sup>1</sup>	30
Approved Electiv	ves (18-48 credit hours)	50
Choose from the	following:	18-48
BSCI 70158	Molecular Biology (3) added	
BSCI 70730	Bioinformatics (3) added	
BSCI 70220	Biological Light Microscopy (3) added	
CHEM 70352	Inorganic Materials Chemistry (3) added	
CHEM 70352	Organic Materials Chemistry (3) added	
CHEM 70431	Synthesis of Organic Liquid Crystals (3) added	
CHEM 70559	Nanomaterials (3) added	
CHEM 70571	Surface Chemistry (2) added	
CHEM 70254	Biomembranes (2) added	
MTSC 72241	Statistical Mechanics of Soft Matter (3) revised	
MTSC 72249	LabVIEW for Data Acquisition and Instrument Control (1)	
MTSC 72335	Advanced Liquid Crystalline and Polymeric Materials (4)	
MTSC 72450	Liquid Crystal Optics I: Theory (2)	
MTSC 72452	Liquid Crystal Optics II: Optical Systems (2)	
MTSC 72460	Liquid Crystal Materials Science (2)	
MTSC 72462	Liquid Crystal Science: Physical Properties (3)	
MTSC 72640	Liquid Crystal Polymer and Colloid Composites (4)	
MTSC 72643	Electro-optics of Liquid Crystals: Modeling and Device Design (3)	revised
MTSC 72647	Structured Fluids (3)	
MTSC 72650	Computational Materials Science (3)	
MTSC 72651	Nanobiotechnology (3)	
MTSC 73010	Lyotropic Liquid Crystals (3)	
MTSC 73025	Active Matter (2) <i>new</i>	
MTSC 73100	Emerging Display Technologies (2) <i>new</i>	
MTSC 74491	Seminar: Liquid Crystals (1)	
MTSC 74495	Special Topics in Chemical Physics (1-3)	
MTSC 75006	Liquid Crystal Device Prototyping (2)	
MTSC 75008	Liquid Crystal Device Construction (1)	
MTSC 75032	Scientific Communication (1)	
MTSC 80498	Research (1-15) *	
PHY 76403	Advanced Condensed Matter Physics (3) added	
PHY 78401	Liquid Crystal Physics (3) added	
Additional cou	urses with advisor approval	
	Minimum Total Credit Hours for Post-Baccalaureate Studen	ts: 90
	Minimum Total Credit Hours for Post-Master's Studen	ts <sup>.</sup> 60

\* Post-baccalaureate students may take a maximum 15 credit hours of research. Post-master's students may take a maximum  $\frac{9}{9}$  6 credit hours of research. *research limit revised* 

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e <b>11-Dec-19</b>	Curriculum Bulletin
		Effective Date	Fall 2020	Approved by EPC
Department	CS and MATH			
College	AS - Arts and So	iences		
Degree	MS - Ma	aster of Science		
Program Name	Data Science	Prog	gram Banner Co	ode DATA
Concentration(s)	Conce	entration(s) Banne	r Code(s)	
Proposal	Establish progra	am		N V
Science in Data S Does proposed rev Current total credit Describe impact or	cience program. ision change progra hours:	am's total credit ho Proposed total o plicies or procedur	ours?	No
staffing considerati Supporting progra Units consulted (ot BSCI, GEOG, PSY	ons; need; audience ams may see and i her departments, pr <b>'C, ECON, Public H</b>	e; prerequisites; te increase in enroll ograms or campus lealth, CCI, BUS,	acher educatio I <b>ment in cours</b> ses affected by AE	n licensure): <b>es.</b> this proposal):
Department Chair	hje School Director			s 12, 11, 19
				//
Campus Dean (for	Regional Campuse	s proposals)		0
Mary and	Ataluy			12/13/19
College Dean (or d Upt Dean of Graduate	esignee) Studies (for graduat	e proposals)	2	1 1 / 3 , 20
Provost (or designed	ee)			/

CS/MATH

## Data Science Master of Science Degree

## FULL PROPOSAL

Submitted to: Chancellor's Council on Graduate Studies Ohio Department of Higher Education

Submit date: to come

Submitted by: College of Arts and Sciences Kent State University



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### **Basic Characteristics of the Proposed Program**

#### 1. Brief description of the disciplinary purpose and significance of the proposed degree.

An interesting and beautiful aspect of data science is its abstract focus on data—by its very nature the field is multidisciplinary. Data science is an emerging STEM area founded on the principles of mathematics and the sciences and developed through a synthesis of mathematics and computer science; more exactly, data science draws from analysis, statistics, databases, big data, artificial intelligence, numerical analysis, graph theory and visualization. Researchers continue to develop the foundations of data science, while researchers and practitioners are simultaneously finding and developing applications in the natural sciences, the health sciences, the social sciences and economics.

The purpose of Kent State's M.S. degree in Data Science is to develop students' knowledge of the methods and tools of data science and their understanding of how to apply these methods and tools in diverse data environments. The significance of the degree program will be determined by how well students will be able to apply these methods and tools. The accelerating use of ubiquitous data will profoundly change how individuals interact with information, how scientists explore and how democracies operate, while simultaneously creating numerous new jobs and transforming existing professions. Kent State's goal with the proposed degree program is to help produce an innovated workforce for state, regional and international data-enabled industries, educational institutions and government agencies.

The proposed degree program is a collaborative effort between Kent State's Department of Computer Science and Department of Mathematical Sciences in the College of Arts and Sciences with support and input from partnering disciplines across the campus.

#### 2. Definition of the focus of the program.

The focus of the proposed M.S. degree in Data is on the development of scientists who will understand the theories, methods and tools of data science so that they can apply data science to solving research and workplace questions in the natural, health and social sciences. The program will emphasize research and development in data science and data science applications and will zero-in on helping to fill industry's huge need for advanced STEM data analytics skills.

#### 3. Rationale for the degree name.

The Master of Science degree is appropriate for Kent State's proposed program, rather than a professional degree title, since students have the option to pursue original research through the culminating requirement.

#### 4. Duration of the program.

#### a. Total credit hours for completion of the program.

The degree program will be 30 semester credit hours

#### b. Normal or typical length of time for students to complete the program.

Length of the program will be two years for a full-time student.

#### 5. Proposed initial date for implementation of the program.

The proposed implementation of the M.S. degree in Data Science is fall 2020.

#### 6. Admission requirements and admission timing.

Kent State will admit students to the program in the fall semester only. Applicants must hold a bachelor's degree with a minimum 3.000 GPA, submit two letters of recommendation and have previously completed courses in linear algebra, statistics, advanced calculus, discrete mathematics/structures, programming and data structures and database systems. If applicants have not completed all the prerequisite courses, program faculty may decide to admit them conditionally (based on a wholistic review of their application) until they complete the remaining courses being before beginning the program's coursework. See Appendix A for full admission criteria.

#### 7. Primary target audience for the program.

The intended audience for the proposed data science degree program will be traditional college-aged students and working professionals.

#### 8. Special efforts to enroll and retain underrepresented groups.

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

The number of undergraduate female students in mathematics and computer science has been increasing, and the departments promote their master's degree programs to their domestic undergraduate students.

The Department of Computer Science started a women student chapter of the Association of Computing Machinery to encourage more female participation. The department also supports and funds students to attend women in tech conferences.

Student clubs and association student chapters in the Department of Mathematical Science include the Actuarial Math Club, Association for Women in Mathematics, Pi-Mu-Epsilon and the Mathematical Association of America, all of which promote female and minority participation.

The program will be advertised to underrepresented undergraduate student groups within both the departments, the university and other colleges at the national level. New proposals will be written to federal agencies and state agencies to attract funding for underrepresented students under STEM initiatives. The university has many scholarships to encourage underrepresented students, including women, to STEM areas.

A mentorship program consisting of industrial professionals and faculty members will be established to scout and advise prospective underrepresented students. The Department of Computer Science has an industrial advisory board consisting of computer science faculty and local industrial partners. The concept will be extended to the Data Science degree program. The departments work in collaboration with Kent State's Office of Diversity, Equity and Inclusion to enhance the impact. The departments also will allocate advisors for underrepresented students to improve retention of the students.

b. Provide as background a general assessment of the following: (1) institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline; and (2) comparison with nationally reported values from National Center for Educational Statistics, Council of Graduate Schools or other authoritative sources. Supply data by demographic group where available.

Data in Tables 1 and 2 were compiled by Kent State's Office of Institutional Research. The data on 91 four-year public, doctoral institutions in Table 3 was pulled from IPEDS.

In computer science, 5.9 percent of underrepresented students earned degrees at Kent State, compared to 15.7 percent represented in the IPEDS numbers. In mathematics, 7.6 percent of underrepresented students earned degrees at Kent State, compared to 21.6 percent represented in the IPEDS numbers.

	Com	outer	Mathematical		Other			
Student's	Science		ice Science		Departments		Total	
Program	All	URS	All	URS	All	URS	All	URS
Bachelor's	505	60	137	13	20,936	3,300	21,578	3,373
Master's	64	0	50	1	3,472	335	3,586	336
Doctoral	40	1	47	0	1,546	139	1,633	140
Total	609	61	234	14	25,954	3,774	26,797	3,849

Table 1: Kent State preponderant enrollment of underrepresented students (URS) on the Kent Campus in fall semester 2018, by academic department.

Table 2: Kent State degrees awarded to underrepresented students (URS) on the Kent Campus in academic year 2018-19, by academic department.

	Com	outer	Mathematical		Other			
Student's	Science		Scie	Science		ments	Tot	al
Program	All	URS	All	URS	All	URS	All	URS
Bachelor's	84	6	43	3	5,462	716	5,589	725
Master's	49	0	15	0	1,572	143	1,636	143
Doctoral	10	2	8	2	257	20	275	24
Total	143	8	66	5	7,291	879	7,500	892

	Computer		Mathematical		Other			
Student's	Scie	nce	Scie	nce	Stud	dies	То	tal
Program	All	URS	All	URS	All	URS	All	URS
Bachelor's	8,411	1,655	2,570	539	211,629	51,998	222,610	54,192
Master's	6,623	401	873	90	60,419	11,272	67,915	11,763
Doctoral	219	13	129	5	5,397	679	5,745	697
Total	13,184	2,069	2,938	634	280,148	63,949	296,270	66,652

Table 3: First degrees awarded to underrepresented students (URS) at 91 four-year public, doctoral institutions in academic year 2016-17, by area of study.

### Institutional Planning for Program Change

#### 1. What are the physical facilities, equipment and staff needed to support the program?

The proposed degree program will share existing physical resources and laboratories with currently existing programs. Since 2012, the Department of Computer Science, with support from the Department of Mathematical Sciences and the College of Arts and Sciences, has operated a Data and Computing Center with advanced storage, virtual machines and computing resources used to support various data and computing intensive programs. There are also three research engineers with experience in a science data center and virtual machine support operations. Specialized labs are already functioning, including a Big Data Science Lab, Visual Analytics Lab, Cloud Computing Lab and Advanced Information Security and Privacy Lab.

Furthermore, a Kent State computer science networking group is working with Ohio Research Network (OARNet), so that the group's resources will integrate with the vast national big-data resources, including national lab facilities, supercomputing facilities in Ohio and the Department of Energy, National Science Foundation repositories and industrial cloud service providers (e.g., Amazon, IBM, Microsoft) with extremely high bandwidth. The required equipment, network infrastructure and specialized staff resources will be abundantly available to the proposed research-intensive Data Science program and its students, researchers and affiliates to build a first-class program.

Depending on how involved local businesses become with respect to working on joint projects, more technical staff may be needed. However, if local businesses do become increasingly involved, then it is expected that they will help support the technical sides of the projects.

#### 2. What is the evidence that a market for the new program(s) exists?

Information provided in Appendices B (Ohio employer analysis), C (occupational analysis) and D (support letters for area businesses) lead credence that a market for the proposed degree program exists.

#### a. How has estimated program demand been factored into realistic enrollment projections?

The college projects an initial cohort of 10 students. With further marketing of the program, in the second and third years, the college plans to increase the size of the first-year class by five students so that there will be 20 first-year students and 15 second-year students at the start of year three. By year four, the goal for each year will be to enroll 20 new students.

Based on the evidence shown in the appendices, the college believes that program demand will be greater than the enrollment goals. Thus, concern is not whether enough students will want to enroll in the program. The college is confident that once the quality of the program is established, students will be striving to get into the program.

## b. How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

According to the current plan, the number of students in the new graduate program will be capped at 40. The college considers the evidence presented in the appendices as clearly showing that there will be significant interest in the new program to support more than 20 new students each year. The core classes in mathematics and computer science and the supporting classes across campus will be able to absorb the students for this new graduate program. Per the fiscal impact statement (see Appendix E), the program will operate with a net gain at implementation.

c. Provide evidence of need for the new degree program, including the opportunities for employment of graduates. Examples of potential metrics of program need include: (1) Student interest and demand: potential enrollment; ability to sustain the critical mass of students; (2) institutional need: plan for overall development of graduate programs at the university; and (3) societal demand: intellectual development; advancement of the discipline; employment opportunities to meet regional, national needs and/or international needs.

Graduate, as well as undergraduate, students have shown a strong interest in data science at Kent State, not only in computer science and mathematics, but also in geography and other disciplines. There is a high demand for the Big Data Analytics course (at the undergraduate, master's and doctoral level) offered by the Department of Computer Science. The average enrollment in this course was 48 students over the past three years. In spring 2019, 30 percent (15 out of 50) of students in Kent State's M.S. degree in Computer Science declared the Computational Data Science concentration.

Faculty from the Department of Computer Science and Department of Mathematical Sciences have forged close collaborations with faculty from many other units at Kent State, including the Department of Physics, Department of Chemistry and Biochemistry, Department of Psychological Sciences, Department of Geography, School of Information, School of Fashion Design and Merchandising and College of Public Health. Both departments offer data science courses open to students from other departments, schools and colleges. Published reports state that machine learning engineer, data scientist and big data engineers rank among the top emerging jobs. According to one article, "Data scientist roles have grown over 650 percent since 2012, but currently 35,000 people in the [United States] have data science skills, while hundreds of companies are hiring for those roles—even those you may not expect in sectors like retail and finance—supply of candidates for these roles cannot keep up with demand."<sup>1</sup>

Another article leads with the headline "IBM predicts demand for data scientists will soar 28% by 2020" and notes that such is the demand that positions in data science and analytics remain open an average of 45 days, five days longer than the market average.<sup>2</sup>

Data science jobs are particularly important in the north-east Ohio economy, with its heavy concentration of insurance, energy and medical industries. More information is provided in Appendices B (Ohio employer analysis) and C (occupational analysis).

### **Statewide Alternatives**

1. What programs are available at other institutions, and how do they differ from the program being proposed?

Most similar master's degree programs in Ohio, see Table 4, are business analytics, which focuses on the application of data analytics techniques to improve business process. Data science focuses on the science of data analytics techniques, with the goal of developing new techniques and algorithms for data analytics and improving their computational efficiency.

Ohio Universities	Master's Degree Programs
Bowling Green State University	M.S. degree in Analytics
	M.S. degree in Applied Statistics (Business Analytics specialization)
	M.S. degree in Data Science
Case Western Reserve University	Master of Science in Management degree in Business Analytics
Kent State University	M.B.A. degree (Business Analytics concentration)
-	M.S. degree in Business Analytics
Miami University	M.S. degree in Business Analytics
Ohio State University	Specialized Master in Business degree in Analytics
-	M.B.A. degree in Data Analytics
Ohio University	Master of Business Analytics degree
	M.B.A. degree (Business Analytics concentration)
University of Akron	M.B.A. degree (Business Analytics concentration)
University of Cincinnati	M.S. degree in Business Analytics
University of Dayton	Master of Business Analytics degree
University of Findlay	M.S. degree in Applied Security and Analytics
University of Toledo	Master of Applied Business Analytics degree

Table 4: Data Science and related programs in Ohio.

<sup>1</sup> LinkedIn's 2017 U.S. Emerging Jobs Report (7 December 2017). Retrieved from

https://economicgraph.linkedin.com/research/LinkedIns-2017-US-Emerging-Jobs-Report.

<sup>&</sup>lt;sup>2</sup> Columbus, L. (13 May 2017). IBM predicts demand for data scientists will soar 28% by 2020. Forbes. Retrieved from <u>www.forbes.com/sites/louiscolumbus/2017/05/13/ibm-predicts-demand-for-data-scientists-will-soar-28-by-2020/#1b9ec2847e3b</u>.

Ohio Universities	Master's Degree Programs	
University of Toledo	M.S. degree in Applied Business Analytics	
Wittenberg University	M.S. degree in Analytics	
Xavier University	M.S. degree in Customer Analytics	

Kent State's proposed degree in data science will require applicants to have more mathematics, statistics and computer science for admission than all the programs listed above, except for Bowling Green State University's M.S. degree in Data Science. Bowling Green's M.S. degree prepares students to enter the university's Ph.D. degree in Data Science, whereas Kent State's program will prepare graduates for immediate entry in the work force.

University of Cincinnati's admission requirements for its program are similar to that of Kent State's; however, Cincinnati's program focuses on business analytics and not data science.

#### 2. Explain the appropriateness of the specific locale for the program.

A search of "data analyst" positions on Indeed, the employment-related search engine, returned 640 job postings in Ohio and 857 in Pennsylvania.<sup>3</sup> These results show a high demand in the job market for Kent State's new graduate program.

A close look at Appendix B (Ohio employer analysis) shows that there is a high concentration of data science positions in Northeast Ohio, especially, in the medical field. The Cleveland-Akron area needs and, in fact, demands a strong and vibrant Data Science program for the continuing business-industrial growth in the area.

#### 3. Are there opportunities for inter-institutional collaboration to offer the program?

Faculty and students from the Department of Computer Science have many joint research/educational collaborations with other universities. Kent State looks forward to leveraging these collaborations, as well as creating new ones in data science.

### Growth of the Program

#### 1. What future growth do you anticipate over several years?

In first year of implementation, the college's goal to enroll 10 students. In years two and three, the college plans to increase the size of the first-year class by five per year. From year four onward, the program will be capped at 40 students (20 students per year).

#### 2. How do you plan to manage this growth?

Current resources will be able to manage the anticipated initial enrollment and future growth.

#### 3. When do you expect the program to be self-sufficient?

The expectation is that the program will be self-sufficient at implementation until at least year three. After that year, the college will evaluate whether to cap at 40 students or continue to grow enrollment; at that point the question of self-sufficiency will be addressed again.

<sup>3</sup> <u>www.indeed.com</u>, search on 16 January 2020 at approximately 5.00 p.m. ("data analyst" entered for "What," and "OH" and "PA" entered for "Where').

### **Curriculum and Instructional Design**

4. Description of the proposed curriculum, including any concentrations, cognates or specializations within the major.

The proposed M.S. degree in Data Science is 30 credit hours, comprising 18 credit hours of a required core, 6 credit hours of electives and 6 credit hours of a culminating requirement, see table 5 below.

The elective coursework allows students to delve further into mathematics and computer science (that complement or go beyond the core) or to explore the applications of data science in diverse areas, including biological sciences, geography, information science, public health and psychology. Students will be expected to select electives that focus on one domain to ensure that the prerequisite dependencies between electives can be met within the total elective credit hours. These elective options will be expanded in the future as more data science-related courses are developed at Kent State University.

Students will fulfill the culminating requirement by either writing and publicly defending a master's thesis or completing an integrated learning experience. The integrated learning experience requires (1) a data science capstone project or (2) a data science capstone project and a graduate internship. Students must prepare a written document and then present publicly that explains and/or demonstrates their capstone project (or capstone project and internship activity). Students' thesis topic or integrated learning experience must be approved by their faculty supervisory committee.

All courses in the proposed curriculum are existing, with the exception of a new master's project and internship (noted below as new).

Catalog copy is in Appendix A. Course descriptions are in Appendix F.

Core Requiremen	its (18 credit hours)			
CS 63005	Advanced Database Systems Design	3		
CS 63015	Data Mining Techniques	3		
CS 63016	Big Data Analytics	3		
MATH 50015	Applied Statistics	3		
MATH 50024	Computational Statistics	3		
MATH 50028	Statistical Learning	3		
Electives (6 credit hours)				
BSCI60103	Biological Statistics (3)			
CS 54201	Artificial Intelligence (3)			
CS 57206	Data Security and Privacy (3)			
CS 63017	Big Data Management (3)			
CS 63018	Probabilistic Data Management (3)			
CS 63100	Computational Health Informatics (3)			
CS 64201	Advanced Artificial Intelligence (3)			
CS 64402	Multimedia Systems and Biometrics (3)			
CS 67302	Information Visualization (3)			
Electives continu	led			

Table 5: Curriculum for the proposed M.S. degree in Data Science.

CS 69098	Research (3)	
or MATH 670	098 Research (3)	
ECON 62054	Econometrics I (3)	
ECON 62055	Econometrics II (3)	
ECON 62056	Time Series Analysis (3)	
EHS 52018	Environmental Health Concepts in Public Health (3)	
EPI 52017	Fundamentals of Public Health Epidemiology (3)	
EPI 63016	Principles of Epidemiological Research (3)	
EPI 63018	Observational Designs for Clinical Research (3)	
EPI 63019	Experimental Designs for Clinical Research (3)	
GEOG 59070	Geographic Information Science (4)	
GEOG 59080	Advanced Geographic Information Science (3)	
HI 60401	Health Information Management (3)	
HI 60411	Clinical Analytics (3)	
HI 60414	Human Factors and Usability in Health Informatics (3)	
HI 60418	Clinical Analytics II (3)	
KM 60301	Foundational Principles of Knowledge Management (3)	
LIS 60010	The Information Landscape (3)	
LIS 60020	Information Organization (3)	
MATH 50011	Probability Theory and Applications (3)	
MATH 50051	Topics in Probability Theory and Stochastic Processes (3)	
MATH 50059	Stochastic Actuarial Models (3)	
PSYC 61651	Quantitative Statistical Analysis I (3)	
PSYC 61654	Quantitative Statistical Analysis II (3)	
Culminating Requ	uirement (6 credit hours)	
CS 69099	Capstone Project (6) NEW	
or CS 69099	Capstone Project (3) NEW	
and CS 69192 Graduate Internship (3) NEW		
or CS 69199	Thesis I (6)	
or MATH 67199	Thesis I (6)	

### Institutional Staffing, Faculty and Student Support

1. How many and what types of faculty (full and part time) will be employed in the program? Describe how number and type of faculty is sufficient to support the program (especially if the program contains a research or heavily mentored activity).

Graduate faculty from the Department of Computer Science and the Department of Mathematical Sciences will teach the core and elective courses and advise students for the culminating experience. Faculty from the partnering units will teach the other elective courses. Those units include Economics, Geography, Psychology, Information and Public Health. Please see Appendix G for the faculty list and Appendix H for the faculty CV.

With the fact that all content-based courses in the program are existing and offered currently, in addition to recent hires in mathematics and computer science, Kent State University has sufficient faculty capacity and credentials to support this new program.

#### 2. How many, if any, new faculty will be hired for the program?

It is anticipated that no new faculty will be hired for the program.

## 3. What are the administrative arrangements for the proposed program, including oversight at the program, department/school and college level?

The M.S. degree in Data Science will be jointly sponsored by the Department of Computer Science and the Department of Mathematical Sciences in the College of Arts and Sciences.

Oversight of the program will be handled by a faculty program director, an executive committee and a program committee.

The executive committee will consist of three faculty members, one each from the computer science and mathematical science departments and one from the partnering disciplines. The computer science and mathematical sciences faculty will be appointed by their respective department chair, and one will also serve as the program director.

The position of program director will alternate between the computer science and mathematical science departments every two years, although the faculty member appointed to the position may remain for more than two years upon agreement of the two department chairs. The inaugural director of the M.S. degree in Data Science will be the computer science faculty member of the executive committee.

Membership of the program committee will consist of the computer science and mathematical science faculty who have been appointed to the executive committee and a faculty member from each of the partnering disciplines, who will be appointed by their chair, director or dean. Each spring semester, members of the program committee will choose one of their members from the partnering disciplines to serve on the executive committee for the next academic year.

The faculty program director, executive committee and program committee report to the chairs of the Department of Computer Science and Department of Mathematical Sciences. The chairs, in turn, report to the dean of the College of Arts and Sciences.

Every two years, on a rotating basis, the program committee will meet with representatives of each partnering unit. The purposes of these meetings are to evaluate how well the elective courses are supporting and enhancing the degree program, and how well the degree program is supporting and promoting the partnering unit. Additionally, at these meetings, the program committee and the partnering unit should discuss possible future data science collaborations in teaching and research. A goal will be to have the program committee hold annual meetings for all the partnering units to meet to discuss continuing and possible future collaborations in teaching and research.

Each student enrolled in the M.S. degree in Data Science will form a supervisory committee, of which members should be chosen early in the student's second semester of the first year in the program and no later than the fall semester of the student's second year. The student's advisor will be a supervisory committee member. The advisor must approve the student's elective courses.

#### 4. Where will any needed financial support and staffing come from?

The faculty and courses for the proposed degree program are existing and support other graduate programs at Kent State.

### Appendix A: Program Catalog Page

#### **College of Arts and Sciences**

Department of Computer Science 241 Mathematics and Computer Science Building Kent Campus 330-672-9980 depsec@cs.kent.edu www.kent.edu/cs Department of Mathematical Sciences 233 Mathematics and Computer Science Building Kent Campus 330-672-2430 <u>math@math.kent.edu</u> www.kent.edu/math

#### Description

The Master of Science degree in Data Science provides a focus on developing scientists who will understand the theories, methods and tools of data science and apply data science to solving research and workplace questions in the natural, health and social sciences for businesses and industries.

Data science is an emerging STEM discipline founded on the principles of mathematics and the sciences and developed through a synthesis of mathematics and computer science. One may think of data science as a blending together of methods and ideas from analysis, statistics, databases, big data, artificial intelligence, numerical analysis, graph theory and visualization for the purposes of finding information in data and applying that information to solving real-world problems.

#### FULLY OFFERED AT:

Kent Campus

#### Admission Requirements

- Bachelor's degree from an accredited college or university for <u>unconditional admission</u>
- Minimum 3.000 undergraduate GPA (on a 4.000 point scale) for <u>unconditional admission</u>
- Prerequisite mathematics and computer science courses<sup>1</sup>
- Official transcript(s)
- Two 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:
  - Minimum 525 TOEFL PBT score (paper-based version)
  - Minimum 71 TOEFL IBT score (Internet-based version)
  - o Minimum 74 MELAB score
  - Minimum 6.0 IELTS score
  - Minimum 50 PTE score

For more information about graduate admissions, please visit the <u>Graduate Studies</u> website. For more information on international admission, visit the <u>Office of Global Education</u> website.

 Students entering the program are expected to have previously completed courses in linear algebra (equivalent to MATH 21001 or MATH 21012), statistics (equivalent to MATH 20011), advanced calculus (equivalent to MATH 22005), discrete mathematics/structures (equivalent to MATH 31011 or CS 23022), programming and data structures (equivalent to CS 23001) and database systems (equivalent to CS 33007). Applicants have not completed all the prerequisite courses may be admitted conditionally (based on a wholistic review of their application) until they complete the remaining courses being before beginning the program's coursework.

#### **Program Learning Outcomes**

Graduates of this program will be able to:

- 1. Ask the questions so that problems in a particular business or industrial situation become clear
- 2. Determine if the problem may be addressed with data science methods and tools, and if yes, propose potential methods for solving the problems
- 3. Make suggestions for how data science may be used to enhance the quality and value of currently existing products (whether the products are physical or methods) and how data science may be used in the development of new products

#### **Program Requirements**

#### MAJOR REQUIREMENTS

Major Requirer	nents	
CS 63005	Advanced Database Systems Design	3
CS 63015	Data Mining Techniques	3
CS 63016	Big Data Analytics	3
MATH 50015	Applied Statistics	3
MATH 50024	Computational Statistics	3
MATH 50028	Statistical Learning	3
Major Electives,	, choose from the following:	6
BSCI60103	Biological Statistics	
CS 54201	Artificial Intelligence	
CS 57206	Data Security and Privacy	
CS 63017	Big Data Management	
CS 63018	Probabilistic Data Management	
CS 63100	Computational Health Informatics	
CS 64201	Advanced Artificial Intelligence	
CS 64402	Multimedia Systems and Biometrics	
CS 67302	Information Visualization	
CS 69098	Research	
or MATH 67	7098 Research	
ECON 62054	Econometrics I	
ECON 62055	Econometrics II	
ECON 62056	Time Series Analysis	
EHS 52018	Environmental Health Concepts in Public Health	
EPI 52017	Fundamentals of Public Health Epidemiology	
EPI 63016	Principles of Epidemiological Research	
EPI 63018	Observational Designs for Clinical Research	
EPI 63019	Experimental Designs for Clinical Research	
GEOG 59070	Geographic Information Science	
GEOG 59080	Advanced Geographic Information Science	
HI 60401	Health Information Management	
HI 60411	Clinical Analytics	
HI 60414	Human Factors and Usability in Health Informatics	
HI 60418	Clinical Analytics II	
KM 60301	Foundational Principles of Knowledge Management	
LIS 60010	The Information Landscape	

Major Electives	continued	
LIS 60020	Information Organization	
MATH 50011	Probability Theory and Applications	
MATH 50051	Topics in Probability Theory and Stochastic Processes	
MATH 50059	Stochastic Actuarial Models	
PSYC 61651	Quantitative Statistical Analysis I	
PSYC 61654	Quantitative Statistical Analysis II	
Culminating Red	quirement	
Choose from the	e following:	6
CS 69099	Capstone Project (6) NEW	
CS 69099	Capstone Project (3) NEW	
and CS 6919	92 Graduate Internship (3) NEW	
CS 69199	Thesis I (6)	
MATH 67199	Thesis I (6)	
Minimum Total	Credit Hours:	30

#### GRADUATION REQUIREMENTS

The culminating experiences may be a master's thesis or an integrated learning experience. The master's thesis requires a written thesis, a public defense of the thesis and approval by the student's supervisory committee.

The integrated learning experience may include a substantial capstone project or a capstone project and internship. For either non-thesis option, students must prepare a written document explaining and/or demonstrating their capstone project or internship activity and its significance. In addition, students must give a public presentation of their capstone project or internship, and the written document and presentation must be approved by their supervisory committee.

### **Appendix B: Ohio Employer Analysis**



#### Employers with the Most Data Science Job Openings in Ohio

Data Source: Sydney Martis, Research Manager Division of Strategy and Research, Team NEO

### **Appendix C: Occupational Analysis**

#### Occupation Analysis - Data Scientist

Utilizes skills and experience to systematically answer questions using data to provide actionable recommendations. Commonly utilizes advanced statistical analysis and machine learning techniques. Common responsibilities also include data cleaning and data management.

Common job titles: Data Scientist, Senior Data Scientist, Lead Data Scientist, Principal Data Scientist, Data Science Manager

Active Selections: Lorain, OH,Medina, OH,Summit, OH,Geauga, OH,Lake, OH,Cuyahoga, OH,Portage, OH,Ashtabula, OH,Trumbull, OH,Mahoning, OH,Columbiana, OH,Stark, OH,Tuscarawas, OH,Wayne, OH,Ashland, OH,Richland, OH,Huron, OH,Erie, OH, Data Scientist

#### Overview




#### Job Qualifications

Years of Experience

	26.3%		2		1.8%	
	0 to 2 Years	3 to 5 Ye	ears	6 to 8 Years		9+ Years
Education	Level					
		69.8%			22.8%	7.4%
	High School	Associate's Degree	Bachelor's Degree	Master's De	gree	Doctorate
Certificatio	n					

No certification data available for this report with your selected filters.

#### Top Skills

#### Specialized Skills

Data Science
Python
Machine Learning
SQL
Apache Hadoop
Predictive Models
Data Analysis

#### **Baseline Skills**

Communication Skills
Teamwork I Collaboration
Research
Creativity
Problem Solving
Presentation Skills
Decision Making

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An occupation's Defining skills represent the day-to-day

hese skills to qualify for and perform successfully in this asks and responsibilities of the job. An employee needs occupation.

Skill	Skill Type	Agenda	27 Janu Salary	lary 2020   A /  Job	ttachment Projected	17 Page	20
		nal Skills Category	Premi um	Postings Requestin g	Growth 2 Years	Quotient	
Data Science	Specialized	Defining		166	+16.0%	0.3 🐓	
Python	Software and Programmin g	Defining		135	+21.6%	0.4 💡	
Machine Learning	Specialized	Defining		128	+34.7%	0.4 🔶	
SQL	Software and Programmin g	Defining		86	+2.8%	0.4 💡	
Apache Hadoop	Software and Programmin g	Defining		80	-1.6%	0.5 💡	
Predictive Models	Specialized	Defining		61	+12.5%	0.5 💡	
Data Analysis	Specialized	Defining		55	+1.3%	0.4 💡	-
Data Mining	Specialized	Defining		50	-6.7%	0.4 💡	-
SAS	Software and Programmin g	Defining		47	+4.3%	0.5 🔶	
Big Data	Specialized	Defining		46	+0.8%	0.3 💡	1
R	Software and Programmin 9	Defining		45	+5.5%	0.4 💡	
Apache Hive	Software and Programmin g	Defining		34		0.4 🔶	
TensorFlow	Specialized	Defining		28		0.4 💡	1
Predictive Analytics	Specialized	Defining		25	+18.2%	0.5 🔶	
Java	Software and Programmin g	Defining		23	-15.7%	0.2 🔶	
Data Visualization	Software and Programmin g	Defining		23	+18.2%	0.3 💡	
MapReduce	Software and Programmin g	Defining		23	-27.7%	0.6 🔶	
Natural Language Processing	Specialized	Defining	_	22	+22.8%	0.2 💡	
Deep Learning	Specialized	Defining		22	+84.0%	0.2 💡	
Data Transformation	Specialized	Defining		20	+12.2%	0.5 🔶	CS/MATH
Artificial Intelligence	Specialized	Defining		17	+24.8%	0.2 🔇	4
Neural Networks	Specialized	Defining		17	+16.5%	0.3 💱	

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	EPC	Agenda	27 Janua	ary 2020   <i>i</i>	ttachment	17   Page 2
Scala	Software and Programmin g	Defining		16	+51.1%	0.2 🖗
Big Data Analytics	Specialized	Defining		15	+3.5%	0.3 🔶
PIG	Software and Programmin g	Defining		15	-27.1%	0.6 🔇
Data Modeling	Specialized	Defining		14	+2.4%	0.4 💡

Learn more about Occupational Skill Categorie

## Top Requested Skills for Data Scientist

.

Skill	Skill Type	Occupational Skills Category	Salary Premium	Job Postings Requesting Last 12 months	Projected Growth 2 Years	Location Quotient
Data Science	Specialized	Defining		166	+16.0 %	0.3 ◊
Python	Software and Specialized	Defining		135	+21.6 %	0.4 💡
Machine Learning	Specialized	Defining		128	+34.7 % 😯	0.4 🔶
SQL	Software and Specialized	Defining		86	+2.8 %	0.4 🔮
Apache Hadoop	Software and Specialized	Defining		80	-1.6 %	0.5 🔷
Communication Skills	Baseline	NA		67		0.4 💡
Teamwork I Collaboration	Baseline	NA		64		0.4 🔌
Research	Baseline	NA		61	·····	0.3 🔶
Predictive Models	Specialized	Defining		61	+12.5 %	0.5 💡
Data Analysis	Specialized	Defining		55	+1.3 %	0.4 🔶
Data Mining	Specialized	Defining		50	-6.7 %	0.4 💡
SAS	Software and Programming	Defining		47	+4.3 %	0.5 🔶
Big Data	Specialized	Defining		46	+0.8 %	0.3 💡
Creativity	Baseline	NA		45		0.5 🔶
R	Software and Programming	Defining		45	+5.5 %	0.4 💡
Problem Solving	Baseline	NA		44		0.4 💡
Tableau	Software and Programming	Necessary		44	+28.2 %	0.5 🔶
Apache Hive	Software and Programming	Defining		34		0.4 🔇
Statistics	Specialized	Necessary		32	-2.6 %	0.4 🔶
Presentation Skills	Baseline	NA		31		0.5 🔶
Decision Making	Baseline	NA		29		0.7 V
Statistical Analysis	Specialized	Necessary		28	-5.3 %	0.4 🔶
TensorFlow	Specialized	Defining		28		0.4 🔶

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Project Management	Specialized	Necessary		E₽€ Agenda	27 January	2029 JAttach	ment 17   Page 22
Cluster Analysis	Specialized	Necessary		26	+0.2 %	0.6 🔶	
Predictive Analytics	Specialized	Defining		25	+18.2 %	0.5 💡	
Java	Software and Programming	Defining		23	-15.7 %	0.2 💡	
Data Visualization	Software and Programming	Defining		23	+18.2 % 💎	0.3 💡	
Experiments	Specialized	Necessary		23	-12.7 %	0.3 💡	
MapReduce	Software and Programming	Defining		23	-27.7 %	0.6 💡	
Natural Language Processing	Specialized	Defining	-	22	+22.8 %	0.2 🔶	
Physics	Specialized	Necessary		22	-14.3 %	0.3 🔶	-
Deep Learning	Specialized	Defining		22	+84.0 % 🕐	0.2 🔶	
Clustering	Specialized	Necessary		22	+4.7 %	0.4 🔮	
Data Transformation	Specialized	Defining		20	+12.2 %	0.5 💡	
Business Intelligence	Specialized	Necessary		20	-0.9 %	0.6 🔶	
Data Management	Specialized	NA		19	+2.8 %	0.6 🔶	
Economics	Specialized	Necessary		18	+14.4 % 💎	0.2 💡	
Decision Trees	Specialized	NA		18	-2.1 %	0.5 🔶	ſ
Artificial Intelligence	Specialized	Defining		17	+24.8 %	0.2 🔶	
Neural Networks	Specialized	Defining		17	+16.5 %	0.3 💡	
Scala	Software and Programming	Defining		16	+51.1 % 💎	0.2 💡	
MATLAB	Software and Programming	Necessary		16	-12.9 %	0.3 💡	
Written Communication	Baseline	NA		15		0.4 💡	
Big Data Analytics	Specialized	Defining		15	+3.5 %	0.3 💡	
PIG	Software and Programming	Defining		15	-27.1 %	0.6 💡	
Writing	Baseline	NA		14		0.2 💡	
C++	Software and Programming	Necessary		14	-12.5 %	0.2 💡	
Data Modeling	Specialized	Defining		14	+2.4 %	0.4 🔇	
Organizational Skills	Baseline	NA		13		0.4 💡	

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#### **Employers & Industries**

Administrative and Support and Waste Management and Remediation Services

Manufacturing
Others

#### **Top Industries**

2-digit NAICS



#### Top Employers



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6

## **Top Locations**



County	Job Postings Last 12 months	Median Salary	Time to Fill Days	Location Quotient	
Franklin, OH	298	\$113k	42	1.6 🜒	
Hamilton, OH	285	\$114k	42	2.1 🔇	1
Cuyahoga, OH	121	\$117k	42	0.6 🔶	1
Montgomery, OH	61	\$105k	42	0.9 -	
Summit, OH	30	\$109k	42	0.4 🔶	
Warren, OH	21	\$110k	42	0.9 -	1
Lucas, OH	19	\$112k	42	0.3 🔶	
Mahoning, OH	10	\$133k	42	0.4 🔶	
Union, OH	10	\$92k	42	1.2 -	
Greene, OH	9	\$97k	42	0.5 🔶	
Licking, OH	9	\$125k	42	0.6 🔶	-
Stark, OH	8	\$122k	42	0.2 🔶	
Hancock, OH	5	\$119k	42	0.4 🔶	1
Jefferson, OH	4	\$90k	42	0.7 V	1
Lake, OH	4	\$121k	42	0.2 🔶	
Auglaize, OH	3	\$101k	42	0.5 🔶	CS/HATT
Madison, OH	3	\$107k	42	0.7 V	70
Wood, OH	3	\$111k	42	0.2 🔶	
Clermont, OH	2	\$75k	42	0.1 🔶	

Darke, OH	2	\$103k EPC Age	nda   27 <b>42</b> nuary 20	)20   Attachment 17   Page
Wayne, OH	2	\$135k	42	0.2 🔶
Adams, OH	1	\$116k	42	0.7 V
Athens, OH	1	\$64k	42	0.2 🔶
Butler, OH	1	\$106k	42	0.0 🔶
Columbiana, OH	1	\$99k	42	0.1 🔶
Guernsey, OH	1	\$108k	42	0.2 🔶
Henry, OH	1	\$110k	42	0.3 🔶
Marion, OH	1	\$105k	42	0.2 🔶
Miami, OH	1	\$109k	42	0.1 🔶

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#### **Related Jobs**

Data Scientist at a Glance Salary Median Annual Salary 75% earn more than 25% earn more than \$116,907 \$99,500 \$130,968 Job Postings Last 12 Months Projected Growth 10 Years Average Demand +9.8% 176 Time To Fill Location Quotient Similar to Fill 47 days Very Low

Source Bureau of Labor Statistics (Projected Growth) and Burning Glass analysis



**Related Jobs** 

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## **Appendix D: Business Support Letters**



November 6, 2018

To: Dr. Javed Khan, Chair of Computer Science Department

& Dr. Andrew Tonge, Chair of Mathematical Sciences

From : Rosa Bolger IBM Director of Security Incident Response

I am pleased to formally support Kent State University on the creation of a new Data Science program based on a strong emphasis on mathematics and computer science.

Companies use data to run, grow and give direction to their business. Data scientists are helping companies interpret large amounts of data to solve complex problems, make quicker and better decisions, and evaluate market needs in order to reshape industries. At IBM, we are in constant need of data scientists. Kent State is well positioned, and this program could help fill some of the needs we have in the state of Ohio, specifically within the Security and Watson business units. As a Director for IT Incident Response, my team requires professionals that can quickly analyze data, detect suspicious behaviors, identify the source and apply remediation when needed. I would be pleased to consider students from this program as future employees.

I can enthusiastically support the creation of Kent State's new data science program.

Regards, Name: Rosa Bolger

IBM Director, IT Security Incident Response rbolger@us.ibm.com



Eaton 1000 Eaton Boulevard Cleveland, OH 44122, USA tel: 440 523-2193

November 13, 2019

Dr. Javed Khan Chair of Computer Science Dr. Andrew Tonge Chair of Mathematical Sciences. Kent State University Kent, OH 44242

Dear Dr. Khan and Dr. Tonge,

As alumni of Kent State University and an active member on two KSU advisory committees focused on ensuring the institution is preparing students for relevant and rewarding careers, I am honored to write this letter validating the need for an advanced degree in the discipline of Data Science.

Eaton is a power management company made up of 100,000 employees, doing business in more than 175 countries, and with an annual revenue of more than \$21 billion. Our energy-efficient products and services help our customers effectively manage electrical, hydraulic and mechanical power more reliably, efficiently, safely and sustainably. We do this by giving people tools to use power more efficiently, helping companies do business more sustainably, and encouraging each and every employee at Eaton to think differently about our business, our communities, and the positive impact we can make on the world.

As the digital transformation of our world impacts our business and essentially all businesses across Ohio and beyond, it becomes even more critical for our educational institutions to embrace the challenge and institute programs and degrees to advance our knowledge and ability to compete in today's global and connected markets. Northeast Ohio has a rooted history in industry and innovation. The need for advanced skills in STEM, including data sciences and analytics, is prevalent today and growing. An opportunity exists to differentiate our great state of Ohio by meeting the talent needs of global companies such as Eaton and others across Ohio and the region.

Today, Kent State University is one of a select number of state universities where we recruit IT talent to meet our organizational needs. We would welcome the future opportunity to consider employment for Kent State graduates with advanced degrees in Data Sciences. Please do not hesitate to reach out if I can provide further assistance.

Sincerely, An

Dale O. Schroeder Senior Manager, IT Learning Eaton



From: Tom Ritzman, Executive Director

To: Dr. Javed Khan, Chair of Computer Science and Dr. Andrew Tonge, Chair of Mathematical Sciences Re: Letter of Support for Master's Program in Data Science

Dr. Khan and Dr. Tonge,

I'm writing today to state BGI's support for a Master's Program in Data Science at Kent State University.

BGI is a defense contractor headquartered in Akron, Ohio. One of our corporate competencies is the creation of specialized Data Science solutions for aviation. We help our government customers create enterprise systems that benefit the engineers, scientists, pilots and maintainers in the aviation community. The types of systems and data that our engineers work with are unique; aircraft across the military fleet produce a highly fascinating data set with the most challenging problems to solve!

Our Computer Scientists develop software components for enterprise systems that store and operate on aviation data. It's challenging to store the high-dimension, high-volume data sets in a way that makes it accessible and useful to the aviation community. Data Scientists at BGI bridge this gap, using collected data to transform information into knowledge.

We have reviewed the draft proposal of Kent State's proposed Master's Degree in Data Science and have had direct conversations with the faculty on the intent of the program. We believe this program is highly aligned with the needs of our business. The proposed core courses and electives map directly to work our employees perform daily. Furthermore, the opportunity for students to participate in integrated learning through internships deepens the connection to the corporate community.

As a company, BGI needs individuals with strength in Data Science. As a university, we believe Kent State University is supporting that need. Our people require education and experience that is strongly grounded in mathematics, especially statistics. The same people need a firm understanding of computer science to create a system that makes the data usable. The Data Science skills bred at Kent State University will support our future growth, providing individuals who are qualified to create computing systems and derived information for other Data Scientists and aviation end-users.

Data Science is an emerging industry with immense potential. It is clear to us that Kent State University's Master's Degree program is a benefit to the State of Ohio. We strongly recommend approval of the proposed program as it strengthens Northeast Ohio's foothold in this area.

Best regards,

Thomas Ritzman Executive Director BGI, LLC

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To whom it may concern,

It is with great enthusiasm that I write this letter in support of the proposed master's degree program in Data Science at Kent State University.

Data Science is a rapidly growing new field at the intersection of mathematics, computer science, and machine learning. Its sudden emergence as an essential business discipline has resulted from the explosion in data quantity, availability, and cheap computing that has occurred over the past 10 to 15 years.

To succeed in the field of data science, a rare combination of skills and experience is required. A deep knowledge of mathematical and statistical principles is required for a practitioner to properly understand the virtues of various potential approaches to solving a problem, such as overall problem formulation (classification or regression?), what algorithm to use (parametric or nonparametric?), how to define the data set (what object is represented by each row of the data set?), how to measure success (mean squared error or maximum likelihood?), regularization, the bias variance tradeoff, and so on. In my experience, the vast majority of graduates in the fields of computer science or business intelligence do not have the depth of mathematical and statistical knowledge that is essential for mastery of the principles of data science. Having interviewed hundreds of data scientists and hired dozens, I have found first hand that it is very easy to find hundreds of applicants who have a high-level understanding of various algorithms, who have memorized various facts about popular algorithms, or who have copied and pasted code into a terminal to run a convolutional neural network or a gradient boosted machine. But it is very hard to find someone with the depth of mathematical problem solving ability that is required to properly understand the limitations, risks, subtle advantages and disadvantages of the myriad approaches that could be applied to any given problem. In short, I am of the opinion that the vast majority of people who aspire to be, or call themselves, data scientists, are severely lacking in mathematical fundamentals, in particular linear algebra, probability, and applied statistics, and that graduate level mathematics courses taught within a mathematics department are an essential component of preparation for a career in data science.

At the other end of the spectrum, I know from personal experience that solid mastery of mathematical and statistical fundamentals, while necessary, is not sufficient for success in the field of data science. When I began my first job in industry, I had very strong mathematical problem solving skills, but limited experience with programming and machine learning algorithms, and almost no exposure to real-world data. It took several years for me to grow from an applied mathematician to a leader in the field of data science. Therefore, I know from experience that a solid foundation in algorithms and programming skills afforded by rigorous computing and applied machine learning courses taught within a computer science department, is essential for a graduate to be ready to hit the ground running in the field of data science.

While my graduate education in Applied Mathematics at Kent State University afforded

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80 E Rich Street, Suite 500 Columbus, Ohio 43215

joinroot.com



me an excellent mastery in the applied mathematical problem solving aspect of data science, the computing, machine learning, and real-world data experience essential to the field were largely absent in my curriculum. That being said, I am not sure that there existed a better program at Kent State University to prepare me for this career at that time, and if I could go back, I am not sure I would do anything differently in terms of coursework. What I would do differently, is to spend considerable time independently building up my skills in computer science and machine learning and working with realworld data. However, the vast majority of students do not have the foresight, motivation, and discipline to effectively navigate the endless ocean of possible reading materials without structured guidance. I, for one, did not, so I graduated with only part of the skillset necessary for a career in data science, and it took me several years in industry before I could call myself a true data scientist. Clearly, the only reliably way to produce graduates who are qualified to be called data scientists, immediately upon graduation, is to make available a multidisciplinary curriculum with heavy exposure to the principles of mathematical and statistical problem solving, computing, and machine learning. The proposed masters degree in Data Science at Kent State University accomplishes this.

Data science is a rapidly growing, and highly lucrative field, and with few exceptions, every large company in every industry is rapidly growing its data science department and machine learning capabilities. Speaking for my company, my department currently has 20 data scientists, and I plan to double that number in the next year. Only recently have universities begun to offer programs combining the multidisciplinary skills needed for success in the field, and as a result, the supply of qualified data scientists still does not nearly meet demand.

In my expert opinion, the Data Science master's degree program proposed by Kent State University meets all the requirements necessary for producing qualified data science candidates, both for my company and the industry as a whole. Many universities are creating programs similar to this one (though, most of them not having the essential level of mathematic rigor that this program enjoys), so it is imperative for Kent State to launch this program in order to remain competitive in attracting STEM students.

When graduates from this program start to emerge, I will be first in line to hire them!

Sincerely, David Royce Martin, Ph.D. Chief Data Scientist, Root Insurance david@joinroot.com

80 E Rich Street, Suite 500 Columbus, Ohio 43215

joinroot.com

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Omar Tahboub, PhD PayPal, 2211 North First Street, San Jose, CA, 95131

Dear Dr. Javed Khan and Dr. Andrew Tonge,

I am writing this letter in support of the proposed Data Science master's degree at Kent State University.

Data Science has been among the top five growing areas in Information Technology due to its cross disciplinary nature. The growth of the majority Billion Dollar companies like Google, Facebook, Amazon, Netflix, Uber and PayPal is attributed to Data Science due to its ability to provide precise business insights that enable these companies to rapidly grow with Billions of Dollars in profits.

In the online payments industry, Data Science is a crucial field. The world leading online payment processing PayPal's differentiating payment Risk service depends on it to guarantee secure payments for 250 million customers and merchants world-wide.

Due to the continuous growth of Data Science, a new research area has emerged recently. Deep Learning spare-headed by Google that made Autonomous Vehicles a reality for Tesla and Uber.

Finally, Kent State University does have all the elements needed to become leader in Data Science due to its historically proven programs in Applied Mathematics, Physics, Biology and Computer Science. I strongly believe that offering this program at Kent State University would be the right step in addressing the current market skillset demands.

Best Regards,

Omar Tahboub, PhD Member Technical Staff, PayPal Checkout Optimization

CS/HATH

To: Kent State University: Date: November 13, 2018 Re: KSU Data Science Program

My name is Doug Meil from IBM Watson Health and I am writing a note of support for the proposed Data Science program at Kent State.

I have been engaged producing software solutions that involve large scale data aggregation and analytics for the past 15 years, in medical informatics (Explorys/IBM Health) and in cable/telco before that (Everstream) and something that has become exceedingly clear is that data science is not only as critical as software engineering in terms of delivering successful products, but it is also \*related\* to software engineering and computer science. Long gone are the days where it was enough for analysts to work in data silos, apart from product teams. Successful analytics today need software engineering skills like unit testing, continuous deploy of models, an understanding of distributed processing frameworks, an understanding of cloud architectures, etc. The Data Science program can provide an environment for those on an analytics career path and expose them to essential software engineering topics.

Likewise, traditional software engineers can easily become inundated with data from a myriad of sources (e.g., application logs, operational logs). It's not enough just to *collect* this data, one needs analytics skills to *do* something with it and make sense of it. The Data Science program can benefit students who are on a software engineering career path but would like expand their skillsets.

Thank you, and I look forward to great things from this program.

Doug Meil IBM Distinguished Engineer 10500 Cedar Cleveland, Ohio 44106

(c) 440-318-5298

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# **Appendix E: Fiscal Impact Statement**

		Year 1		Year 2		Year 3		Year 4
I. Projected Enrollment	<u> </u>							
Headcount full-time (1)		10		25		35		40
Headcount part-time		0		0		0		0
Full-time equivalent (FTE) enroliment		10		25		35		40
II. Brojected Dramon Income	<u> </u>				1		1	
Tuiling (0)	-	400 500	-	101 175		500.005		
Fixe entrol etete subsidir (0)	\$	168,590	\$	421,475	15	590,065	\$	674,360
Expected state subsidy (3)	15	67,436	\$	168,590	15	236,026	\$	269,744
Externally funded stipends, as applicable	\$	-	\$		\$	-	\$	-
Uther Income	\$	-	\$		5	-	\$	-
Total Projected Program Income	\$	236,026	\$	590,065	\$	826,091	\$	944,104
III. Program Expenses (4)	$\vdash$				$\vdash$			
New personnel:	<u> </u>				-			
- Instruction								
Full-time:	s	-	\$	-	\$	-	\$	-
Part-time:	Ś		\$		\$	-	ŝ	-
-Non-instruction	۲Ť		-*		Ť		<u> </u>	
Full-time:	ŝ	-	\$	-				
Part-time:	Ś	-	\$	-	\$	-	\$	-
Current personnel:	۲,		+				Ť	
- Instruction					<u> </u>			
Full-time:	\$	-	\$		\$	-	\$	-
Part-time:	\$	-	\$		\$	-	\$	-
-Non-instruction	Ť		•		Ť		+	
Full-time:	\$	-	\$	-	s	-	\$	
Part-time:	\$	-	\$	-	ŝ	-	\$	-
Benefits for all personnel	\$	-	\$	-	ŝ	-	\$	-
New facilities/building/space renovation (describe in narra	\$		\$	-	ŝ	-	\$	-
Scholarship/stipend support	\$	-	\$	-	ŝ	-	\$	-
Additional library resources	\$	-	\$	-	\$	-	\$	-
Additonal technology or equipment needs	\$	-	\$	-	\$	-	\$	-
Other expenses (see below)	S	-	ŝ	-	\$	-	\$	-
Total Projected Program Expenses	\$	-	\$	•	\$	-	\$	
Projected Program Not		000 000	•	500.005		000 001		
Projected Program Net	2	236,026	\$	590,065	\$	826,091	\$	944,104
Other Expenses								
Allocation of expenses covered by general fee (5)	\$	36,844	\$	92,109	\$	128,953	\$	147,375
RCM overhead - estimated at 50% (6)	\$	99,591	\$	248,978	\$	348,569	\$	398,365
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	\$	136,435	\$	341,087	\$	477,522	\$	545,739

#### BUDGET NARRATIVE:

(1) 10 students in the initial cohort; increasing to 15 in the second cohort (while the initial cohort is in Year 2); then increasing to 20 students for the subsequent cohorts. By

Year 4, the total number of students stabilizes at 40.

- (2) Projection based on half of the students qualifying for in-state tuition and half not.
- (3) The State contribution is estimated at 40% of the tuition amount.
- (4) Not applicable no new resources needed

(5) Using the Estimate Percentage Distribution of Instructional and General Fee FY 19/20,

Kent Campus: General Fee: 15.61%

(6) 50% of the Projected Program Net, after subtracting the Allocation of expenses covered by the general fee.

# **Appendix F: Course Descriptions**

Many of the course descriptions are taken verbatim from the KSU catalog descriptions of the courses.

#### MATH 50011 Probability Theory and Applications [3 hours]

Permutations and combinations, discrete and continuous distributions, random variables, conditional probabilities, Bayes' formula, mathematical expectation, law of large numbers, normal approximations, basic limit theorems. Prerequisite: Graduate standing

#### MATH 50015 Applied Statistics [3 hours]

This course is based on classical linear regression techniques with an emphasis on real data using the principles of sound data analysis. Close attention will be given to issues of interpretation, diagnostics, outliers and influential points, goodness of fit, and model selection. Topics include simple and multiple linear regression, transformation and modifications of covariates and responses, design matrices, variable selection, and logistic regression. Prerequisite: Graduate standing

#### MATH 50024 Computational Statistics [3 hours]

This course is about the use of computational tools to manage, explore, summarize, and visualize data, as well as the computational underpinnings of fitting statistical models. It uses mostly the statistical computation language R, but also other languages like Python and Matlab. It also covers: simulation and random number generation, computationally intensive methods like the bootstrap and permutation tests, Expectation-Maximization and related algorithms, and dimensionality reduction via matrix decomposition. Prerequisite: Graduate standing

#### MATH 50028 Statistical Learning [3 hours]

This course is about the statistical foundations of modern machine learning techniques. The main focus is classification and prediction, using regression-based, tree-based, and kernel-based methods. Specific methods include logistic regression, classification and regression trees, random forests, and support vector machines. The course also includes an introduction to unsupervised and semi-supervised learning. Prerequisite: MATH 40015 or 50015 and MATH 40024 or 50024.

MATH 50051 Topics in Stochastic Processes and Applications [3 hours] Topics from conditional expectations, Markov chains, Markov processes, Brownian Motion and Martingales and their applications to stochastic calculus. Prerequisite: MATH 50011 and graduate standing.

#### MATH 67098 Research [3 or 6 hours]

Research or individual investigation. Credits are applied toward degree requirements (electives) with approval if letter grade of "S" is given. Prerequisite: Graduate standing.

#### MATH 67199 Thesis I [6 hours]

Thesis student must register for a total of 6 hours, 2 to 6 hours in a single semester distributed over several semester if desired. Prerequisite: Graduate standing.

#### CS 54201 Artificial Intelligence [3 hours]

Examines goals, problems, concepts and methods of artificial intelligence heuristic versus algorithmic methods, natural language comprehension, and theorem proving. Prerequisite: Graduate Standing

#### CS 57206 Data Security and Privacy [3 hours]

The goal of the course is to familiarize the students with basic concepts of security and privacy, their definitions, applications and current advances in research community and industry. This course addresses the security and privacy issues in legacy systems and also studies security and privacy policies and legislations. This course also reviews current research projects in the area of security and privacy. Prerequisite: Graduate standing.

#### CS 63005 Advanced Database Systems Design [3 hours]

Introduction to a variety of advanced database topics and on-going trends in modern database systems. The course includes advanced issues of object-oriented database, XML, advanced client server architecture and distributed database techniques. Prerequisite: Graduate standing

#### CS 63015 Data Mining Techniques [3 hours]

Concepts and techniques of data mining. Data mining is a process of discovering information from a set of large databases. This course takes a database perspective on data mining. Prerequisite: Graduate standing

#### CS 63016 Big Data Analytics [3 hours]

This course will cover a series of important Big-Data-related problems and their solutions. Specifically, we will introduce the characteristics and challenges of the Big Data, state-of-the-art computing paradigm sand platforms (e.g., MapReduce), big data programming tools (e.g., Hadoop and MongoDB), big data extraction and integration, big data storage, scalable indexing for big data, big graph processing, big data stream techniques and algorithms, big probabilistic data management, big data privacy, big data visualizations, and big data applications (e.g., spatial, finance, multimedia, medical, health, and social data). Perquisite: Graduate standing

### CS 63017 Big Data Management [3 hours]

Introduces computing platforms with focus on how to use them in processing, managing and analyzing massive datasets. Utilizes several key data processing tasks, including simple statistics, data aggregation, join processing, frequent pattern mining, data clustering, information retrieval, pagerank and massive graph analytics as the case study for large scale data processing. Prerequisite: Graduate Standing

#### CS 63018 Probabilistic Data Management [3 hours]

This course addresses the fundamental concepts and techniques for probabilistic data management in the area of databases. Probabilistic data are pervasive in many real-world applications, such as sensor networks, GPS system, location-based services, mobile computing, multimedia databases, data extraction and integration, trajectory data analysis, semantic web, privacy preserving, and so on. This class also covers major research topics such as probabilistic or uncertain data models, probabilistic queries, probabilistic query answering techniques, and data quality issues in databases. Prerequisite: Graduate standing.

#### CS 63100 Computational Health Informatics [3 hours]

The course describes computational techniques and software tools for managing and transmitting health related information and automated analysis of medical and biosignal data. Prerequisite: Graduate Standing

#### CS 64201 Advanced Artificial Intelligence [3 hours]

Additional topics in AI such as logic programming, advanced problem-solving systems, understanding natural languages, vision, learning, plan-generating systems. Prerequisite: Graduate standing.

#### CS 64402 Multimedia Systems and Biometrics [3 hours]

This course discusses computational techniques for the fusion of multimedia data recorded by sensors for human-identification using automated analysis of biometric signals. Prerequisite: Graduate Standing.

#### CS 67302 Information Visualization [3 hours]

Information visualization is the science that unveils the underlying structure of data sets using visual representations that utilize the powerful processing capabilities of the human visual perceptual system. In this class, we will study algorithms and systems for visually exploring, understanding, and analyzing large, complex data sets. Information visualization focuses on abstract data such as symbolic, tabular, networked, hierarchical, or textual information sources. The objectives of the course are to learn the principals involved in information visualization and a variety of existing techniques and systems. The students will also gain backgrounds and skills that will aid the design of new, innovative visualizations in realistic applications. Prerequisite: Graduate standing.

CS 69098 Research [3 hours]

Research or individual investigation. Credits are applied toward degree requirements with approval if grade of "S" is given. Prerequisite: Graduate standing.

CS 69099 Capstone Project [3 hours] Prerequisite: Graduate standing.

CS 69192 Graduate Internship [3 hours] Prerequisite: Graduate standing.

CS 69199 Thesis I [6 hours] Thesis student must register for total of 6 hours, 2 to 6 hours in a single semester distributed over several semesters if desired. Prerequisite: Graduate standing.

BSCI 60103 Biological Statistics [3 hours] Principles of experimental design and statistical analysis and how to choose and interpret statistical tests using biological data sets. Prerequisite: Graduate standing.

GEOG 59070 Geographic Information Science [4 hours] Introduction to theories and methods for geographic data processing, including data capture and

Introduction to theories and methods for geographic data processing, including data capture and input, data storage and management, and data analysis and displays. Emphasis is on laboratory exercises using GIS software packages for real world applications. Prerequisite: Graduate standing.

GEOG 59080 Advanced Geographic Information Science [3 hours]

Provides both an overview of GIS data structures, analytical functions and usage, and modeling approaches. Students will learn how to manage GIS data in different formats or projections, select GIS analytical tools for solving different problems, and model changes of geographical phenomena as represented by GIS data.

Prerequisite: GEOG 49070 or GEOG 59070 and Graduate standing.

PSYC 61651 Quantitative Statistical Analysis I [3 hours]

Review of univariate statistics and an introduction to using bivariate and multivariate statistics. Part one of a two semester sequence on statistical analysis. Prerequisite: Graduate standing in Psychology and special approval.

PSYC 61654 Quantitative Statistical Analysis II [3 hours]

Multivariate statistics for classifying individuals and variables. Additional topics include power/effect size and handling missing data. Part two of a two-semester sequence on statistical analysis.

Prerequisite: PSYC 61651 or 71651 and Graduate standing in Psychology

ECON 62054 Econometrics I [3 hours]

Introduction to problems and methods of the empirical estimation of economic relationships. Prerequisite: Graduate standing.

#### ECON 62055 Econometrics II [3 hours]

Covers generalized linear regression, mixed estimation, simultaneous equation systems, their identification and estimation by single equation and systems estimation. Prerequisite: ECON 62054 and graduate standing.

#### ECON 62056 Time Series Analysis [3 hours]

Covers various linear and non-linear time series models, market risk and value at risk (VAR). Students will gain hands on-experience with all models learned in the course. This course uses advanced analytical software and hardware on the financial engineering trading floor. Prerequisite: Graduate standing; and special approval of instructor.

EHS 52018 Environmental Health Concepts in Public Health [3 hours] Provides a comprehensive overview of the core topics in environmental health as related to public health. Prerequisite: Graduate standing.

#### EPI 52017 Fundamentals of Public Health Epidemiology [3 hours]

Introduces principles, methods and application of epidemiology. Covers the history of epidemiology, concepts of disease causation and prevention, measures of disease frequency and excessive risk, epidemiologic study designs, causal inference, outbreak investigation and screening. Provides experience with calculation of rate standardization; measures of disease frequency, association and impact; and sensitivity and specificity of screening tests. Highlights applications of epidemiology to understanding of disease etiology, transmission, pathogenesis and prevention; evaluation and public policy development. Prerequisite: Graduate standing.

#### EPI 63016 Principles of Epidemiological Research [3 hours]

Course builds upon EPI 52017 to explore deeper the concepts and methods in epidemiologic research. Reviews the measures of disease frequency; association and impact; epidemiologic reasoning and causal inference; and methods and techniques for designing, implementing, analyzing and interpreting various epidemiologic study designs. Discusses advantages and limitations of various study designs. Explores threats to validity, precision and generalizability of epidemiologic studies. Prerequisite: BST 52019 and EPI 52017; and graduate standing.

#### EPI 63018 Observational Designs for Clinical Research [3 hours]

Course provides students the skills to design, conduct and perform clinical epidemiology studies using an observational design. Students understand major concepts of clinical research, develop clinical research questions, and solve clinical research problems. Topics include study design, risk, causation, exposures, bias, measurement and validity and disease prognosis. Prerequisite: BST 52019 (or approved MATH statistics courses) and EPI 52017 and graduate standing.

#### EPI 63019 Experimental Designs for Clinical Research [3 hours]

Principles of experimental designs as they apply to clinical research and clinical trials are presented at an intermediate level. Students understand randomized control trial designs and alternative designs. Study methodology, including randomization and blinding techniques, is covered. Topics include evidence-based medicine; risk prediction and risk scores; instruments and measurement; data issues; and recruitment, retention and adherence. Prerequisite: EPI 63018; and graduate standing.

#### HI 60401 Health Information Management [3 hours]

Covers the areas encompassing health informatics management including the planning, selection, deployment, and management of electronic medical records (EMR), management decision-support and tracking systems (DSS), and other health information technologies (HIT). Prerequisite: Graduate standing.

#### HI 60411 Clinical Analytics [3 hours]

The use of well-defined and well-integrated clinical analytics throughout the healthcare value chain can be transformative. Through careful implementation of health analytics, hospitals can transform unwieldy amalgamations of data into information that can: improve patient outcomes, increase safety, enhance operational efficiency and support public health. Given the immense size of the data challenge, the distinctness and geographic spread of many healthcare-related activities, and the fact that so many healthcare activities are conducted by different entities which must interact with each other, there is really no other way to provide operations management tools necessary to deliver personalized medicine and to control spiraling costs. Since clinical analytics is an immature discipline, we carefully examine the practices of those institutions who are standard setters in the industry. Pre/co-requisite: Graduate standing and HI 60401.

#### HI 60414 Human Factors and Usability in Health Informatics [3 hours]

Provides students with the foundational principles of usability and human factors as applied to safety and quality in health informatics technology. Course readings and materials review the concepts of human factors, usability and the cognitive consequences of health information technology on clinical performance and decision making. Attention is given to the role of mobile computing in health care, as well as information visualization. Pre/co-requisite: Graduate standing and HI 60401.

#### HI 60418 Clinical Analytics II [3 hours]

As the volume and complexity of health data continues to grow, analysis of that data requires more advanced tools to transform that data into meaningful information for clinical decisions. Not only is data from electronic medical records (EMRs) growing at a rapid pace but new types of data are available for analysis, such as, genomic data and patient generated data. These advanced analytic tools break down into three areas, each of which will be examined in this course: new data warehousing techniques to manage big data, new analytic tools including cognitive computing and predictive analytics and new ways to visualize the data. All of these techniques transform the raw data into use cases, such as, population health, precision medicine

and clinical decision support using artificial intelligence and machine learning which will also be addressed in this course. Prerequisite: HI 60411 and graduate standing.

KM 60301 Foundational Principles of Knowledge Management [3 hours] This course covers an introduction to: historical roots for knowledge and knowledge management; theories/definitions of knowledge; theories, applications tools and practices of KM; Knowledge Management Life-Cycle Framework and Models; significant issues in KM-best practices, culture, economics, strategy, intellectual capital, sustainable innovation. Prerequisite: Graduate standing.

#### KM 60312 Business Intelligence-Competitive Intelligence [3 hours]

An introduction to strategic intelligence consisting of competitive and business intelligence. Strategic intelligence is an art, science and craft. Businesses and governments require effective intelligence programs, processes and tools to track businesses competitors, markets and trends by acquiring, creating, managing and disseminating intelligence knowledge. Prerequisite: KM 60301 with a minimum C grade and graduate standing.

#### LIS 60010 The Information Landscape [3 hours]

Exploration of the nature of information and technology in information-intensive environments. Topics to be addressed include information lifecycle processes such as production, storage, sharing, and consumption; social, cultural, economic, legal, and technological contexts for understanding information processes; the roles of information professionals and agencies, and their place in the larger information marketplace; current and emerging information technologies that shape the information economy. Prerequisite: Graduate standing.

#### LIS 60020 Information Organization [3 hours]

Introduction to the theory and practice of information organization and retrieval in various information environments. Familiarity with principles, standards, tools and current systems relating to organization of information and retrieval. Exploration of supported information system functions such as searching, browsing, and navigation. Assessment and evaluation of information organization and retrieval systems. Graduate standing. Pre/corequisite: Graduate standing and LIS 60010 or LIS 60607.

# Appendix G: Faculty Listing

Faculty	Credential	Courses Taught
Department of Biolo	ogical Sciences	
Bahlai, Christine	Ph.D., Environmental Biology, University	BSCI 60103 Biological Statistics
Assistant Professor	of Guelph, 2012	
	Years teaching: 2	
Department of Com	puter Science	
Bansal, Arvind	Ph.D., Computer Science, Case Western	CS 54201 Artificial Intelligence
Professor	Reserve University, 1985	CS 63100 Computational Health Informatics
	Years teaching: 30	CS 64201 Advanced Artificial Intelligence
		CS 64402 Multimedia Systems and Biometrics
Guan, Qiang	Ph.D., Computer Science, University of	CS 69098 Research
Assistant Professor	North Texas, 2014*	
	Years teaching: 2	
Jin, Ruoming	Ph.D., Computer Science, Ohio State	CS 63005 Advanced Database Systems Design
Associate Professor	University, 2001	CS 63015 Data Mining Techniques
	Years teaching: 14	
Lian, Xiang	Ph.D., Computer Science and	CS 63016 Big Data Analytics
Assistant Professor	Engineering, Hong Kong University of	CS 63017 Big Data Management
	Science and Technology, 2009	CS 63018 Probabilistic Data Management
Maltan Austin	Years teaching: 8	CS 57206 Data Sequrity and Drivery
Melton, Austin	Ph.D., Mathematics, Kansas State	CS 57206 Data Security and Privacy
Professor	University, 1980	
71 \	Years teaching: 35	
Zhao, Ye	Ph.D., Computer Science, State University	CS 67302 Information Visualization
Professor	of New York, Stony Brook, 2006	
Department of Feen	Years teaching: 13	
Department of Econ		
Jonnson, Eric	Ph.D., Economics, University of California-	ECON 62054 Econometrics I
Associate Professor	San Diego, 1997 Vears teaching: 22	ECON 62055 Econometrics II
Department of Geor	rears teaching. 22	LCON 02050 Time Series Analysis
	Ph.D. Geography University of Western	GEOG 59080 Advanced Geographic Information
Professor	Ontario 1989	
FIDIESSO	Vears teaching: 19	Science
Widner Emeriane	Ph.D. Goography Toyas State University	GEOG 59070 Geographic Information Science
Accociato Professor		Geographic information science
Associate Fiolessol	Years teaching: 10	
School of Informatic		
Cuppingham	Ph.D. Information Science, University of	US 60010 The Information Landscape
Christophor	South Carolina, 2015	Lis ooo to the information Lanuscape
Adjunct Instructor	Years teaching: 4	
Edgar William	Dh D. Library and Information Studies	KM 60201 Equipdational Principles of Knowledge
Adjunct Instructor	Liniversity of Alabama 2000	Management
	Vers teaching: 20	management
Empol Coffe	Teals leading, 20	LIS 60010 The Information Londonse
Linper, Sofia	Liniversity, 2014	LIS 60010 The information Landscape
Aujunct Instructor	University, 2014	
	rears teaching: 6	LIC (0020 Information One set attack
Hajibayova, Lala	Pri.D., Information Science, Indiana	LIS 60020 Information Organization
Assistant Professor	University-Bloomington, 2014	
	Years teaching: 9	

Faculty	Credential	Courses Taught		
School of Information continued				
Hajibayova, Lala Assistant Professor	Ph.D., Information Science, Indiana University-Bloomington, 2014	LIS 60020 Information Organization		
	Years teaching: 9			
Hudak, Christine Professor	Ph.D., Urban Education Administration, Cleveland State University, 1998	HI 60401 Health Information Management KM 60301 Foundational Principles of Knowledge		
Maahan Bahassa	Ph.D. Sociology Case Western Peserve	Wanagement		
	University 1997			
Associate Professor	Vears teaching: 7	mornatics		
Northun Jeffrey	MS Knowledge Management Kent	KM 60301 Foundational Principles of Knowledge		
Adjunct Instructor	State University 2018	Management		
rajunet instructor	Years teaching: 1	Management		
Sharn John	MS Social Administration Health	HI 60/11 Clinical Analytics		
Adjunct Instructor	Informatics, Case Western Reserve University, 1980	HI 60418 Clinical Analytics II		
Craith Cathoring	Ph.D. Information Science, Butgers	LIC COO10 The Information Landscope		
Associate Professor	University 2010	LIS 60010 The Information Landscape		
Associate Professor	Vears teaching: 13			
Department of Mat	nematical Science			
de la Cruz Cabrera	Ph.D. Statistics University of Chicago	MATH 50011 Probability Theony and Applications		
Omar	2008*	MATH 50015 Applied Statistics		
Assistant Professor	Years teaching: 12	MATH 50024 Computational Statistics		
		MATH 50028 Statistical Learning		
		MATH 50051 Topics in Probability Theory and		
		Stochastics Processes		
		MATH 50059 Stochastic Actuarial Models		
Li, Jun	Ph.D., Statistics, Iowa State University,	MATH 50011 Probability Theory and Applications		
Associate Professor	2013	MATH 50015 Applied Statistics		
	Years teaching: 6	MATH 50024 Computational Statistics		
		MATH 50028 Statistical Learning		
Isai, Isung-Heng	Ph.D., Electrical Engineering, Virginia	MATH 50011 Probability Theory and Applications		
Assistant Professor	Polytechnic Institute and State	MATH 50015 Applied Statistics		
	Voars toaching: 1	MATH 50024 Computational Statistics		
Faculty	Credential	Courses Taught		
Department of Psyc	hological Sciences			
Was Christopher	Ph.D. Psychology Univ. of Utab. 2005	PSVC 61651 Quantitative Statistical Analysis I		
Associate Professor	Years teaching: 14	PSYC 61654 Quantitative Statistical Analysis I		
College of Public Health				
Beaird, Heather	Ph.D., Epidemiology, Case Western	EPI52017 Fundamentals of Public Health		
Associate Professor	Reserve University, 2005	Epidemiology		
	Years teaching: 10			
Bhatta, Madhav	Ph.D., Epidemiology, University of	EPI 52017 Fundamentals of Public Health		
Professor	Alabama-Birmingham, 2007	Epidemiology		
	Years teaching: 10	EPI 63016 Principles of Epidemiological Research		
Stedman-Smith,	Ph.D., Environmental Health Science,	EHS 52018 Environmental Health Concepts in Public		
Maggie	University of Minnesota, 2010	Health		
Associate Professor	Years teaching: 10			
Zullo, Melissa	Ph.D., Epidemiology, Case Western	EPI 63018 Observational Designs for Clinical		
Associate Professor	Reserve University, 2009*	Research		
	Years teaching: 10	EPI 63019 Experimental Designs for Clinical Research		

# Appendix H: Faculty CV

See attached document.

# Kent Sate Support Memos

#### Haley, Mary Ann

From:	Bogoniewski, Scott	
Sent:	Wednesday, December 11, 2019 3:42 PM	
То:	Javed I. Khan; Albright, Kendra	
Cc:	Reynolds, Amy; Haley, Mary Ann; TONGE, ANDREW	
Subject:	Re: MS in Data Science Proposal- Request for Course Proposal	

Hi Javed,

I support this proposed proposal.

-Scott

#### Scott Bogoniewski

Interim Director School of Digital Sciences Kent State University 314B Library

Design Innovation Initiative Team Member www.kent.edu/designinnovation

From: Javed I. Khan <javedkent@gmail.com> Sent: Wednesday, December 11, 2019 3:40 PM To: Albright, Kendra <kalbrig7@kent.edu> Cc: Reynolds, Amy <areyno24@kent.edu>; Haley, Mary Ann <mhaley@kent.edu>; TONGE, ANDREW <atonge@kent.edu> Subject: Re: MS in Data Science Proposal- Request for Course Proposal

Hi Amy & Kendra,

Thanks for your support for the program. The curriculum team has included the courses from unit (9 courses) from CCI. We look forward for continued collaboration.

The full proposal is not heading for approvals. We look forward to your continued support and cooperation.

Best Regards,

-Javed.

CS/MATH

#### Albright, Kendra wrote:

Thanks, Austin!

From: MELTON JR, AUSTIN <amelton@kent.edu> Sent: Sunday, December 8, 2019 3:56 PM To: Albright, Kendra <kalbrig7@kent.edu>; KORZENKO, JANNA <jkorzenk@kent.edu> Cc: ZHANG, YIN <yzhang4@kent.edu>; CURTISS, MARCELLA <mcurtiss@kent.edu>; Javed I Khan <javedkent@gmail.com>; MELTON JR, AUSTIN <amelton@kent.edu> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Hi Kendra,

Attached is a two-page format which was prepared when we were starting to develop the data science proposal. (At first, we had planned on having two-page CVs.) However, given that faculty members are very busy now and that they are looking forward to a much needed break, I would be happy to get a one or two-page CV in (almost) any format.

Thanks, Austin

From: Albright, Kendra <<u>kalbrig7@kent.edu</u>> Sent: Sunday, December 8, 2019 8:42 AM To: MELTON JR, AUSTIN <<u>amelton@kent.edu</u>>; KORZENKO, JANNA <<u>jkorzenk@kent.edu</u>> Cc: ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <<u>javedkent@gmail.com</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Thanks, Austin. We'll start working on the cvs right away. Do you have a particular format you'd like for us to follow?

Thanks!

Kendra

From: MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Sent: Saturday, December 7, 2019 4:35 PM To: KORZENKO, JANNA <<u>ikorzenk@kent.edu</u>>; Albright, Kendra <<u>kalbrig7@kent.edu</u>> Cc: ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <<u>iavedkent@gmail.com</u>>; MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Hi Kendra and Janna,

l apologize for the following request.

Unfortunately, the proposal for the new Data Science master's degree did not get processed as soon as we (the Departments of Mathematics Sciences and Computer Science) had planned. We finally submitted the proposal this past week.

CS/MATH R7

#### EPC Agenda | 27 January 2020 | Attachment 17 | Page 48

The guidelines for new master's degree proposals recently changed, and under the current guidelines accompanying CVs may not be longer than two pages. You sent us fifteen CVs; those for Cunningham, Edgar, Empel, Hudak, Hughes, Johnson, Meehan, Miller, Petiya, and Sharp are longer than two pages.

The College of Arts & Sciences will review our proposal this coming week, but we don't need the shorter CVs for our college. We do need the shorter CVs when the proposal is forwarded to the EPC. Thus, if possible, within the next two weeks, we need two-page CVs for the ten faculty members listed above. Can you help us get shorter CVs, or should Marcy or I email the ten faculty members directly?

Thanks, Austin

P.S. I only learned of the new guidelines about 10 days ago.

From: KORZENKO, JANNA <<u>ikorzenk@kent.edu</u>> Sent: Monday, September 30, 2019 2:26 PM To: Albright, Kendra <<u>kalbrig7@kent.edu</u>>; MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Cc: ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <<u>javedkent@gmail.com</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Apologies for sending these along today, rather than Friday. Please let us know if you need anything else or if you have any trouble with the attachment.

Regards,

#### Janna Korzenko

Academic Program Director, Student Services

School of Information Kent State University P.O. Box 5190 Kent, OH 44242-0001 direct: 330-672-5841

ISCHOOL.KENT.EDU

# View our latest online open house about the MLIS program!

From: Albright, Kendra <<u>kalbrig7@kent.edu</u>> Sent: Monday, September 23, 2019 9:25 PM To: MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Cc: KORZENKO, JANNA <<u>jkorzenk@kent.edu</u>>; ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <<u>javedkent@gmail.com</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Thank you, Austin!

From: MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Sent: Monday, September 23, 2019 4:43 PM

CS/MHITT

To: Albright, Kendra <<u>kalbrig7@kent.edu</u>>; KORZENKO, JANNA <<u>ikorzenk@kent.edu</u>> Cc: ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <<u>iavedkent@gmail.com</u>>; MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Hi Kendra and Janna,

l appreciate your help!

I like the HI 60414 suggestion.

Thanks, Austin

From: Albright, Kendra <<u>kalbrig7@kent.edu</u>> Sent: Sunday, September 22, 2019 3:13 PM To: MELTON JR, AUSTIN <<u>amelton@kent.edu</u>>; KORZENKO, JANNA <<u>ikorzenk@kent.edu</u>> Cc: ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <<u>javedkent@gmail.com</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Hi Austin,

We should have the materials you need to you by Friday. Meanwhile, we thought of one more course you might want to consider: HI 60414: Human Factors and Usability in Health Informatics. We'll include that one, just in case you also want to know about it as well.

I'll be out of the office all week, but checking email regularly. I'm copying Janna Korzenko, who is our Director of Student Services, who is pulling the materials together for you.

Best wishes, Kendra

\*\*\*\*\*

Kendra Albright, Ph.D. Professor and Director Kent State University School of Information Editor, *Libri*: International Journal of Libraries and Information Studies

From: MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Sent: Sunday, September 15, 2019 7:25 PM To: Albright, Kendra <<u>kalbrig7@kent.edu</u>> Cc: ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <<u>javedkent@gmail.com</u>>; MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Dear Kendra,

Javed forwarded your email regarding iSchool courses which might be included as electives in the new Data Science master's degree to the committee preparing the master's degree proposal. The committee talked about your suggested courses, and we would like to include the following ones in the proposal.



- HI 60401 Health Information Management
- HI 60411 Clinical Analytics
- HI 60418 Clinical Analytics II
- KM 60301 Foundational Principles of Knowledge Management
- LIS 60010 The Information Landscape
- LIS 60020 Information Organization
- LIS 60510 Digital Technologies I: Data Fundamentals
- LIS 60511 Digital Technologies II: Internet Fundamentals
- LIS 60512 Digital Technologies III: Information Systems Fundamentals
- LIS 60636 Knowledge Organization Structures, Systems and Services
- LIS 60637 Metadata Architecture and Implementation
- LIS 60638 Digital Libraries

When we submit the proposal, we also need to submit a resume for each person who may be teaching courses in the new program. Would you identify the iSchool faculty members who may be teaching in the new program, and could you please ask them to send a resume to Marcy Curtiss (<u>mcurtiss@kent.edu</u>) or to me? They may submit the standard two-page grant resume, or they may submit any updated resume.

Also, as part of the proposal we also need for each faculty member the information requested in the attached spreadsheet.

A current draft of the Data Science master's degree proposal is attached.

If you have questions, please ask, and thanks very much for your help!

Kind regards, Austin

From: javedkent <<u>javedkent@gmail.com</u>> Sent: Friday, August 02, 2019 6:21 PM To: MELTON JR, AUSTIN <<u>melton@cs.kent.edu</u>>; Lian, Xiang <<u>xlian@kent.edu</u>>; Marcy Curtiss <<u>curtiss@cs.kent.edu</u>>; De La Cruz Cabrera, Omar <<u>odelacru@kent.edu</u>> Subject: Fwd: RE: MS in Data Science Proposal- Request for Course Proposal

Sent from my T-Mobile 4G LTE Device

------ Original message ------From: "Albright, Kendra" <<u>kalbrig7@kent.edu</u>> Date: 8/2/19 5:53 PM (GMT-05:00) To: javedkent <<u>javedkent@gmail.com</u>> Cc: "ZHANG, YIN" <<u>yzhang4@kent.edu</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Dear Javed,

Here are some of the iSchool courses that may be of interest to your new data science courses. Thank you for giving us the opportunity to share our courses with you!

CS/HATH 90

LIS 60613 Information Needs, Seeking and Use

LIS 60631 Introduction to Digital Preservation LIS 60633 Digital Curation LIS 60636 Knowledge Organization Structures, Systems and Services LIS 60637 Metadata Architecture and Implementation LIS 60638 Digital Libraries LIS 60639 Implementation of Digital Libraries LIS 61095(Special Topics) Applied Quantitative Methods for Research and Management in the Information Professions KM 60312 Business Intelligence –Competitive Intelligence KM 60370 Semantic Analysis Methods UXD 60001 User Experience Design Principles and Concepts HI 60411 Clinical Analytics 1 HI 60418 Clinical Analytics 2

Best wishes,

Kendra

\*\*\*\*\*

Kendra Albright, Ph.D. Professor and Director Kent State University School of Information Editor, *Libri*: International Journal of Libraries and Information Studies

- -

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

Towards the Galactic internet? OSPF: An Area Hierarchic Routing Protocol for Routers in Motion https://www.researchgate.net/publication/237665335 Space OSPF An Area Hierarchic Routing Protocol for Routers in Motion

CS/MATH 41

#### Haley, Mary Ann

From:	Javed I. Khan <javedkent@gmail.com></javedkent@gmail.com>	
Sent:	Wednesday, December 11, 2019 3:40 PM	
То:	Albright, Kendra	
Cc:	Reynolds, Amy; Haley, Mary Ann; TONGE, ANDREW	
Subject:	Re: MS in Data Science Proposal- Request for Course Proposal	

Hi Amy & Kendra,

Thanks for your support for the program. The curriculum team has included the courses from unit (9 courses) from CCI. We look forward for continued collaboration.

The full proposal is not heading for approvals. We look forward to your continued support and cooperation.

Best Regards,

-Javed.

Albright, Kendra wrote:

Thanks, Austin!

From: MELTON JR, AUSTIN <amelton@kent.edu> Sent: Sunday, December 8, 2019 3:56 PM To: Albright, Kendra <kalbrig7@kent.edu>; KORZENKO, JANNA <jkorzenk@kent.edu> Cc: ZHANG, YIN <yzhang4@kent.edu>; CURTISS, MARCELLA <mcurtiss@kent.edu>; Javed I Khan <javedkent@gmail.com>; MELTON JR, AUSTIN <amelton@kent.edu> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Hi Kendra,

Attached is a two-page format which was prepared when we were starting to develop the data science proposal. (At first, we had planned on having two-page CVs.) However, given that faculty members are very busy now and that they are looking forward to a much needed break, I would be happy to get a one or two-page CV in (almost) any format.

Thanks, Austin

From: Albright, Kendra <<u>kalbrig7@kent.edu</u>> Sent: Sunday, December 8, 2019 8:42 AM To: MELTON JR, AUSTIN <<u>amelton@kent.edu</u>>; KORZENKO, JANNA <<u>ikorzenk@kent.edu</u>> Cc: ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan

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#### <javedkent@gmail.com>

Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Thanks, Austin. We'll start working on the cvs right away. Do you have a particular format you'd like for us to follow?

Thanks!

Kendra

From: MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Sent: Saturday, December 7, 2019 4:35 PM To: KORZENKO, JANNA <<u>ikorzenk@kent.edu</u>>; Albright, Kendra <<u>kalbrig7@kent.edu</u>> Cc: ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <<u>iavedkent@gmail.com</u>>; MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Hi Kendra and Janna,

I apologize for the following request.

Unfortunately, the proposal for the new Data Science master's degree did not get processed as soon as we (the Departments of Mathematics Sciences and Computer Science) had planned. We finally submitted the proposal this past week.

The guidelines for new master's degree proposals recently changed, and under the current guidelines accompanying CVs may not be longer than two pages. You sent us fifteen CVs; those for Cunningham, Edgar, Empel, Hudak, Hughes, Johnson, Meehan, Miller, Petiya, and Sharp are longer than two pages.

The College of Arts & Sciences will review our proposal this coming week, but we don't need the shorter CVs for our college. We do need the shorter CVs when the proposal is forwarded to the EPC. Thus, if possible, within the next two weeks, we need two-page CVs for the ten faculty members listed above. Can you help us get shorter CVs, or should Marcy or I email the ten faculty members directly?

Thanks, Austin

P.S. I only learned of the new guidelines about 10 days ago.

#### From: KORZENKO, JANNA < jkorzenk@kent.edu>

Sent: Monday, September 30, 2019 2:26 PM To: Albright, Kendra <<u>kalbrig7@kent.edu</u>>; MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Cc: ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <javedkent@gmail.com>

Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Apologies for sending these along today, rather than Friday. Please let us know if you need anything else or if you have any trouble with the attachment.

Regards,

CS/MATH 42

## Janna Korzenko

Academic Program Director, Student Services

School of Information Kent State University P.O. Box 5190 Kent, OH 44242-0001 direct: 330-672-5841

ISCHOOL.KENT.EDU

# View our latest online open house about the MLIS

program!

From: Albright, Kendra <<u>kalbrig7@kent.edu</u>> Sent: Monday, September 23, 2019 9:25 PM To: MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Cc: KORZENKO, JANNA <<u>jkorzenk@kent.edu</u>>; ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <<u>javedkent@gmail.com</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Thank you, Austin!

From: MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Sent: Monday, September 23, 2019 4:43 PM To: Albright, Kendra <<u>kalbrig7@kent.edu</u>>; KORZENKO, JANNA <<u>jkorzenk@kent.edu</u>> Cc: ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <<u>javedkent@gmail.com</u>>; MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Hi Kendra and Janna,

l appreciate your help!

I like the HI 60414 suggestion.

Thanks, Austin

From: Albright, Kendra <<u>kalbrig7@kent.edu</u>> Sent: Sunday, September 22, 2019 3:13 PM To: MELTON JR, AUSTIN <<u>amelton@kent.edu</u>>; KORZENKO, JANNA <<u>jkorzenk@kent.edu</u>> Cc: ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <<u>javedkent@gmail.com</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Hi Austin,

We should have the materials you need to you by Friday. Meanwhile, we thought of one more course you might want to consider: HI 60414: Human Factors and Usability in Health Informatics. We'll include that one, just in case you also want to know about it as well.

CS/MATH
I'll be out of the office all week, but checking email regularly. I'm copying Janna Korzenko, who is our Director of Student Services, who is pulling the materials together for you.

Best wishes, Kendra

#### \*\*\*\*\*

Kendra Albright, Ph.D. Professor and Director Kent State University School of Information Editor, *Libri*: International Journal of Libraries and Information Studies

From: MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Sent: Sunday, September 15, 2019 7:25 PM To: Albright, Kendra <<u>kalbrig7@kent.edu</u>> Cc: ZHANG, YIN <<u>yzhang4@kent.edu</u>>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu</u>>; Javed I Khan <<u>javedkent@gmail.com</u>>; MELTON JR, AUSTIN <<u>amelton@kent.edu</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Dear Kendra,

Javed forwarded your email regarding iSchool courses which might be included as electives in the new Data Science master's degree to the committee preparing the master's degree proposal. The committee talked about your suggested courses, and we would like to include the following ones in the proposal.

- HI 60401 Health Information Management
- HI 60411 Clinical Analytics
- HI 60418 Clinical Analytics II
- KM 60301 Foundational Principles of Knowledge Management
- LIS 60010 The Information Landscape
- LIS 60020 Information Organization
- LIS 60510 Digital Technologies I: Data Fundamentals
- LIS 60511 Digital Technologies II: Internet Fundamentals
- LIS 60512 Digital Technologies III: Information Systems Fundamentals
- LIS 60636 Knowledge Organization Structures, Systems and Services
- LIS 60637 Metadata Architecture and Implementation
- LIS 60638 Digital Libraries

When we submit the proposal, we also need to submit a resume for each person who may be teaching courses in the new program. Would you identify the iSchool faculty members who may be teaching in the new program, and could you please ask them to send a resume to Marcy Curtiss (mcurtiss@kent.edu) or to me? They may submit the standard two-page grant resume, or they may submit any updated resume.

Also, as part of the proposal we also need for each faculty member the information requested in the attached spreadsheet.

A current draft of the Data Science master's degree proposal is attached.

If you have questions, please ask, and thanks very much for your help!

CS MATH

Kind regards, Austin

From: javedkent <<u>javedkent@gmail.com</u>> Sent: Friday, August 02, 2019 6:21 PM To: MELTON JR, AUSTIN <<u>melton@cs.kent.edu</u>>; Lian, Xiang <<u>xlian@kent.edu</u>>; Marcy Curtiss <<u>curtiss@cs.kent.edu</u>>; De La Cruz Cabrera, Omar <<u>odelacru@kent.edu</u>> Subject: Fwd: RE: MS in Data Science Proposal- Request for Course Proposal

Sent from my T-Mobile 4G LTE Device

------ Original message ------From: "Albright, Kendra" <<u>kalbrig7@kent.edu</u>> Date: 8/2/19 5:53 PM (GMT-05:00) To: javedkent <<u>javedkent@gmail.com</u>> Cc: "ZHANG, YIN" <<u>yzhang4@kent.edu</u>> Subject: RE: MS in Data Science Proposal- Request for Course Proposal

Dear Javed,

Here are some of the iSchool courses that may be of interest to your new data science courses. Thank you for giving us the opportunity to share our courses with you!

LIS 60613 Information Needs, Seeking and Use

LIS 60631 Introduction to Digital Preservation

LIS 60633 Digital Curation

LIS 60636 Knowledge Organization Structures, Systems and Services

LIS 60637 Metadata Architecture and Implementation

LIS 60638 Digital Libraries

LIS 60639 Implementation of Digital Libraries

LIS 61095(Special Topics) Applied Quantitative Methods for Research and Management in the Information Professions

KM 60312 Business Intelligence –Competitive Intelligence

KM 60370 Semantic Analysis Methods

CS/MATH GL

UXD 60001 User Experience Design Principles and Concepts

HI 60411 Clinical Analytics 1

HI 60418 Clinical Analytics 2

Best wishes,

Kendra

\*\*\*\*\*

Kendra Albright, Ph.D.

**Professor and Director** 

Kent State University

School of Information

Editor, Libri: International Journal of Libraries and Information Studies

- -

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

Towards the Galactic internet? OSPF: An Area Hierarchic Routing Protocol for Routers in Motion

CS/MATH 97

### EPC Agenda | 27 January 2020 | Attachment 17 | Page 58

https://www.researchgate.net/publication/237665335 Space OSPF An Area Hierarchic Routing Protocol for Routers in Motion

CS/MATH 90

### Haley, Mary Ann

From:	Javed I. Khan <javedkent@gmail.com></javedkent@gmail.com>
Sent:	Wednesday, December 11, 2019 2:49 PM
То:	Haley, Mary Ann; TONGE, ANDREW
Subject:	Fwd: RE: MS in Data Science Proposal- Request for Course Proposal

------ Forwarded Message ------Subject:RE: MS in Data Science Proposal- Request for Course Proposal Date:Wed, 11 Dec 2019 19:28:29 +0000 From:WILSON, KATHRYN <a href="https://www.wilson3@kent.edu">kwilson3@kent.edu</a> To:Javed I. Khan <a href="https://www.wilson3@kent.edu">kwilson3@kent.edu</a>

Thanks, Javed, for seeking our input and including our classes. Best of luck with the new program!

Sincerely,

Kathy

From: Javed I. Khan <<u>javedkent@gmail.com></u> Sent: Wednesday, December 11, 2019 1:44 PM To: WILSON, KATHRYN <<u>kwilson3@kent.edu></u>; CURTISS, MARCELLA <<u>mcurtiss@kent.edu></u> Cc: Liu, Dandan <<u>dliu1@kent.edu></u>; JOHNSON, ERIC <<u>ejohns4@kent.edu></u>; TONGE, ANDREW <<u>atonge@kent.edu></u>; Haley, Mary Ann <<u>mhaley@kent.edu></u> Subject: Re: MS in Data Science Proposal- Request for Course Proposal

Hi Kathy,

Many thanks for your support and working with our curricular team over the last months. I am glad to see they have added now courses from your program.

The proposal is now heading for approvals. Once again many thanks for the support.

Regards,

-Javed.

### WILSON, KATHRYN wrote:

Hi Marcy,

The Economics department would suggest three possible courses:

CS/MATH QQ

- ECON 62054 ECONOMETRICS I (Slashed with ECON 72054) Introduction to problems and methods of the empirical estimation of economic relationships.
- ECON 62055 ECONOMETRICS II (Slashed with ECON 72055) Covers generalized linear regression, mixed estimation, simultaneous equation systems, their identification and estimation by single equation and systems estimation.
- ECON 62056 TIME SERIES ANALYSIS Covers various linear and non-linear time series models, market risk and value at risk (VAR). Students will gain hands on-experience with all models learned in the course. This course uses advanced analytical software and hardware on the financial engineering trading floor.

ECON 62054 and 62055 are taught by Eric Johnson and ECON 62056 is taught by Dandan Liu. A copy of the most recent syllabus and the CV for both faculty is attached.

Please let me know if you need any additional information.

Sincerely,

Kathy

From: Javed I. Khan <<u>javedkent@gmail.com></u> Sent: Tuesday, June 18, 2019 12:32 PM To: WILSON, KATHRYN <<u>kwilson3@kent.edu></u> Cc: VAN DULMEN, MANFRED <<u>mvandul@kent.edu></u>; Haley, Mary Ann <<u>mhaley@kent.edu></u>; TONGE, ANDREW <<u>atonge@kent.edu></u>; Marcy Curtiss <<u>curtiss@cs.kent.edu></u> Subject: MS in Data Science Proposal- Request for Course Proposal

Dear Kathy,

Hope you are enjoying the summer. Based on our earlier conversation, we are finally in rich course set planing stage! As outlined in this proposal, we are now seeking additional course suggestions from related disciplines units at KSU. We think your unit can a great contributor of the program. You might have received the proposal copy already, but I am copying you again.

### What type of courses to consider:

So, in this design these courses are to be added into the "Advanced Skill and Domain Skill Courses" pool (see page-2 in the proposal). It will be wonderful to get suggestion from the existing **graduate courses** from your unit. From the program's design perspective for assimilation, we are requesting that the proposed courses should be a) accessible for students with proposed background (mostly Computer Science and/or Mathematics UG), and b) should enrich the student with <u>complementary knowledge/technique/skill</u> from the course courses listed from your domain with rich scope of application of computational and quantitative methods. c) As you will note topics in machine learning, database systems, probability, statistical analysis, are covered in advanced level in this core part of this curriculum. You can see a sample set of courses in the proposal (page 3).

We anticipate that the teaching faculty would allow the new stream students to join in their class(s) and work intensively with them to overcome the challenge of mastering interdisciplinary

curriculum. These new students are expected to be from mostly CS & Math background. On the positive side, it will be a rewarding opportunity for the faculty to be an affiliate of the new data science program and build data science collaboration with other faculty from Kent including those from math and CS. We will need 2-page CV of the faculty for the assimilated courses in the full proposal.

We are seeking your timely support.

#### What to send now:

We are seeking your help in identifying the course(s) and the professor(s) who are teaching or has detail knowledge about the content of the courses that you would like to suggest.

We will greatly appreciate if you or some one from your department can provide us the following: a) **suggested course(s) from DS program from your unit, with the Course Data Sheet/Syllabi & Description for the courses**, and c) **the professor(s), and a 2-page CV of the professor(s)**. Please copy the list to Marcy Curtiss (<u>mcurtiss@kent.edu</u>). I wonder if the following can be send perhaps by June 30th. A short email will suffice. In the following weeks, the proposal's curricular design team will then schedule a meeting with the professor(s) and discuss the details for assimilation.

Don't hesitate to let me know if you have any suggestion, or need more details.

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

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

Towards the Galactic internet? OSPF: An Area Hierarchic Routing Protocol for Routers in Motion https://www.researchgate.net/publication/237665335\_Space\_OSPF\_An\_Area Hierarchic\_Routing\_ Protocol\_for\_Routers\_in\_Motion

CS/HATH 102

### Haley, Mary Ann

From:	Javed I. Khan <javedkent@gmail.com></javedkent@gmail.com>
Sent:	Wednesday, December 11, 2019 12:24 PM
То:	Alemagno, Sonia; Marcy Curtiss
Cc:	Hallam, Jeffrey; Javed Khan; Haley, Mary Ann; TONGE, ANDREW
Subject:	Re: MS in Data Science Proposal- Request for Course Proposal

Dear Sonia,

Many thanks for your support for the program with the courses. The curricular design team have included the courses as suggested. Finally the proposal is heading for approvals.

Best Regards,

-Javed.

Alemagno, Sonia wrote:

> Please see this response from Dr. Zullo in the College of Public Health as possible courses. If you are interested in any of these courses, we can send you basic data sheets, syllabi or the credentials of instructors.

>

>

> EPI 52017 Fundamentals of Epidemiology (online or traditional) EPI

> 63016 Principles of Epidemiology (traditional) or EPI 63018

> Observational Designs for Clinical Research (online) EPI 63019

> Experimental Designs for Clinical Research (online) EPI 63020 Advanced Epidemiology and Clinical Research Methods (online) would be good too but it does require the first 3 classes.

>

> Note that there are pre-reqs (EPI 52017 being the first required course).

>

> Thank you,

> Melissa

>

- > Melissa D. Zullo, PhD, MPH
- > Associate Professor
- > College of Public Health
- > Kent State University
- > 316 Lowry PO Box 5190
- > Kent, OH 44242
- > 330-672-6509
- > .

>

> ----- Original Message-----

> From: Marcy Curtiss <curtiss@cs.kent.edu>

> Sent: Monday, July 1, 2019 12:57 PM

> To: Alemagno, Sonia <salemagn@kent.edu>; Hallam, Jeffrey

> <jhallam1@kent.edu>

CSMATH

- > Cc: Javed Khan <javed@cs.kent.edu>; CURTISS, MARCELLA
- > <mcurtiss@kent.edu>
- > Subject: Re: MS in Data Science Proposal- Request for Course Proposal
- >
- > Good afternoon,
- >

> Thank you for participating in the Data Science Proposal. I am following up on the email sent by Javed Khan. We were looking for a response by June 30. Can we expect your input sometime this week?

- >
- > Thank you,

>

- > Marcy Curtiss
- > Administrative Secretary
- > Graduate Studies
- > Department of Computer Science
- > http://www.kent.edu/cs
- > 330-672-9047
- >
- >
- >
- .
- >

> On 6/21/2019 12:36 PM, Javed I. Khan wrote:

>> Dear Sonya and Jeff,

>>

>> Hope you are enjoying the summer. You probably have already seen the >> MS in Data Science proposal from CS and Math. As outlined in this >> proposal, we are now seeking additional course suggestions from >> related disciplines units. We think your unit can a great partner of >> this program. You might have received the proposal copy already, but >> I am copying you again.

>>

>>

>> \*What type of courses to consider:\*

>>

>> So, in this design these courses are to be added into the "Advanced >> Skill and Domain Skill Courses" pool (see page-2 in the proposal). It >> will be wonderful to get suggestion from the existing \*graduate >> courses\* from your unit. From the program's design perspective for >> assimilation, we are requesting that the proposed courses should be >> a)\_accessible for students with proposed background\_ (mostly Computer >> Science and/or Mathematics UG), and b) should enrich the student with >> \_complementary knowledge/technique/skill\_ from the course courses >> listed from your domain with rich scope of application of >> computational and quantitative methods. c) As you will note topics in >> machine learning, database systems, probability, statistical >> analysis, are covered in advanced level in the core part of this >> curriculum. You can see a sample set of courses in the proposal (page 3). >>

>> We anticipate that the teaching faculty would allow the new stream
>> students to join in their class(s) and work intensively with them to
>> overcome the challenge of mastering interdisciplinary curriculum.
>> These new students are expected to be from mostly CS & Math

CS/MATH 104

>> background. On the positive side, it will be a rewarding opportunity >> for the faculty to be an affiliate of the new data science program >> and build data science collaboration with other faculty from Kent >> including those from math and CS. We will need 2-page CV of the >> faculty for the assimilated courses in the full proposal. >> We are seeking your timely support. >> \* >> What to send now: >> >> \*We are seeking your help in identifying the course(s) and the >> professor(s) who are teaching or has detail knowledge about the >> content of the courses that you would like to suggest. >> >> We will greatly appreciate if you or some one from your department >> can provide us the following: a)\*suggested course(s) from DS program >> from your unit, with the Course Data Sheet/Syllabi & Description for >> the courses\*, and c)\*the professor(s), and a 2-page CV of the professor(s)\*. >> Please copy the list to Marcy Curtiss (mcurtiss@kent.edu). I wonder >> if the following can be send perhaps by June 30th. A short email will >> suffice.In the following weeks, the proposal's curricular design team >> will then schedule a meeting with the professor(s) and discuss the >> details for assimilation. >> >> Don't hesitate to let me know if you have any suggestion, or need >> more details. >> >> >> 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 >>

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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: https://nam03.safelinks.protection.outlook.com/?url=http:%2F%2Fwww.cs.kent.edu%2F~javed&data=02%7C01%7 Cmhaley%40kent.edu%7Ca805108ab90649cca13308d77e5edadc%7Ce5a06f4a1ec44d018f73e7dd15f26134%7C1%7C0% 7C637116818174501759&sdata=e7Qx5ITiN%2FfLpKuxnBf40IRvZkouikXH%2B6CX79OGSWI%3D&reserved=0

"Imagination will often carry us to worlds that never were. But without it we go nowhere."

- Carl Sagan

Towards the Galactic internet?

OSPF: An Area Hierarchic Routing Protocol for Routers in Motion

https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.researchgate.net%2Fpublication%2F2376 65335\_Space\_OSPF\_An\_Area\_Hierarchic\_Routing\_Protocol\_for\_Routers\_in\_Motion&data=02%7C01%7Cmhaley% 40kent.edu%7Ca805108ab90649cca13308d77e5edadc%7Ce5a06f4a1ec44d018f73e7dd15f26134%7C1%7C0%7C637116 818174501759&sdata=xCEpCmUpf6FHZ%2BbfaQwafWYhJ3%2BpF8MGRIv%2Fczg%2FfLI%3D&reserved=0

CS/MATH 106

### Haley, Mary Ann

From: Sent: To: Cc: Subject: SHERIDAN, SCOTT Wednesday, December 11, 2019 6:54 PM Javed I. Khan Haley, Mary Ann; TONGE, ANDREW RE: MSDS Proposal

Hi Javed,

Thanks for forwarding me the final proposal for the new program. I am happy to offer my support for this program to be established here at Kent, as I think it would substantially avail upon the collective expertise we have.

Regards, Scott

-----Original Message-----From: Javed I. Khan <javedkent@gmail.com> Sent: Wednesday, 11 December, 2019 15:51 To: SHERIDAN, SCOTT <ssherid1@kent.edu> Cc: Haley, Mary Ann <mhaley@kent.edu>; TONGE, ANDREW <atonge@kent.edu> Subject: MSDS Proposal

Dear Scott,

Thanks for your support in developing the full proposal. The curriculum team in glad to include the five courses. Please find attached the latest version of the full proposal. Will appreciate if you provide the support email, and continued support.

Best,

-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: https://nam03.safelinks.protection.outlook.com/?url=http:%2F%2Fwww.cs.kent.edu%2F~javed&data=02%7C01%7 Cmhaley%40kent.edu%7Cac11976e170d46c3a99808d77e956561%7Ce5a06f4a1ec44d018f73e7dd15f26134%7C1%7C0 %7C637117052431744838&sdata=fgqMIeLoq7PrYd9CzJhZ6yCcoUfWG9YwOcaeQeOqy8k%3D&reserved=0

"Imagination will often carry us to worlds that never were. But without it we go nowhere." - Carl Sagan

Towards the Galactic internet?

OSPF: An Area Hierarchic Routing Protocol for Routers in Motion

https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.researchgate.net%2Fpublication%2F2376 65335\_Space\_OSPF\_An\_Area\_Hierarchic\_Routing\_Protocol\_for\_Routers\_in\_Motion&data=02%7C01%7Cmhaley% 40kent.edu%7Cac11976e170d46c3a99808d77e956561%7Ce5a06f4a1ec44d018f73e7dd15f26134%7C1%7C0%7C637117 052431754829&sdata=%2FQE4EWzUIJI1i6405EPo4VI0kCdz7eCirjBWbyEfPek%3D&reserved=0

### Haley, Mary Ann

From:Zaragoza, MariaSent:Thursday, December 19, 2019 2:54 PMTo:javedkentCc:Haley, Mary AnnSubject:RE: MS in Data Science Proposal- Request for Course Proposal

Dear Javed:

The Department of Psychological Sciences is very pleased to support Computer Science's MS in Data Science Proposal.

Please let me know if you need additional information from me.

I wish you much success with your new program,

Maria Zaragoza

Maria S. Zaragoza, PhD Professor and Chair Department of Psychological Sciences Kent State University

From: javedkent <javedkent@gmail.com> Sent: Thursday, December 19, 2019 10:18 AM To: Javed I. Khan <javedkent@gmail.com>; Zaragoza, Maria <mzaragoz@kent.edu> Subject: Re: MS in Data Science Proposal- Request for Course Proposal

Dear Maria,

Mary Ann indictated can we have a support letter from you. Will appreciate one. Feel free to copy it to Mary Ann too.

Happy holidays..

Javed

Sent from my T-Mobile 4G LTE Device

------ Original message ------From: "Javed I. Khan" <<u>iavedkent@gmail.com</u>> Date: 12/11/19 3:00 PM (GMT-05:00) To: "Zaragoza, Maria" <<u>mzaragoz@kent.edu</u>> Cc: "HALEY, MARY ANN" <<u>mhaley@KENT.EDU</u>>, "TONGE, ANDREW" <<u>atonge@kent.edu</u>> Subject: Re: MS in Data Science Proposal- Request for Course Proposal

#### Dear Maria,

Thanks for your support for the program. The curriculum team has included the courses from unit. We look forward for continued collaboration. The full proposal is not heading for approvals.

```
Best Regards,
```

-Javed.

Zaragoza, Maria wrote:

> I'll see what I can do - has been difficult to meet with people because of conflicting travel schedules. I was out quite a lot in June and some of the relevant faculty are out this week.

>
> I will try!
>
> Maria
>
>Original Message
> From: Marcy Curtiss < <u>curtiss@cs.kent.edu</u> >
> Sent: Monday, July 1, 2019 1:01 PM
> To: Zaragoza, Maria < <u>mzaragoz@kent.edu</u> >
> Cc: Javed Khan < javed@cs.kent.edu >; CURTISS, MARCELLA < mcurtiss@kent.edu >
> Subject: Re: MS in Data Science Proposal- Request for Course Proposal
>
> Good afternoon,
>
> Thank you for participating in the Data Science Proposal. I am following up on the email sent by Javed Khan. We were
looking for a response by June 30. Can we expect your input sometime this week?
>
> Thank you,
>
> Marcy Curtiss
> Administrative Secretary
> Graduate Studies
> Department of Computer Science
> http://www.kent.edu/cs
> 330-672-9047
>
>
>
> On 6/18/2019 1:37 PM, Javed I. Khan wrote:
>> Dear Maria,
>>
>> Hope you are enjoying the summer. Based on our earlier conversation,
>> we are finally in rich course set planing stage! As outlined in this
>> proposal, we are now seeking additional course suggestions from
>> related disciplines units at KSU. We think your unit can a great

>> partner. You might have received the proposal copy already, but I am copying you again.

>>

>> \*What type of courses to consider:\*

>>

>> So, in this design these courses are to be added into the "Advanced.

>> Skill and Domain Skill Courses" pool (see page-2 in the proposal). The >> team has suggested few courses from your unit (see list). It will be >> wonderful to get updated suggestion from the existing \*graduate >> courses\* from your unit. From the program's design perspective for >> assimilation, we are requesting that the proposed courses should be >> a)\_accessible for students with proposed background\_ (mostly Computer >> Science and/or Mathematics UG), and b) should enrich the student with >> \_complementary knowledge/technique/skill\_ from the course courses >> listed from your domain with rich scope of application of >> computational and quantitative methods. c) As you will note topics in >> machine learning, database systems, probability, statistical analysis, >> are covered in advanced level in this core part of this curriculum. >> You can see a sample set of courses in the proposal (page 3). >>

>> We anticipate that the teaching faculty would allow the new stream
>> students to join in their class(s) and work intensively with them to
>> overcome the challenge of mastering interdisciplinary curriculum.
>> These new students are expected to be from mostly CS & Math
>> background. On the positive side, it will be a rewarding opportunity
>> for the faculty to be an affiliate of the new data science program and
>> build data science collaboration with other faculty from Kent
>> including those from math and CS. We will need 2-page CV of the
>> faculty for the assimilated courses in the full proposal.

>> We are seeking your timely support.

>> \*

>> What to send now:

>>

>> \*We are seeking your help in identifying the course(s) and the >> professor(s) who are teaching or has detail knowledge about the >> content of the courses that you would like to suggest. >>

>> We will greatly appreciate if you or some one from your department can >> provide us the following: a)\*suggested course(s) from DS program from >> your unit, with the Course Data Sheet/Syllabi & Description for the >> courses\*, and c)\*the professor(s), and a 2-page CV of the professor(s)\*. >> Please copy the list to Marcy Curtiss (<u>mcurtiss@kent.edu</u>). I wonder if >> the following can be send perhaps by June 30th. A short email will >> suffice.In the following weeks, the proposal's curricular design team >> will then schedule a meeting with the professor(s) and discuss the >> details for assimilation.

>>

>> Don't hesitate to let me know if you have any suggestion, or need more >> details.

»>
>>
>> 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
>>
Dr. Javed I. Khan, Professor and Chair
Department of Computer Science
Kent State University, 241 MSB, Kent, OHIO-44242, USA

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Home page: http://www.cs.kent.edu/~javed

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### - Carl Sagan

Towards the Galactic internet?

OSPF: An Area Hierarchic Routing Protocol for Routers in Motion

https://www.researchgate.net/publication/237665335 Space OSPF An Area Hierarchic Routing Protocol for Router s in Motion

KENT STATE UNIVERSITY January 2020 | Attachment 18 | Page 1 CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Da	ate 22-Feb-19	Curriculum Bulletin
	Effective Date	Fall 2019 2020	Approved by EPC
Department	Management & Information Syst	ems	
College	<b>BU - Business Administration</b>		
Degree	CER6 - Post-B	accalaureate Ce	rtificate
Program Name	Business Analytics Gerticinate	Program Banne	erCode Cle46
Concentration(s)	Concentration(s) Banne	er Code(s)	
Proposal	selectone Schablisch		

Description of proposal:

The Business Analytics Certificate Program provides individuals, especially those without analytics job titles or responsibilities but with the burning desire for the field, the opportunity to familiarize themselves with this ever-growing and versatile discipline. The certificate program would also enable these individuals to augment their knowledge base beyond their chosen professions and improve their value to their employers and businesses, or marketability if they choose to change jobs.

Does proposed revision change program's total credit hours? Current total credit hours: **12** 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):

Courses in the proposed BA Certificate Program is selected from existing Master of Science in Business Analytics (MSBA) program that has been offered for three years at Kent State University. So, no appreciable impact on other programs, policies or procedures is anticipated. Any impact regarding ability of the college to staff the program should enrollment increase beyond the current capacity will be evaluated as necessary.

Units consulted (other departments, programs or campuses affected by this proposal): M&IS FAC and College of Business Administration Graduate Program Committee.

EQUIRED ENDORSEMENTS

4,02,19

Department Chair / School Director

Campus Dean (for Regional Campuses proposals) College Dean (or designee) of Graduate Studies (for graduate prop

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



# Interdepartmental Correspondence Department of Management & Information Systems

TO:	Dr. Cathy DuBois, Associate Dean, College of I	Business
FROM:	O. Felix Offodile, Chair, M&IS Department	(NN/
DATE:	April 2, 2019	
SUBJECT:	Proposal to establish a Graduate Business Analy	rtics Certificate Program

Attached is a proposal to establish a Business Analytics Certificate Program. The purpose of the Certificate Program is to provide individuals, especially those without analytics job titles or responsibilities but with the burning desire for the field, the opportunity to familiarize themselves with this ever-growing and versatile discipline. The certificate program would also enable these individuals to augment their knowledge base beyond their chosen professions and improve their value to their employers and businesses, or marketability if they choose to change jobs.

The proposal has been approved by the M&IS Faculty Advisory Committee (FAC).

### Notice of Intent to Offer an Educational Program [Business Analytics Certificate] 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.)

### **Certificate in Business Analytics**

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.

Business Analytics is the science of turning data into meaningful information a business could use for its competitive advantage. Demand for business analytics expertise transcends all areas of business including banking, healthcare, retail markets, manufacturing, finance and the public sector. As a diverse field that caters to the needs of equally diverse industries, business analytics programs are amalgamation of curricula from business, engineering, mathematics, information systems, statistics, and other cognate disciplines. Such programs fall under the STEM (science, technology, engineering and mathematics) designation.

Recent research, including by the McKinsey Global Institute.<sup>1</sup> and Accenture Institute for High Performance projects<sup>2</sup>, show that there is acute need for business analytics professionals. Further, according to the US Bureau of Labor Statistics 2012-2022 report<sup>3</sup>, the expected job growths in select areas of business analytics is strong as Table 1 shows. Plus, a comparison of 2014 and 2019 analytics related job listings in select

<sup>&</sup>lt;sup>1</sup> Manyika, J., Chui, M., Brown, B., Bughin, J., Dobbs, R., Roxburgh, C., & Byers, A. H. (2011). "Big data: The next frontier for innovation, competition, and productivity." McKinsey Global Institute.

<sup>&</sup>lt;sup>2</sup> Elizabeth Craig, David Smith, Narendra P. Mulani and Robert J. Thomas, "Where will you find your analytics talent?" Outlook, October 2012.

<sup>&</sup>lt;sup>3</sup> Bureau of Labor Statistics, "Occupational Employment Projections to 2026." January 2018. <u>https://data.bls.gov/search/query/results?cx=013738036195919377644%3A6ih0hfrg150&q=analyst.</u> Retrieved February 20, 2019.

Ohio metropolitan areas from Indeed.com<sup>4</sup> show growths increasing between 143% and 580% (Table 2) for key analytics related disciplines. Finally, results of our industry survey indicated that the cumulative increase in the number of analytics employees within their organizations will be 97.4% over the next three years. In the intermediate to long-term time horizons 48% predict that employment opportunities will "increase dramatically", 48% predict it will "increase moderately", and 4% predict it will remain the same, while 0% believe the employment opportunities will contract. The results in Table 2 also corroborate these predictions.

Occupation	No. of Jobs, 2016	Employment Change 2016-2026	Job Outlook 2016-2026	Median Pay/year
Mathematicians/ Statisticians	40,300	13,500	33%: Much faster than average	\$84,760
Financial Analysts	296,100	32,200	11%: Faster than average	\$84,300
Budget Analysts	58,400	3,800	7%: Slower than Average	\$75,240
Market Research Analysts	595,400	138,300	32% Much faster than average	\$60,300
Operations Research Analysts	114,000	31,300	27%: Much faster than average	\$81,390
Computer Systems Analysts	600,500	54,400	9%: Much faster than average	\$88,270
Information Security Analysts	100,000	28,500	28%: Much faster than average	\$95,510

 Table 1: 2016-2026 Job Outlook for Analytics related Occupations

Table 2: Job Postings in Select Ohio Metropolitan Areas by Search Term

	analytics		big data		statistics		data analysis	
	2014	2019	2104	2019	2014	2019	2014	2019
Akron/ Cleveland	442	1273	63	363	470	617	266	1964
Cincinnati	416	1293	60	404	263	576	182	1551
Columbus	602	992	34	416	372	491	290	1506
Totals	1460	3558	157	1183	1105	1684	738	5021

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 premise of the analytics curriculum from which the certificate program is derived is to provide graduates a firm grasp of important analytical techniques and the knowledge of how to best implement, interpret, and communicate them in a variety of business contexts. Pursuant to this goal, the curriculum was designed as a "Three-Foci Model" that integrates data analysis, information and data management, and decisionmaking and leadership. This model can be summarized as encompassing analytics technologies, techniques, and decision-making processes.

Several analytics programs at other institutions including InformationWeek's list of the top 20 analytics programs<sup>5</sup>), knowledge from academic and professional conferences, and "analytical body of knowledge" from the Institute for Operations Research and the Management Sciences (INFORMS)<sup>6</sup> were benchmarked in developing the three-focimodel. Further, the BLS data reported earlier in Section 4, our review of employment trends in cognate analytics occupations, and survey of northeast Ohio industries, where majority of the rspondents agreed that the distribution of knowledge in the curriculum is appropriate, bolstered the curriculum design.

As discussed earlier in Section 1 and represented in Table 1, data from the US Bureau of Labor Statistics indicate that the national job growth in analytics representative disciplines will be robust, at least through 2022. This projection is also supported at the state level by the more than 143% to 580% growth in analytics job listings from 2014 to 2019 as shown in Table 2. Plus, a 2013/14 Jobs Ohio<sup>7</sup> report that "data-driven marketing now accounts for about 3.3 percent of Ohio's gross domestic product...an industry that employs more than 20,000 Ohioans" buttresses the need for the proposed MSBA program.

The courses that comprise the certificate program were selected from those in the fulltime analytics degree program. They are, therefore, consistent with the input received from our stakeholders, the same in content and rigor, and taught by the same faculty core that deliver the full-time program. Clearly, because the certificate program is a subset of the full-time MSBA program, the twelve (12) credits hours is 40% of the 30 hours for the full-time program. However, the courses were selected to provide students in the Certificate program with as much knowledge as is possible within the limits of the credit hour requirements. Given the likelihood that students in the Certificate

<sup>&</sup>lt;sup>5</sup> Henschen, D. "Big Data Analytics Master's Degrees: 20 Top Programs." *InformationWeek*. January 7, 2013. <u>http://www.informationweek.com/big-data/big-data-analytics/big-data-analytics-masters-degrees-20-top-programs/d/d-id/1108042</u>. Retrieved July 22, 2014.

<sup>&</sup>lt;sup>6</sup> INFORMS. "About INFORMS." <u>https://www.informs.org/About-INFORMS</u>. Retrieved January 24, 2015.

<sup>&</sup>lt;sup>7</sup> Jobs Ohio, "2013/2014 annual report/strategic plan." <u>http://jobs-ohio.com/images/JO\_annual\_report\_2013\_14.pdf</u>. Retrieved January 31, 2015.

program are working professionals, and in the program part-time, the expected duration to complete the Certificate Program is 12 to 18 months. Finally, the admission requirements for the Certificate Program is the same as those for our regular Master of Business Administration (MBA) program for working professionals. Students for the certificate program are required to have completed their baccalaureate degree from an accredited college or university with a minimum 3.00 GPA on a 4.00 point scale. Further, applicants must submit official transcripts, scores on the GRE/GMAT and for international applicants English Language Proficiency, resume, goal statement, and two-to-three letters of recommendation. The GRE/GMAT may be waived for KSU students and applicants with 3 or more years of work experience in analytics related disciplines. Applicants may transfer credits towards the MSBA or a cognate degree program if admitted into that program.

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.

Several universities including the University of Cincinnati<sup>8</sup> and North Carolina State University have reported over a 93% placement of their MSBA graduates, with some graduates receiving multiple offers and starting salaries often in the high five figure ranges<sup>9</sup>. Further, our own internal data shows that more than 90% of graduates from the Kent State University Master of Science in Business Analytics program have Positive Career Outcome (employed or pursuing advanced degrees).

In the past several years the general job outlook for various majors has been sporadic at best. However, job prospects for majors that are founded on educational fundamentals of STEM have been reasonably stable, with growth in areas such as analytics. Richie Bernardo reports that the Department of Commerce estimates that STEM "professionals will expand 1.7 times faster than non-STEM occupations between 2008 and 2018" with most lucrative careers in the country that are less susceptible to unemployment and salaries that are "71 percent more than the national" average.<sup>10</sup>

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

<sup>9</sup> Thibodeau, P., "Career alert: A Master of analytics degree is the ticket -- if you can get into class." *Computerworld*. Apr. 24, 2014. <u>http://www.computerworld.com/article/2488544/it-careers/career-alert--a-master-of-</u> analytics-degree-is-the-ticket----if-you-can-get-into-class.html. Retrieved January 20, 2015.

<sup>&</sup>lt;sup>8</sup> University of Cincinnati, Linder College of Business, "MS-Business Analytics Program." <u>http://business.uc.edu/graduate/ms-business-analytics.html</u>, Retrieved Nov 11, 2014.

<sup>&</sup>lt;sup>10</sup> Bernardo, Richie, "2015's Best and Worst Metro Areas for STEM Professionals." <u>http://wallethub.com/edu/best-worst-metro-areas-for-stem-professionals/9200/</u>. Retrieved January 25, 2015.

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.

Kent State University has a rigorous policy for the establishment and approval of courses and programs. The policy gives departments the discretion to propose courses and programs they believe would advance their students' learning experiences that would enable them to become productive citizens and contribute to their communities, the state and the wider global community. Such courses and programs are first approved by the Department's Faculty Advisory Committee (FAC), then the College's Curriculum Committee (CCC), and progressively by the Graduate Dean (for graduate courses and programs) or Curriculum Services (for undergraduate courses and programs), the Provost, Educational Policies Council (EPC), Faculty Senate, the President, and the Board of Trustees. Proposals that meet certain requirements may be transmitted to the Ohio Department of Higher Education (ODHE) for final approval.

Before the MSBA proposal was developed at the department level several constituencies such as students, members of the board of our Center for Information Systems (CIS), and faculty were consulted for their input and expertise. We also conducted a survey of northeast Ohio industries whose employees are likely to benefit from the Certificate Program for their professional input regarding the program's curriculum. As discussed earlier in Section 5, several university curricula and professional organizations were also consulted. Further, several iterations of the initial draft of the proposal were discussed both at the department and college levels before advancement to the university level for approvals. Several internal and external reviewers provided letters in support of the proposal. Once the proposal made it to the state level, several institutions of higher learning including the University of Cincinnati, The Ohio State University, Bowling Green State University, and the University of Akron provided further input that were used to strengthen the curriculum of the original MSBA program from which the Business Analytics Certificate Program is derived.

- 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

Kent State University already offers a Master of Science degree in Business Analytics. This program was first offered in fall 2016.

### The Certificate program is scheduled to be offered starting Fall 2019.

b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.

### XXXXXX

## **Business Analytics Certificate**

- <u>KENT</u>
- Special Education
- Graduate Programs
- Graduate Certificates
- Business Analytics Certificate

### **Program Description**

The Business Analytics Certificate Program provides individuals, especially those without analytics job titles or responsibilities but with the burning desire for the field, the opportunity to familiarize themselves with this ever-growing and versatile discipline. The certificate program would also enable these individuals to augment their knowledge base beyond their chosen professions and improve their value to their employers and businesses, or marketability if they choose to change jobs.

### **Program Learning Outcomes**

The Business Analytics certificate provides skills and competencies specific to:

- developing proficiency in the framing of business and analytics problems,
- providing leadership and decision-making abilities using analytics tools in different business contexts throughout the model lifecycle,
- developing competencies in identifying data needs and sources, data acquisition and the cleaning and refining of data for analytical processing,
- developing competencies in analytical model selection, software selection and model building,
- developing competencies in deploying, validating and interpreting analytical solutions.

The GRE/GMAT may be waived for recent (within five years) KSU baccalaureate graduates with a minimum 3.500 overall GPA, and applicants with 3 or more years of relevant work experience. Applicants may transfer credits towards the MSBA or a cognate degree program if admitted into that program.

The premise of the certificate program is to provide graduates a firm grasp of important analytical techniques and the knowledge of how to best implement, interpret, and communicate them in a variety of business contexts. This goal is pursued using a "Three-Foci Model" design that integrates data analysis, information and data management, and decision-making and leadership. This model can be summarized as encompassing analytics technologies, techniques, and decision-making processes.

### Accreditation

AACSB, International - The Association to Advance Collegiate Schools of Business

### **Admission Requirements**

- Bachelor's degree from an accredited college or university for unconditional admission
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for unconditional admission
- Official transcript(s)
- GMAT or GRE scores
- Goal statement
- Resume
- Two-to-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:
  - o Minimum 550 TOEFL PBT score (paper-based version)
  - Minimum 79 TOEFL IBT score (Internet-based version)
  - o Minimum 77 MELAB score
  - o Minimum 6.5 IELTS score
  - o Minimum 58 PTE score

For more information about graduate admissions, please visit the <u>Graduate Studies admission</u> website. For more information on international admission, visit the <u>Office of Global Education's</u> admission website.

### **Certificate Courses**

F	Required Courses (6 Hours)			
	MIS 64018	Quantitative Management Modeling	3	VI/TR
	MIS 64036	Business Analytics	3	VITR
	MIS 64060	Fundamentals of Machine Learning	3	
	MIS 64082	Database Management & Database Analytics	3	VI/TR
		Total Credits Hours	12	



Mike DeWine, Governor Randy Gardner, Chancellor

### CHANGE REQUEST: TITLE MODIFICATION

Date of submission: date to come

Name of institution: Kent State University

Previously approved title: Sport and Recreation Management major, Master of Arts degree

Proposed new title: Sport Administration major, Master of Arts degree

Proposed implementation date of the request: Fall 2020

**Date that the request received final approval from the appropriate institutional committee:** Approved by the Kent State University Board of Trustees on *date to come*.

#### Primary institutional contact for the request

Name:	Cindy Stillings
Title:	Dean of Graduate Studies (Interim)
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

### **Educator Preparation Programs:**

Leads to licensure:	$\Box$ Yes	🛛 No
Leads to endorsement:	🗆 Yes	🛛 No

### Explain the rationale for title change.

Kent State program faculty are requesting a major name change—from Sport and Recreation Management to Sport Administration—for reasons of accreditation, branding and alignment with the undergraduate program.

 Accreditation: Faculty plan to submit the program to the Commission on Sport Management Accreditation (COSMA), which accredits graduate programs at 14 universities nationwide currently, including two in Ohio (Ohio University, Bowling Green University). The program, as currently constructed and offered, is focused on sport administration, but its title contains the word "recreation." There are no programs accredited by COSMA with "recreation" in the title. Consistency in the major title with other similar programs is important when seeking accreditation.

- Branding: Market competitors to Kent State's program generally call their major either Sport Administration or Sport Management. Having "recreation" in the title has created confusion for prospective students as to the focus of the program. Faculty goals are to develop and promote a strong brand identity with a program name that clearly represents the discipline.
- Alignment. Continuing with identity and brand equity, the proposed revision will align both the undergraduate and graduate program names. Kent State's B.S. degree in Sport Administration began in 1991 as a concentration in the Leisure Studies major before becoming a stand-alone major in 2006. There has been some confusion from various constituents in the past over the name difference of Kent State's undergraduate and graduate programs, especially since Kent State also offers a bachelor's degree in recreation, park and tourism management. Consistency in name for the two programs will eliminate this confusion and create a strong brand message and identity to both constituents and stakeholders.

Kent State began offering this master's degree program in 1988, first as the Sport Administration concentration in the Physical Education major and then as the Sport and Recreation Management concentration in the Exercise, Leisure and Sport major, before it became a stand-alone major in 2011. The program is administered by the School of Foundations, Leadership and Administration in the College of Education, Health and Human Services. Enrollment has averaged 45 students for the past five fall semesters.

### Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

Current CIP code assigned to the program is appropriate and will not change.

31.0504 Sport and Fitness Administration/Management. A program that prepares individuals to apply business, coaching and physical education principles to the organization, administration and management of athletic programs and teams, fitness/rehabilitation facilities and health clubs, sport recreation services, and related services. Includes instruction in program planning and development; business and financial management principles; sales, marketing and recruitment; event promotion, scheduling and management; facilities management; public relations; legal aspects of sports; and applicable health and safety standards.

### Describe how the title change will affect students in the current program.

Revision of the major name will have no impact on current students as the curriculum and other requirements are not changing. Current students may update their catalog year to take advantage of graduating with the revised name, but they are not required to do so to graduate in a timely manner.

## Describe any faculty, administrative or support service changes occurring along with the title change.

There are no anticipated resource changes occurring with this name revision. Currently, six fulltime and six part-time faculty teach in the program. Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Not applicable at this time. Kent State will seek accreditation from the Commission on Sport Management Accreditation in the future after the name change.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings Dean of Graduate Studies (Interim) Kent State University



Mike DeWine, Governor Randy Gardner, Chancellor

### CHANGE REQUEST: TITLE AND CURRICULUM MODIFICATION

Date of submission: to come after approval from Board of Trustees

Name of institution: Kent State University

Previously approved title: Master of Education degree in Rehabilitation Counseling

Proposed new title: Master of Education degree in Clinical Rehabilitation Counseling

Proposed implementation date of the request: Fall 2020

**Date that the request received final approval from the appropriate institutional committee:** Kent State University Board of Trustees approved the revision on *date to come* 

### Primary institutional contact for the request

Name:	Cindy Stillings
Title:	Dean of Graduate Studies (Interim)
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

### **Educator Preparation Programs:**

Leads to licensure: $\Box$  Yes $\boxtimes$  NoLeads to endorsement: $\Box$  Yes $\boxtimes$  No

### Explain the rationale for title and curricular changes.

Program faculty propose the major title and curriculum changes to align the degree program with the standards of its accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These actions will also complete the merger of program faculty with other counseling education and supervision program areas in the College of Education, Health and Human Services.

Kent State has offered a master's degree program in rehabilitation counseling since 1964. The program is accredited by CACREP and, previously, by the Council on Rehabilitation Education (which merged with CACREP in 2017). CACREP requires institutions to select a specialty area, either rehabilitation counseling or clinical rehabilitation counseling. Kent State program faculty chose the clinical rehabilitation counseling specialty area because it will give students more opportunities in Ohio after graduation.

Rehabilitation counselors work collaboratively with people with disabilities, their support systems and their environments to achieve their personal, social, psychological and vocational goals. The clinical rehabilitation counseling program combines the skills required of clinical mental health counselors and rehabilitation counselors to better serve people with disabilities in a variety of settings. The program prepares students for professional leadership, administration, direct service, private practice and forensic practice.

### Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

No, the CIP code assigned to the major continues to be appropriate:

51.2310. Vocational Rehabilitation Counseling/Counselor. A program that prepares individuals to counsel and assist disabled individuals and recovering patients in order to achieve their greatest physical, mental, social, educational, and vocational potential. Includes instruction in patient evaluation and testing, rehabilitation program planning, patient support services and referral, job analysis, adjustment psychology, rehabilitation services provision, patient counseling and education, applicable law and regulations, and professional standards and ethics.

### Describe how the title and curricular changes will affect students in the current program.

Current students will benefit from the merger of faculty in the counseling programs by having more course options, as well as to qualify for the exam to become a licensed professional counselor (with some additional coursework), in addition to being licensed as a rehabilitation counselor. Current students may opt to update their catalog to complete the program under the new major name and curriculum but are not required to do so to graduate.

In fall 2019 (15<sup>th</sup> day census), 12 students were enrolled in the master's degree program.

## Describe any faculty, administrative or support service changes occurring along with the title and curriculum changes.

There are no anticipated changes occurring with these title and curriculum revisions. With the merger of counseling education and supervision programs in the college, there will be 12 full-time faculty teaching for the following Kent State counseling programs:

- Addictions Counseling (undergraduate and graduate certificates)
- Clinical Mental Health Counseling (M.Ed.)
- Clinical Rehabilitation Counseling (M.Ed.)
- Counseling (Ed.S.)
- Counselor Education and Supervision (Ph.D.)
- School Counseling (M.Ed.)

### Provide evidence that the appropriate accreditation agencies been informed of the changes.

In January 2020, program faculty submitted the required CACREP self-study for the program, which included the proposed curricular changes (see page 4) that are pending approval.

### Describe how the effectiveness of the new curriculum will be monitored over time.

Each semester, faculty evaluate students against CACREP's key performance indicators, which are the learning outcomes that represent student knowledge and skills related to program objectives. Faculty will modify the program as necessary based on those evaluations.

### Submit a comparison of the currently authorized curriculum and the proposed curriculum.

See the end of the document for a comparison chart. Below is an outline of changes.

Requirements removed:

- EVAL 65510 Statistics I for Educational Services
- RHAB 67744 Drug and Alcohol Rehabilitation
- Cultural foundations/educational psychology elective and other electives (7 credit hours total)

Requirements added (all existing courses):

- CES 67492 Practicum I: Clinical Mental Health Counseling
- CES 67530 Counseling Theories
- CES 67580 Multicultural Counseling
- CES 68128 Clinical Assessment in Counseling
- CES 68130 Psychopathology for Counselors
- CES 68167 Case Conceptualization and Treatment Planning
- EPSY 65523 Life Span Development (was previously an elective option in the program)

Requirements replaced with existing content-equivalent courses (replaced courses are inactivated):

- RHAB 67728 Adjustment and Training Groups replaced with CES 67820 Group Work: Theory and Techniques
- RHAB 67729 Measurement and Appraisal in Rehabilitation replaced with CES 68126 Introduction to Assessment in Counseling
- RHAB 67731 Individual Counseling Techniques for Rehabilitation Counselors/School Psychologists replaced with CES 67531 Counseling Skills and Techniques
- RHAB 67743 Psychiatric Rehabilitation replaced with CES 67628 Diagnosis in Counseling

Requirements revised (including changing course subject from RHAB to CES):

- RHAB 57712 Introduction to Rehabilitation
- RHAB 67723 Medical Information for Clinical Rehabilitation Counselors
- RHAB 67725 Psychosocial Impact of Disability
- RHAB 67732 Occupational Aspects of Disability
- RHAB 67776 Seminar on Research in Disabilities
- RHAB 67792 Individual Counseling Practicum in Rehabilitation
- RHAB 67892 Internship: Rehabilitation

In addition to the curriculum changes, admission requirements will be revised for spring 2021 to add the Supplemental Interview Form, which will align the program to admission requirements for the other counseling programs.

Describe changes to the following because of the request:

- Total number of credit hours for program completion: increase from 53 to 60 credit hours
- Time to complete program: average 2.5 years

Kent State University | Name and Curriculum Change Request | M.Ed. Rehabilitation Counseling | Page 4

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings Dean of Graduate Studies (Interim) Kent State University

### COMPARISON OF CURRICULUM CHANGES

Previously Authorized Curriculum		Revised Curriculum		NOTES
CES 68182 Career Counseling	3	CES 68182 Career Counseling	3	No change
EVAL 65510 Statistics I for Educational Services	3			Removed
RHAB 57712 Introduction to Rehabilitation	3	CES 57712 Orientation and Ethics: Clinical	3	Revised
		Rehabilitation Counseling		
RHAB 67723 Medical Information for Clinical	3	CES 67723 Medical Information for Clinical	3	Revised
Rehabilitation Counselors		Rehabilitation counseling		
RHAB 67725 Psychosocial Impact of Disability	3	CES 67725 Psychosocial Impact of Disability	3	Revised
RHAB 67728 Adjustment and Training Groups	3	CES 67820 Group Work: Theory and Techniques	3	Replaced
RHAB 67729 Measurement and Appraisal in	3	CES 68126 Introduction to Assessment in	3	Replaced
Rehabilitation		Counseling		
RHAB 67731 Individual Counseling Techniques for	3	CES 67531 Counseling Skills and Techniques	3	Replaced
Rehabilitation Counselors and School Psychologists		-		
RHAB 67732 Occupational Aspects of Disability	3	CES 67732 Occupational Aspects of Disability	3	Revised
RHAB 67743 Psychiatric Rehabilitation	3	CES 67628 Diagnosis in Counseling	3	Replaced
RHAB 67744 Drug and Alcohol Rehabilitation	3			Removed
RHAB 67776 Seminar on Research in Disabilities	3	CES 67776 Research in Clinical Rehabilitation	3	Revised
		Counseling		
RHAB 67792 Individual Counseling Practicum in	4	CES 69192 Practicum II: Clinical Rehabilitation	3	Revised
Rehabilitation		Counseling		
RHAB 67892 Internship: Rehabilitation	6	CES 69792 Internship: Clinical Rehabilitation	6	Revised
		Counseling		
Electives	4			Removed
Cultural Foundations/Educational Psychology Elective:	3			Removed
CULT 65530 Foundations of Education/Human Servic	es			
CULT 69521 Multicultural Educational Practice/Policy				
CULT 69522 Ethics in Professional Practice				
EPSY 65520 Child and Adolescent Development				
EPSY 65521 Adult Development				
EPSY 65523 Life Span Development				
EPSY 65524 Learning Theories				
Minimum Total Credit Hours:	53	CES 67492 Practicum I: Clinical Mental Health	3	Added
		Counseling		
		CES 67530 Counseling Theories	3	Added
		CES 67580 Multicultural Counseling	3	Added
		CES 68128 Clinical Assessment in Counseling	3	Added
		CES 68130 Psychopathology for Counselors	3	Added
		CES 68167 Case Conceptualization and Treatment	3	Added
		Planning		
		EPSY 65523 Life Span Development	3	Was elective

Minimum Total Credit Hours: 60

### AUGUSTINE, SUSAN

 To:
 Morris, Bradley

 Subject:
 RE: Curriculum Changes for a New Program in Clinical Rehabilitation Counseling: Implications for EPSY

From: Morris, Bradley <bmorri20@kent.edu>
Sent: Monday, November 04, 2019 6:42 PM
To: RUMRILL, PHILLIP <prumrill@kent.edu>
Cc: AUGUSTINE, SUSAN <saugusti@kent.edu>; GUILLOT-MILLER, LYNNE <lguillot@kent.edu>
Subject: Re: Curriculum Changes for a New Program in Clinical Rehabilitation Counseling: Implications for EPSY

Hey Phil,

This sounds like a great idea! The department fully supports this plan and is excited to begin working with your students.

Please let me know if you need any additional information.

Best, Brad

Bradley J. Morris Associate Professor & Program Coordinator, Dept. of Educational Psychology <u>http://bmorri20.ehhs.kent.edu</u> Co-Director, Science of Learning and Education Center (SOLE) <u>https://www.kent.edu/sole</u> 412A White Hall, Kent State University Kent, OH 44242 330-672-0590 email: bmorri20@kent.edu

On Nov 4, 2019, at 3:42 PM, RUMRILL, PHILLIP <<u>prumrill@kent.edu</u>> wrote:

Dear Brad,

The Rehabilitation Counseling Program is preparing some curriculum changes and a new degree designation due to changes that have been promulgated by our national accrediting body. As part of these changes, we would like to require our students to take Lifespan Development (EPSY 65523). Currently, that course is one of the elective choices that are listed on our program prospectus. We are hoping that this change will take effect for the Fall 2020 semester. Please let me know if you approve our plan to adopt Lifespan Development as a degree requirement. If you need any additional information, please do not hesitate to let me know. Thank you for your consideration.

Sincerely,

Phil

### AUGUSTINE, SUSAN

 To:
 RUMRILL, PHILLIP

 Subject:
 RE: Curriculum Changes for a New Program in Clinical Rehabilitation Counseling: Implications for FLA Programs

From: RUMRILL, PHILLIP <prumrill@kent.edu>
Sent: Monday, November 04, 2019 3:36 PM
To: SCHIMMEL, KIMBERLY <kschimme@kent.edu>; AUGUSTINE, SUSAN <saugusti@kent.edu>
Cc: GUILLOT-MILLER, LYNNE <lguillot@kent.edu>; RUMRILL, PHILLIP <prumrill@kent.edu>
Subject: Curriculum Changes for a New Program in Clinical Rehabilitation Counseling: Implications for FLA Programs

Dear Dr. Schimmel,

The Rehabilitation Counseling Program is preparing some curriculum changes and a new degree designation due to changes that have been promulgated by our national accrediting body. As part of these changes, we will be abandoning Statistics I (EVAL 65510) as a degree requirement and Multicultural Educational Practice and Policy (CULT 69521) as one of the elective choices that are currently listed on our program prospectus. We are hoping that these changes will take effect for the Fall 2020 semester. If you need any additional information, please do not hesitate to let me know. Thank you for your consideration.

Sincerely,

Phil Rumrill Program Coordinator, Rehabilitation Counseling
# CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date 8-	Nov-19	Curriculum Bulletin	
	Effective Date Fa	all 2020	Approved by EPC	
Department	Nursing			
College	NU - Nursing			
Degree	CER6 - Post-Baccal	laureate Cer	tificate	
Program Name Banner Code	Adult/Adolescent Sexual Assault Nur	rse Examine	r (SANE) Certificate	Program
Concentration(s)	Concentration(s) Banner Co	de(s)		
Proposal	select one			

#### Description of proposal:

This Notice of Intent describes the establishment of a new certificate in the College of Nursing, which will be titled Adult/Adolescent Sexual Assault Nurse Examiner (SANE) Certificate. The proposed Adult/Adolescent SANE Certificate will be offered by Kent State University in collaboration with the Cleveland Clinic Akron General Sexual Assault Evidence Collection and Care Facility. The certificate will include three didactic courses (NURS 67100 Adult/Adolescent SANE Training, NURS 67200 Administrative Concepts and Evaluation, and NURS 67300 Population Health and Sexual Assault) and three 1-credit hour practicum courses totaling 225 clock hours (NURS 67192 SANE Practicum 1, NURS 67292SANE Practicum 2 and NURS 67392 SANE Practicum 3). The certificate will total 12-credit hours and be completed over three consecutive semesters (i.e., fall, spring, and summer). All courses will be taught face-to-face or face-to-face and online (i.e., hybrid).

Does proposed revision change program's total credit hours? 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):

There are no duplication issues. According to a report to the US Congress (United States Government Accountability Office, 2016), there were 1,182 nurses with active IAFN SANE certification in the United States as of September 2015; there is unanimous agreement that the number of examiners available does not meet the need for the treatment and care of victims of sexual assault, especially in rural areas. There is one SANE program in Summit County and none in Portage County. Faculty in the Women's Health Nurse Practitioner MSN program will collaborate with staff in the Cleveland Clinic Sexual Evidence Collection and Care Facility to teach the courses in the certificate.

Units consulted (other departments, programs or campuses affected by this proposal): No departments, programs or campuses will be affected by this proposal.

Windy Umberger

Department Chair / School Director

**REQUIRED ENDORSEMENTS** 

11 18 19

Campus Dean (for Regional Campuses proposals)

13

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College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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Page 2 of 2

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Provost (or designee)



# Certificate Program Substantive Change Application

Before submitting this application, the Kent State Office of Accreditation, Assessment and Learning will complete the Certificate Program Screening Form to determine if prior HLC approval is required. HLC-accredited and candidate institutions are required to seek prior approval for credit-bearing certificate or diploma programs that are Title IV eligible and in which 50 percent or more of the courses were developed for the program and not derived from courses in existing academic programs.

# **Screening Confirmation**

1. Has the Office of Accreditation, Assessment and Learning completed HLC's certificate program screening form to confirm that HLC approval is required for this program?

⊠ Yes

🗆 No

## **Certificate Program Information**

2. 2010\* CIP code:

51.3816 Emergency Room/Trauma Nursing. Description: A program that prepares registered nurses to deliver advanced, direct patient care in emergency and trauma settings. Includes instruction in advanced health assessment, pharmacology, physiology, emergency management, trauma conditions, trauma assessments and acute care.

#### 3. Program name:

Adult/Adolescent Sexual Assault Nurse Examiner - graduate certificate

4. Course catalog name:

Adult/Adolescent Sexual Assault Nurse Examiner – graduate certificate

5. Certificate program launch date:

Fall 2020 Semester

\* The certificate will be assigned a more appropriate code that is in the new CIP 2020 series: 51.3824 Forensic Nursing. A program that prepares individuals to apply the law and forensic science to nursing practice and collaborate with other professionals for the care of victims and the prosecution of criminals. Includes instruction in advanced physical assessment, evidence collection and preservation, forensic anthropology, legal testimony, medicolegal investigation, pathophysiology, pathohistology, pharmacology, and violence prevention.

## Internal and External Approvals

6. Does the program have appropriate and completed approval from internal sources (e.g., department, curriculum committee) and external sources (e.g., state coordinating board)?

🛛 Yes 🗆 No

7. Does the program involve a contractual or consortial arrangement?

 $\Box$  Yes  $\boxtimes$  No

#### **Curriculum Information**

8. Credential Level:

Post-baccalaureate/master's

- 9. Academic term:
  - $\boxtimes$  Semester  $\ \ \Box$  Quarter
- 10. How will the certificate program be offered? Select all that apply. (See HLC's Glossary for definitions of distance and correspondence education.)
  - $\boxtimes$  On-ground instruction
  - $\boxtimes$  Distance education
  - $\Box$  Correspondence education
- 11. Total credit hours:

12

12. List the courses in the certificate program that are not currently offered in any existing degree programs. Include course name, credit hours and brief description of the course.

Course Name	Hours	Brief Description
NURS 67100 Adult/Adolescent Forensic Sexual Assault Nurse Examiner Training	3	Provides basic sexual assault nurse examiner knowledge, skills and judgement to provide competent, comprehensive, patient-centered, coordinated care to individuals being evaluated for sexual assault or suspected of having been sexually assaulted.
NURS 67192 Sexual Assault Nurse Examiner Practicum I	1	Students apply knowledge and skills gained from NURS 67100 in a clinical setting that provides treatment and care to victims of sexual assault. Practicum requires a minimum 75 clock hours.
NURS 67200 Sexual Assault Nurse Examiner Administrative Concepts and Evaluation	3	Covers concepts related to the administration and evaluation of programs that treat and care for victims of sexual assault. Content covers working with the criminal justice system, evidence collection and documentation, health care costs, leadership and mentoring, and trauma informed care.

EPC Agenda | 27 January 2020 | Attachment 21 | Page 5

Course Name	Hours	Brief Description
NURS 67292 Sexual Assault Nurse Examiner Practicum II	1	Students continue to apply knowledge, hone skills and gain competencies related to the role of a sexual assault nurse examiner in a clinical setting that provides treatment and care to victims of sexual assault. Practicum requires a minimum 75 clock hours.
NURS 67300 Population Health and Sexual Assault	3	Covers topics and concepts related to population health and sexual assault, including a quality care model for sexual assault nurse examiners, victim population, human trafficking, victim health, rape trauma syndrome, post- traumatic stress disorder, healing, substance abuse, pharmacology for sexually transmitted disease, access and barriers to care, and working ON an interprofessional team.
NURS 67392 Sexual Assault Nurse Examiner Practicum III	1	Students continue to develop competencies as a sexual assault nurse examiner in a clinical setting that provides treatment and care to victims of sexual assault. Practicum requires a minimum 75 clock hours.

# 13. List the courses in the certificate program that are currently offered in existing degree programs. Include course name, credit hours and brief description of the course.

Not applicable. All courses in the certificate are new.

# **Academic Control**

#### 14. Describe the nature of the certificate program. (maximum 150 words)

The Adult/Adolescent Sexual Assault Nurse Examiner post-baccalaureate certificate will be offered by the College of Nursing to provide the specialized training necessary for registered nurses to be certified as a sexual assault nurse examiner (SANE) for adult and adolescent patients. A SANE provides comprehensive care to victims of sexual assault or abuse. In addition, they conduct a forensic examination and may provide expert court testimony. The certificate will appeal to full- and part-time students enrolled in a Master of Science in Nursing or Doctor of Nursing Practice degree, as well as registered nurses in the workforce who hold a bachelor's degree in nursing.

The certificate will be designated as hybrid (online/on-ground), as the didactic courses will be offered on-ground and online, and the practicum experiences will be offered on-site at the Sexual Evidence Collection and Care Facility of Cleveland Clinic Akron General.

# 15. Describe the necessary qualifications of the faculty teaching in the certificate program (e.g., education and years of experience required). How does the institution ensure that new faculty meet these qualifications? (*maximum 150 words*)

The College of Nursing anticipates allocating one to two of its existing full-time nursing faculty to teach certificate courses in the fall and spring semesters, and either one full-time or part-time faculty to teach certificate courses in the summer term.

The college will hire as part-time Kent State faculty staff from the Sexual Assault Evidence Collection and Care Facility at Cleveland Clinic Akron General to teach components of the three didactic and practicum courses.

All faculty teaching in the certificate will be approved using the College of Nursing's criteria for graduate faculty status in nursing. The College of Nursing is accredited by the Commission on Collegiate Nursing Education and is approved to offer bachelor's, master's and doctoral degrees and post-master's certificate programs.

# 16. Describe the processes for assessment of student learning, such as development and measurement of learning objectives and continuous quality improvement. *(maximum 150 words)*

The College of Nursing has systems in place to monitor student progression and completion. At the end of each semester, administrators assess student progress and share results with faculty program coordinators. At risk students must complete formal advising before registering in subsequent coursework. Faculty closely monitor students in their courses and provide guidance and assistance with understanding course content and improving study skills.

The College of Nursing uses outcome data for ongoing program improvement. As part of the process, the college identifies discrepancies between expected outcomes and outcome data, determines potential causes for divergence and initiates changes in the program. Students complete formative and summative course evaluations for each course; that data is used by course faculty to improve student learning. Students evaluate each preceptor and clinical site; practicum course faculty monitor and compile the data and share it with administrators and faculty.

# 17. Describe the process of academic control of the program, such as in admission, program content and quality, and frequency and process of program review. (*maximum 150 words*)

Applicants to the certificate must have a bachelor's or master's degree from an accredited nursing program with a minimum 3.000 GPA; an active, unrestricted registered nurse license in Ohio; two years of full-time RN experience; and three recommendation letters from health care professionals.

To be certified through the International Association of Forensic Nurses, candidates must have completed 40 hours of sexual assault education; worked under the supervision of a certified nurse; demonstrated clinical competency in performing sexual assault exams; and passed a certification test. The College of Nursing will review annually the certificate's effectiveness using results of its graduates' certification eligibility and pass rates on the certification test. Every seven years, the College of Nursing undergoes a formal academic program review, which entails a comprehensive self-study and evaluation by external reviewers. The college prepares an action plan to address any concerns raised in the report generated by the external reviewers.



# **New Programs**

# Substantive Change Application

Institution: Kent State University City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: Associate VP, Curriculum Planning and Administration Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted: to come

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. Excluding attachments, the completed application form should be no more than 12–15 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer 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 an application form was accessed more than 90 days prior to filing, please visit the <u>hlcommission.org/change</u> to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file at <u>hlcommission.org/upload</u>. Select "Change Requests" form the list of submission options to ensure the application is sent to the correct HLC staff member.

### **Part 1: General Questions**

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

Kent State University's College of Nursing proposes the establishment of a post-baccalaureate Adult/Adolescent Sexual Assault Nurse Examiner certificate program. The program will provide the specialized training necessary for registered nurses to be certified as a sexual assault nurse examiner (SANE) for adult and adolescent patients. A SANE provides comprehensive care to victims of sexual assault or abuse. In addition, they conduct a forensic examination and may provide expert testimony if a case goes to trial.

#### 2. Is this application being submitted in conjunction with another application?

🗌 Yes

🛛 No

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Not applicable.

#### 3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Visit the <u>hlcommission.org/change</u> to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

Associate's	Bachelor's	Master's or specialist
Doctorate	Certificate or diploma	🗌 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 agreement 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. **Internal and State Approvals.** Attach documentation of internal (faculty, board) and state approvals that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed.

The Educational Policies Council, a committee of Kent State's Faculty Senate, approved the certificate on *date to come*. See Appendix A for the council's minutes. Per the Ohio Board of Higher Education, graduate certificate programs with fewer than 21 credit hours and comprising university-approved graduate courses do not require further review.<sup>1</sup>

6. **System Approvals.** If applicable, attach documentation of system approval that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed. Check the box below if the institution is not part of a system.

Not Applicable

7. **Foreign Country Approval(s).** If applicable, attach documentation of foreign country approval(s) that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed. Check the box below if the proposed change is not related to offerings in a foreign country.

Not Applicable

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

Not applicable. Kent State's College of Nursing is accredited by the Commission on Collegiate Nursing Education, which reviews and accredits advanced practice registered nurse programs. The proposed certificate is not recognized as an advanced practice registered nurse program; therefore, it will not be accredited by the Commission on Collegiate Nursing Education.

Nurses receive their SANE certification through the International Association of Forensic Nurses, Commission on Forensic Nursing Certification. To be certified, nurses with a minimum of two years of full-time experience must have completed a minimum of 40 hours of sexual assault education; worked under the supervision of an expert (e.g., SANE-certified nurse); performed enough sexual assault exams to demonstrate clinical competency; and successfully passed a certification test.

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.

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

Not applicable. This proposal does not require a campus or location visit.

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 <u>Change Visit:</u> <u>Required Materials and Submission Procedures</u> for more information.

- □ Request to embed a Change Visit into an already scheduled visit. Note: Such requests must be submitted at least six months before the visit date. HLC staff will determine whether to embed a Change Visit based on peer reviewer availability and the complexity of the scheduled visit, among other factors. HLC may not be able to accommodate all requests. 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 <u>Classification of</u> <u>Instructional Programs terminology (CIP codes</u>). 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.

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 title of the proposed graduate certificate is Adult/Adolescent Sexual Assault Nurse Examiner. The assigned CIP code will be the following:

51.3824 Forensic Nursing. A program that prepares individuals to apply the law and forensic science to nursing practice and collaborate with other professionals for the care of victims and the prosecution of criminals. Includes instruction in advanced physical assessment, evidence collection and preservation, forensic anthropology, legal testimony, medicolegal investigation, pathophysiology, pathohistology, pharmacology, and violence prevention. *(CIP code new for 2020)* 

b) Total credit hours (indicate whether semester or quarter) for completion of the program

The certificate program comprises 12 semester credit hours.

c) Normal or typical length of time for students to complete the program

Due to the sequential nature of the coursework and three required practicum experiences, students will be able to complete the certificate in three terms (one academic year).

d) Proposed initial date for implementation of the program

Proposed implementation date is the start of Kent State's fall 2020 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 Adult/Adolescent Sexual Assault Nurse Examiner certificate will appeal to full- and part-time students enrolled in a Master of Science in Nursing or Doctor of Nursing Practice degree, as well as registered nurses in the workforce who hold a bachelor's degree in nursing.

 f) Whether the program will be part of contractual arrangement (see HLC's website for a <u>definition</u> of contractual arrangements)

🖂 No

☐ Yes

*Important:* If yes, complete the <u>Contractual Arrangement Screening Form</u> for each planned involvement to determine whether additional HLC approval is required.

- *If contractual approval is required:* Complete the full contractual application and submit it in conjunction with this application.
- If approval is not required: Attach the confirmation email from HLC to this application.
- g) Whether the program will be part of a consortial arrangement (see HLC's website for a <u>definition</u> <u>of consortial arrangements</u>)

*Important:* If yes, complete the <u>Consortial Arrangement Screening Form</u> for each planned involvement to determine whether additional HLC approval is required.

- If consortial approval is required: Complete the full consortial application and submit it in conjunction with this application.
- If approval is not required: Attach the confirmation email from HLC to this application.
- h) Whether the program will be offered as distance education or correspondence education (see HLC's website for <u>definitions of distance and correspondence education</u>)

🗌 No 🛛 🖾 Yes

The certificate will be designated as hybrid (online/on-ground), as the didactic courses will be offered on-ground and online, and the practicum experiences will offered on-site at Cleveland Clinic Akron General (or additional approved sites in the future). Kent State University is approved by the Higher Learning Commission to offer distance education programs.

*Important:* If yes, check the institution's distance delivery stipulation in its <u>Institutional Status</u> <u>and Requirements Report</u>. If this program does not fit within the institution's current stipulation, submit a <u>distance delivery application</u> in conjunction with this application.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request. **Note:** A change in stipulation requires an on-site visit by HLC peer reviewers. If the institution is requesting a new stipulation, please complete Section 1, Question 7.

Not applicable.

#### Section B. Institution's History With Programs

3. 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 University's College of Nursing offers nine graduate certificate programs, Bachelor of Science in Nursing degree, Master of Science in Nursing degree, Doctor of Nursing Practice degree and the Ph.D. degree in Nursing under the 51.08 CIP series (registered nursing, nursing administration, nursing research and clinical nursing).

The proposed certificate is an addition and will not replace any existing program. The existing graduate certificate programs are the following:

- Adult Gerontology Acute Care Nurse Practitioner
- Adult Gerontology Primary Care Nurse Practitioner
- Adult-Gerontology Clinical Nurse Specialist
- Family Nurse Practitioner
- Nurse Educator
- Nursing Administration and Health Systems
- Pediatric Primary Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Women's Health Nurse Practitioner
- 4. 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.

Under the 51 CIP series (health professions and related programs), Kent State University offers nine master's degree programs, one Educational Specialist degree program, four Ph.D. degree programs, three professional doctoral programs and 12 graduate certificate programs.

The two programs with the highest number of graduates in fiscal year 2019 are the following:

- Master of Science in Nursing degree: 156 graduates
- Doctor of Podiatric Medicine degree: 105 graduates

#### Section C. Institutional Planning for Program Change

5. 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?

Not applicable.

6. Describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

In June 2017, a joint use agreement was established by and between Kent State University and the Cleveland Clinic Foundation Akron General, see Appendix B. The agreement specified how funds awarded by the enactment of Ohio Senate Bill 310 were appropriated for capital improvements to Cleveland Clinic Akron General's Sexual Assault Evidence Collection and Care Facility. The agreement also specified that funds be used to develop a sexual assault nurse examiner curriculum by the Cleveland Clinic Foundation Akron General, and that Kent State students be offered opportunities to engage in practical experiences in the Cleveland Clinic Akron General Sexual Evidence Collection and Care Facility.

The proposed Adult/Adolescent Sexual Assault Nurse Examiner graduate certificate is the outcome of the collaboration between Kent State University and Cleveland Clinic Akron General. Beginning in the summer of 2018, university administrators and faculty began meeting with staff from the Sexual Assault Evidence Collection and Care Facility to discuss and develop the certificate program.

The proposed graduate certificate was approved by the College of Nursing Graduate Curriculum Committee on 4 November 2019, the College of Nursing faculty on 25 November 2010, and the College of Nursing Advisory Committee on 2 December 2019. The Educational Policies Council, a committee of the university's Faculty Senate, approved the certificate on *date to come*.

7. 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.

Current classroom space and distance educational resources are sufficient to deliver the face-to-face and online courses for the proposed certificate. The College of Nursing's location on the Kent Campus, Henderson Hall, includes 10 classroom spaces. There is no anticipated need for laboratory space or equipment for the certificate's didactic coursework.

The Cleveland Clinic Akron General Sexual Assault Evidence Collection and Care Facility has committed to take eight certificate students each year for their clinical preparation. As the certificate matures and graduates certified sexual assault nurse examiners, the college anticipate the pool of preceptors and clinical sites will grow, which will allow the college to increase enrollment.

The College of Nursing uses Typhon as a multi-purpose tracking system for students in postbachelor's certificates. Students enrolled in the certificate will purchase a subscription to Typhon to track their hours they complete at the clinical agency for their practicum requirements. Typhon will also be used by site preceptors to evaluate students and by the students to evaluate their preceptors and clinical facilities.

Online learning will be supported by Blackboard Learn, Kent State's learning management system. Blackboard Learn will be used to deliver course material (e.g., syllabi, assignments, grades and tests) for hybrid and fully online courses. Important resources—such as library electronic course reserves, online policies and procedure, and various student services links—can be integrated into Blackboard Learn courses. All Blackboard Learn courses include a direct link to a 24/7 helpdesk for student technical support. Social tools, like discussion forums, blogs and wikis, encourage students to actively engage in learning by connecting them with instructors and fellow students online. Blackboard Learn also allows for synchronous, real-time interactions in Blackboard Collaborate, which can be used for many activities, such as study sessions, group work or guest speakers.

The College of Nursing employs a full-time online design instructor who works with full- and parttime faculty members to design and deliver effective online courses. Kent State's Office of Continuing and Distance Education offers a variety of education workshops throughout the year to assist faculty members in designing and delivering online courses; workshops include topics such as creating effective online lectures, discussions and assignments and making online courses accessible. Kent State is a member of the largest Quality Matters state consortium in the nation and provides training to faculty members for Quality Matter's foundational workshop.

Kent State provides equipment dedicated to meeting its educational, research and administrative computing requirements. All faculty members have university-supplied and -maintained Dell Notebook and Apple Notebook computers with Microsoft Office and SPSS software, in addition to

password-protected, wireless connectivity to the university's networks for printing and Internet access. Fully staffed information technology support is available locally within the College of Nursing building on the Kent Campus, centrally in the university and via 24-hour telephone helpdesk staffing. The university's network is supported by dual 10 gigabit Ethernet backbone networks by Time Warner and OARNet and WPA2 Enterprise password-protected wireless to support the voice, video and data needs of Kent State employees and students. All Windows-based university computers are networked via Microsoft Active Directory.

The College of Nursing is served by a dedicated, firewall protected, password-protected server for network file shares and websites. A Cisco Systems virtual private network permits remote access to Kent State members, and guest access may be provided to individuals with security clearance. Microsoft virus protection software is installed on all university computers and is auto-updated daily. All university computers are expected to have their hard drives encrypted with McAfee Disk Encryption for Windows and Apple Filevault2 for Apple computers to preserve data security.

8. 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?

In February 2019, the Survivors' Access to Supportive Care Act<sup>2</sup> was introduced to the U.S. Senate; its purpose is to increase access to medical forensic sexual assault examinations and treatment provided by sexual assault nurse examiners and to identify and address gaps in obtaining these services. Not all hospitals have a SANE program. As of December 2019, there were 965 SANE programs nationwide and 1,182 nurses with active certification.<sup>3</sup> State officials report that the number of examiners available in their state not meeting the need for exams and sexual assault victims having to travel long distances to access SANE care.<sup>4</sup>

While there are more than 90 SANE programs in Ohio, there are approximately 16 in Northeast Ohio, a region of 23 counties and more than 4.5 million people. There are no SANE programs in Portage County, where Kent State University is located. Cleveland Clinic Akron General houses the only SANE program in nearby Summit County. While a lack of these programs indicates a need for more certified nurses in these and surrounding counties, it also reflects a challenge to secure qualified preceptors to work with students enrolled in the Adult/Adolescent Sexual Assault Nurse Examiner certificate.

The College of Nursing performed a brief needs assessment of its bachelor's and master's degrees students in 2019 to gauge interest in enrolling in the proposed certificate, see table 1.

Student Level	Survey Population	Response Rate	Reported "extremely likely" to enroll in certificate
Bachelor's	397	94 (24%)	25 (27%)
Master's	601	119 (20%)	32 (27%)

Table 1: Survey of College of Nursing students on interest in proposed certificate.

These limited data suggest that there is good interest in the Adult/Adolescent Sexual Assault Nurse Examiner certificate by currently enrolled nursing students at Kent State. The college also will market the certificate to other colleges and schools of nursing in Northeast Ohio, as well as healthcare facilities and community agencies.

9. 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?

The college's plan is to admit a maximum of eight students into the certificate in the first year of operation (fall semester only). Due to the lack of certified preceptors in the region, the college will not increase admission in the first three years of operation until more qualified preceptors are hired. The expectation is that future preceptors will be graduates of this proposed certificate.

- 10. 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? Submit a three-year budget projection for the proposed program with the application.
- 11. 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 College of Nursing 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 the university's promotional materials, including the Kent State website.

#### Section D. Curriculum and Instructional Design

12. 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 courses in the program are new.

NURS 67100 Adult/Adolescent Forensic Sexual Assault Nurse Examiner Training (3 credit hours) Course provides basic sexual assault nurse examiner knowledge, skills and judgement to provide competent, comprehensive, patient-centered, coordinated care to individuals being evaluated for sexual assault or suspected of having been sexually assaulted.

NURS 67192 Sexual Assault Nurse Examiner Practicum I (1 credit hour) Students apply knowledge and skills gained from NURS 67100 in a clinical setting that provides treatment and care to victims of sexual assault. Practicum requires a minimum 75 clock hours.

NURS 67200 Sexual Assault Nurse Examiner Administrative Concepts and Evaluation (3 credit hours) Course covers concepts related to the administration and evaluation of programs that treat and care for victims of sexual assault. Content covers working with the criminal justice system, evidence collection and documentation, health care costs, leadership and mentoring, and trauma informed care.

NURS 67292 Sexual Assault Nurse Examiner Practicum II (1 credit hour)

Students continue to apply knowledge, hone skills and gain competencies related to the role of a sexual assault nurse examiner in a clinical setting that provides treatment and care to victims of sexual assault. Practicum requires a minimum 75 clock hours.

NURS 67300 Population Health and Sexual Assault (3 credit hours)

Course covers topics and concepts related to population health and sexual assault, including a quality care model for sexual assault nurse examiners, victim population, human trafficking, victim health, rape trauma syndrome, post-traumatic stress disorder, healing, substance abuse, pharmacology for sexually transmitted disease, access and barriers to care, and working within an interprofessional team.

NURS 67392 Sexual Assault Nurse Examiner Practicum III (1 credit hour)

Students continue to develop competencies as a sexual assault nurse examiner in a clinical setting that provides treatment and care to victims of sexual assault. Practicum requires a minimum 75 clock hours.

13. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Term	Course (Credit Hours)	# Students	Faculty Workload
Offered		in Course	Per Week
Fall	NURS 67100 Adult/Adolescent Forensic Sexual	≤24	8 clock hours
	Assault Nurse Examiner Training (3)		
	NURS 67192 Sexual Assault Nurse Examiner	≤8	2.5–3 clock hours*
	Practicum I (1)		
Spring	NURS 67200 Sexual Assault Nurse Examiner	≤24	8 clock hours
	Administrative Concepts and Evaluation (3)		
	NURS 67292 Sexual Assault Nurse Examiner	≤8	2.5–3 clock hours*
	Practicum II (1)		
Summer	NURS 67300 Population Health and Sexual	≤24	8 clock hours
	Assault (3)		
	NURS 67392 Sexual Assault Nurse Examiner	≤8	2.5–3 clock hours*
	Practicum III (1)		

Table 2: Course requirements for the Adult/Adolescent Sexual Assault Nurse Examiner certificate.

Total credit hours: 12 Total practica clock hours: 225

\* Faculty will spend 2.5 to 3 hours per week teaching one section of each practicum course with a maximum of eight students; as enrollment increases in the certificate, the number of practicum sections will increase.

To be admitted to the certificate, candidates must have the following:

- Bachelor's or master's degree from an accredited nursing program
- Minimum 3.000 undergraduate or graduate GPA on a 4.000 point scale
- Official transcript(s)
- Active, unrestricted registered nurse license in the state of Ohio
- Two years of full-time registered nurse experience
- Résumé or curriculum vitae

- Goal statement (250 words) describing reasons for seeking the certificate
- Three letters of recommendation from health care professionals

To graduate, students must earn a minimum 3.000 overall GPA in the certificate courses.

#### Section E. Institutional Staffing, Faculty, and Student Support

14. 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?

The College of Nursing anticipates one to two existing full-time faculty members teaching the courses for the certificate in the fall and spring semesters, and either a full-time or part-time faculty member teaching the summer term courses.

See the table 2 above for faculty workload for the certificate.

Staff from the Cleveland Clinic Akron General Sexual Assault Evidence Collection and Care Facility will be hired as part-time Kent State faculty to teach components of the three didactic and practicum courses. Their salaries will be supported through the funds from the Ohio Department of Higher Education as specified in the joint agreement (see Appendix B) between Kent State and Cleveland Clinic Akron General.

15. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names, 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, each faculty member's course load in the new program, and the course work each currently teaches at the institution. If faculty have not yet been hired, please include an advertisement for the position and a job description for the position. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member or provided in a faculty chart.)

See Appendix C for faculty information.

16. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

17. 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 University has a strong library system with sophisticated online services through KentLink and connection to other universities in Ohio through OhioLink. These mechanisms provide faculty and students access to hundreds of scholarly and general reference materials and databases, more than 12 million books and thousands of full-text periodicals, including more than 1,100 nursing journals and 3,800 health-related journals. Institutional borrowing and lending among libraries allow for considerable resources to be accessed to support the proposed certificate program, and materials can be easily downloaded or obtained on loan within one to two days. Interlibrary software allows for full text online article delivery. Students will have easy and quick access to discipline-specific journals, including the following:

- American Emergency Nursing Journal
- American Journal of Forensic Medicine and Pathology
- American Journal of Public Health
- Journal of Child and Adolescent Trauma
- Journal of Emergency Nursing
- Journal of Forensic Nursing
- Journal of Interpersonal Violence
- Trauma Violence and Abuse

Resources in the Kent State University Libraries include more than two million print volumes, one million microforms and extensive collections of other media. The University Library on the Kent Campus houses the Student Multimedia Studio, which provides students with a wide range of multimedia equipment, software and support. The College of Nursing receives an annual allocation of funds for book and multimedia acquisitions from the library. A college faculty library liaison meets with a nursing librarian to evaluate current library resources and discuss potential enhancements each semester. Faculty and students may also consult with the nursing librarian for assignments and research.

#### Section F. Evaluation

18. 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 objective of the Adult/Adolescent Sexual Assault Nurse Examiner graduate certificate is for students to acquire the educational competencies and clinical skills based on professional standards so, upon graduation, they will be able to:

- 1. Meet standards for advanced professional distinction;
- 2. Assume an advanced role in nursing and for leadership and career advancement and;
- 3. Communicate, integrate and apply advanced nursing knowledge and skills to provide evidence-based, culturally sensitive nursing care and promote quality outcomes in nursing and healthcare.

The College of Nursing follows a comprehensive program evaluation plan to determine program effectiveness (see Appendix D). The evaluation plan includes identifying the person responsible for evaluating elements or outcome, method of evaluation, data sources, frequency of data collection and the action plan. The action plan includes a systematic process for determining program effectiveness and is reviewed annually in its entirety by the College of Nursing's Advisory Committee and revised as needed. Revisions are based on review and analysis of relevant data with input from the responsible person or committee.

In addition, Kent State assesses student learning and academic success in addition to faculty and staff experiences related to work and campus climate. Surveys of students, faculty and staff are distributed

and analyzed by the university's Office of Accreditation, Assessment and Learning. Findings inform curricula, pedagogy and practices/structures that influence the teaching/learning environment. Every seven years, each academic unit undergoes a formal academic program review, which entails a comprehensive self-study and evaluation by external reviewers. The college dean prepares an action plan to address any concerns raised in the report generated by the external reviewers.

19. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

The College of Nursing has systems in place to monitor student progression and completion. At the end of each semester, the college's assistant dean of operations and student services assesses student progress and reports to the associate dean of graduate programs the students who meet criteria for a semester warning, probation or dismissal from a program. This information is also shared with the faculty coordinator of the specific program. Students who receive a warning or probation must complete formal advising with the college's Office of Student Services and the program's faculty coordinator prior to registering in subsequent coursework. Each semester, faculty closely monitor students in their courses and provide guidance and assistance with understanding course content and improving study skills.

The College of Nursing uses outcome data for ongoing program improvement. As part of the process, the college identifies discrepancies between expected outcomes and outcome data, determines potential causes for divergence and initiates changes in the program. As an example, the college works with the university's Office of Institutional Research and Office of Student Services to acquire and analyze data regarding completers and non-completers. Such analyses are used to develop strategies for improving program completion rates.

Students complete formative and summative course evaluations for each course in their program of study; that data is used by course faculty and the associate dean for graduate programs to improve student learning. Students can evaluate each preceptor and clinical site; practicum course faculty monitor and compile the data and it is shared with the associate dean for graduate program, members of the Graduate Curriculum Committee and all faculty teaching in the specific program. If the data suggests that a clinical site or preceptor does not support an ideal student experience, then the preceptor site may be marked inactive and not used for future students.

 <sup>&</sup>lt;sup>1</sup> Chancellor's Council on Graduate Studies (29 March 2019). Guidelines and procedures for review and approval of graduate degree programs. Ohio Department of Higher Education. *VII(2)*, 16. Retrieved from <a href="http://www.ohiohighered.org/sites/default/files/CCGS%20Guidelines%20-%20revised%20March%202019%20final.pdf">www.ohiohighered.org/sites/default/files/CCGS%20Guidelines%20-%20revised%20March%202019%20final.pdf</a>
<sup>2</sup> Survivors' Access to Supportive Care Act," S.402, 116<sup>th</sup> Cong. (2019). Retrieved from <a href="http://www.congress.gov/116/bills/s402/BILLS-116s402is.pdf">www.congress.gov/116/bills/s402/BILLS-116s402is.pdf</a>.

<sup>&</sup>lt;sup>3</sup> International Association of Forensic Nurses (n.d.) Search SANE program listing. Retrieved from <u>www.forensicnurses.org/search</u>.

<sup>&</sup>lt;sup>4</sup> U.S. Government Accountability Office (12 December 2018). Sexual Assault: Information on the availability of forensic examiners. Testimony before the Subcommittee on Oversight and Investigations, Committee on Energy and Commerce, House of Representatives. Retrieved from <u>www.gao.gov/assets/700/695914.pdf</u>.

#### Description

The Adult/Adolescent Sexual Assault Nurse Examiner graduate certificate provides registered nurses the specialized training necessary to be certified as a sexual assault nurse examiner (SANE) for adult and adolescent patients. A SANE provides comprehensive care to victims of sexual assault or abuse. In addition, they conduct a forensic examination and may provide expert testimony if a case goes to trial.

Nurses receive their SANE certification through the International Association of Forensic Nurses, Commission on Forensic Nursing Certification. To be certified, nurses with a minimum of two years of fulltime experience must have completed a minimum of 40 hours of sexual assault education; worked under the supervision of an expert (e.g., SANE-certified nurse); performed enough sexual assault exams to demonstrate clinical competency; and successfully passed a certification test.

The certificate's didactic courses will be offered on-ground and online at the Kent Campus, and the practicum experiences will be conducted at the Sexual Assault Evidence Collection and Care Facility of Cleveland Clinic Akron General.

FULLY OFFERED AT:

Kent Campus (hybrid online/on-ground)

#### **Admission Requirements**

- Bachelor's or master's degree from an accredited nursing program
- Minimum 3.000 undergraduate or graduate GPA on a 4.000 point scale
- Official transcript(s)
- Active, unrestricted registered nurse license in the state of Ohio
- Two years of full-time registered nurse experience
- Résumé or curriculum vitae
- Goal statement (250 words) describing reasons for seeking the certificate
- Three letters of recommendation from health care professionals

For more information about graduate admissions, please visit the Graduate Studies website.

#### **Program Learning Outcomes**

Graduates of this program will be able to:

- 1. Meet standards for advanced professional distinction.
- 2. Assume an advanced role in nursing and for leadership and career advancement.
- 3. Communicate, integrate and apply advanced nursing knowledge and skills to provide evidence-based, culturally sensitive nursing care and promote quality outcomes in nursing and healthcare.

#### **Program Requirements**

**CERTIFICATE REQUIREMENTS** 

Certificate Requirements					
NURS 67100	Adult/Adolescent Forensic Sexual Assault Nurse Examiner Training	3			
NURS 67192	Sexual Assault Nurse Examiner Practicum I	1			
NURS 67200	Sexual Assault Nurse Examiner Administrative Concepts and Evaluation	3			
NURS 67292	Sexual Assault Nurse Examiner Practicum II	1			
NURS 67300	Population Health and Sexual Assault	3			
NURS 67392	Sexual Assault Nurse Examiner Practicum III	1			
Minimum Total Credit Hours: 12					

#### **GRADUATION REQUIREMENTS**

Minimum Certificate GPA 3.000

## Roadmap

Semester One	)	Credits
NURS 67100	Adult/Adolescent Forensic Sexual Assault Nurse Examiner Training	3
NURS 67192	Sexual Assault Nurse Examiner Practicum I	1
	Credit Hours	: 4
Semester Two	)	
NURS 67200	Sexual Assault Nurse Examiner Administrative Concepts and Evaluation	3
NURS 67292	Sexual Assault Nurse Examiner Practicum II	1
	Credit Hours	: 4
Summer I		
NURS 67300	Population Health and Sexual Assault	3
NURS 67392	Sexual Assault Nurse Examiner Practicum III	1
	Credit Hours	: 4
	Minimum Total Credit Hours	: 12

#### Notice of Intent to Offer an Educational Program Adult/Adolescent Sexual Assault Nurse Examiner (SANE) Certificate 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.)

#### Adult/Adolescent Sexual Assault Nurse Examiner (SANE) Certificate

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.

Findings from the 2015 National Intimate Partner and Sexual Violence Survey (Smith et al., 2018) show that more than 1 in 3 women and nearly 1 in 4 men experience sexual violence involving physical contact at some point in their lives. Nearly 1 in 5 women and 1 in 38 men experience completed or attempted rape in their lifetimes. Half of female victims and over a quarter of male victims of intimate partner violence, sexual violence, or stalking experienced more than one perpetrator type (i.e., intimate partner, acquaintance, stranger, person of authority, or family member) during their lifetimes (Peterson et al., 2019). In another recent national survey (Centers for Disease Control, 2018), 8% of high school students reported physical violence and 7% reported that they experienced sexual violence from a dating partner in the 12 months preceding the survey. Teens who are victims of dating violence are at higher risk for victimization in college and later in life.

According to the International Association of Forensic Nurses (IAFN, 2019), a Sexual Assault Nurse Examiner (SANE) is "a registered nurse who has completed specialized education and clinical preparation in the medical forensic care of the patient who has experience sexual assault or abuse." To become certified, nurses must also complete at least a 40-hour training course in adult and adolescent sexual assault education, work under an expert, such as a SANE-certified nurse, and perform enough sexual assault exams to demonstrate clinical competency, and successfully pass a certification test. Nurses also must have a minimum of 2 years of experience working full time as a registered nurse to be eligible to sit for the SANE certification exam. The Commission

Notice of Intent | Kent State University | ADULT/ADOLESCENT SANE CERTIFICATE

Page 2

on Forensic Nursing Certification, a functionally autonomous component of the IAFN, develops and administers SANE certification.

Limited data exist on the availability of SANEs nationwide. According to a report to the US Congress (United States Government Accountability Office, 2016), there were 1,182 nurses with active IAFN SANE certification in the United States as of September 2015; there was unanimous agreement that the number of examiners available does not meet the need for the treatment and care of victims of sexual assault, especially in rural areas. Incidences of vulnerable victims of sexual assault being rebuffed at rural hospitals and forced to make hours-long trips to access sexual assault examinations are frequently reported. In February 2019, the Survivors' Access to Supportive Care Act (SASCA) was introduced to the US Senate; its purpose is to increase access to medical forensic sexual assault examinations and treatment provided by SANEs and to identify and address gaps in obtaining these services. There are also limited data on health care facilities that have SANE programs. As of September 2015, 703 SANE programs nationwide voluntarily reported to IAFN's examiner program database; however, IAFN officials note that the database is often not up-to-date and some health care settings where sexual assault forensic exams are conducted, such as child advocacy centers, are not represented (United States Government Accountability Office, 2016). In Summit county; there are no SANE programs in Portage county; Cleveland Clinic Akron General Medical Center in the only SANE program in Summit county.

In June 2017, a Joint Use Agreement was established by and between Kent State University, an instrumentality of the State of Ohio, and the Cleveland Clinic Foundation Akron General Medical Center. The Agreement specifies how funds awarded by the enactment of Ohio Senate Bill Number 310, are appropriated for capital improvement of the Cleveland Clinic Akron General Sexual Assault Evidence Collection and Care Facility. The Agreement also specifies that funds be used to develop an Adult/ Adolescent SANE curriculum by the Cleveland Clinic Foundation, and Kent State University students be offered opportunities to engage in practical experiences in the Cleveland Clinic Akron General Sexual Evidence Collection and Care Facility. The proposed Adult/Adolescent SANE Certificate that is described in this Notice of Intent will be offered by Kent State University in collaboration with the Cleveland Clinic Akron General Sexual Assault Evidence Collection and Care Facility.

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.

Beginning in the summer of 2018, College of Nursing faculty and Cleveland Clinic Sexual Evidence Collection and Care Facility staff met regularly to discuss opportunities for collaboration in the development of a comprehensive SANE curriculum. There were three face-to-face meetings that occurred in summer 2018, spring 2019, and summer 2019, along with frequent email and phone communication. Soon after the Joint Use Agreement was in place, staff in the Cleveland Clinic Sexual Evidence Collection and

Page 3

Care Facility developed and implemented a didactic 40-hour curriculum based on the IAFN SANE Education Guidelines. This 40-hour course is required for SANE training and eventual board certification. It targets the following key didactic learning topics: (a) Overview of forensic nursing and sexual violence; (b) Victim responses and crisis intervention; (c) Collaborating with community agencies; (d) Medical forensic historytaking; (e) Observing and assessing physical examination findings; (f) Medical forensic specimen collection; (g) Sexually transmitted disease testing and prophylaxis; (h) Pregnancy risk evaluation and care; (i) Medical forensic documentation; (j) Discharge and follow-up planning, and ; (k) Courtroom testimony and legal considerations.

Below is the Adult/Adolescent SANE Certificate program plan. The certificate will include the 40-hour didactic course (NURS 67100 Adult/Adolescent SANE Training), which is described above, three 1-credit hour practicum courses totaling 225 clock hours (NURS 67192 SANE Practicum 1, NURS 67292 SANE Practicum 2 and NURS 67392 SANE Practicum 3), and two additional 3-credit hour didactic courses covering administrative concepts and evaluation (NURS 67200 Administrative Concepts and Evaluation) and population health (NURS 67300 Population Health and Sexual Assault). The certificate will total 12-credit hours and be completed over three consecutive semesters (i.e., fall, spring, and summer). Faculty in the College of Nursing and staff in the Cleveland Clinic Sexual Evidence Collection and Care Facility will collaborate in teaching didactic and practicum courses. All courses will be taught face-to-face or faceto-face and online (i.e., hybrid).

Year and	Course Number	Course	Credit
Semester		Title	Hours
First Year	NURS 67100	Adult/Adolescent SANE Training	3
Fall	NURS 67192	SANE 1 Practicum (75 hours practicum)	1
	adaptar alternative and	Total	4
First Year	NURS 67200	SANE Administrative Concepts and Evaluation	3
Spring	NURS 67292	SANE 2 Practicum (75 hours practicum)	1
		Total	4
First Year	NURS 67300	Population Health and Sexual Assault	3
Summer	NURS 67392	SANE 3 Practicum (75 hours practicum)	1
		Total	4
		CERTIFICATE TOTAL	12

The admission criteria for the Adult/Adolescent SANE Certificate are:

- (a) Bachelor or Master of Science in Nursing (BSN or MSN) from an accredited nursing program
- (b) Minimum cumulative BSN or MSN Grade Point Average of 3.000 on a 4.000 scale
- (c) Official transcripts
- (d) Active unrestricted registered nurse license in the state of Ohio.
- (e) Two years of full-time registered nurse experience.
- (f) Resume or vitae
- (g) Three letters of reference from health care professionals
- (h) A 250-word goal statement describing reasons for seeking the certificate

The Adult/Adolescent SANE Certificate provides nurses who already have a BSN or MSN the additional specialized knowledge of forensic nursing related to sexual assault and meets the requirements for graduates from the certificate to sit for national SANE certification by the IAFN.

Notice of Intent | Kent State University | ADULT/ADOLESCENT SANE CERTIFICATE

Page 4

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.

There was no wage analysis performed by the College of Nursing or the Cleveland Clinic Sexual Evidence Collection and Care Facility.

NursingLink.com, a nursing career site, indicates that the median salary for a forensic nurse is a bit higher than for all nurses and is calculated at \$81,000 per year. According to Bureau of Labor Statistics data, the bottom 10% of forensic nurses make about \$50,000, while the top 10% earn \$140,000 per year.

6. 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.

A brief needs' assessment of BSN and MSN students in the College of Nursing was performed in the fall of 2019 to gauge interest in the *Adult/Adolescent SANE Certificate*. The assessment was sent to 397 senior BSN students; 94 responded (24%). Of the 94, 25 (27%) reported that they were "extremely likely" to apply to and enroll in the certificate if offered. The assessment was also sent to 601 MSN students with a response rate of 20%. Of the 119 students who responded, 32 (27%) reported that they were "extremely likely" to apply to and enroll in the certificate.

The Adult/Adolescent SANE Certificate was vetted to the faculty in the College of Nursing on November 25, 2019. It was discussed and voted on by members of the Graduate Curriculum Committee and College Advisory Committee on November 4, 2019 and December 2, 2019 respectively. The Notice of Intent to offer the Adult/Adolescent SANE Certificate will be reviewed by the Educational Policy Council in January 2020. Dean Broome, Associate Dean Umberger, and Dr. Lazaroff met with members of the Provost's Office and Curriculum Services to discuss the Adult/Adolescent SANE Certificate in the spring of 2019.

- 7. Date of the first day of class. Include both:
  - a. The first day the program was or will be offered by the institution, and

The Adult/Adolescent SANE Certificate will be implemented in fall 2020; classes at Kent State University begin on August 20, 2020.

b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.

Distribution of funds to students will begin on August 20, 2020.

#### References

- Centers for Disease Control (2018). Youth risk behavior surveillance United States, 2017. Atlanta GA: Author.
- International Association of Forensic Nurses (2019, October 10). Sexual assault nurse examiners. Retrieved from <u>https://www.forensicnurses.org/page/AboutSANE</u>
- Peterson, C., Liu, Y., Merrick, M., Basile, K.C., & Simon, T.R. (2019, in press). Lifetime number of perpetrators and victim-offender relationship status per US victim of intimate partner, sexual violence, or stalking. *Journal of Interpersonal Violence*. DOI: 10.1177/0886260518824648
- Smith, S.G., Zhang, X., Basile, K.C., Merrick, M.T., Wang, J., Kresnow, M, & Chen, J. (2018). The National Intimate Partner and Sexual Violence Survey: 2015 data brief. Atlanta, GA: National Center for Injury Prevention and Control.
- United States Government Accountability Office (2016). Sexual assault. Information on training, funding, and the availability of forensic examiners. Washington, DC: Author.

# ADULT/ADOLESGENT SEXUAL ASSAULT NURSE EXAMINER (SANE WOMEN'S HEALTH NURSE PRACTITIONER -GRADUATE CERTIFICATE

**College of Nursing** Henderson Hall

Kent Campus 330-672-7930 nursing@kent.edu www.kent.edu/nursing

#### Description Adult Adolescent SANF

bachelors in nursing or

The Women's Health Nurse Practitioner graduate certificate provides nurses who already have a graduate nursing degree the additional specialized knowledge and clinical experience for the women's health nurse practitioner role. The certificate meets the educational requirements for national certification examination. of forensic nursing related to sexual assault and meets the requirements for graduates to sit for national SANE certification

# FULLY OFFERED AT:

Online

### Admission Requirements

Bachelor or Master of Science in Nursing (BSN or MSN) Master's degree in nursing or a doctorate in nursing practice from an accredited nursing program BSN OF MSN

Minimum 3.000 graduate GPA on a 4.000 scale

Official transcript(s)

Ohio

Active, unrestricted registered nurse license in the state in which practicum hours will be completed Two years of full-time registered nurse experience Résumé<sup>6</sup>or vita

Goal statement (no more than 250 words) describing reasons for seeking the certificate in the identified specialty and professional goals

Transcript(s) of all previous graduate coursework<sup>1</sup>

Syllabi of all courses to considered for transfer in the gap analysis

Three letters of reference from health care professionals or faculty members

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 560 TOEFL PBT score (paper-based version)

Minimum 83 TOEFL IBT score (Internet-based version)

Minimum 78 MELAB score

Minimum 6.5 IELTS score

Minimum 55 PTE score

For more information about graduate admissions, please visit the Graduate Studies admission website. For more

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

Transcript(s) must indicate completion of graduate-level courses in advanced pathophysiology, advanced pharmacology and advanced health assessment, with a minimum B grade earned in each course. Applicants who do not meet the grade requirement for advanced pathophysiology, advanced pharmacology and advanced health assessment may be considered for a conditional admission. For applicants who have not practiced as an advanced practice registered nurse within the two-year period preceding application to the certificate, completion of graduate-level courses in advanced pathophysiology, advanced pharmacology and advanced health assessment must not be greater than five years old at the time of the student's first semester of course registration in the certificate.

#### **Program Requirements**

# CERTIFICATE REQUIREMENTS

[C807]

Certificate Requir	rements ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (	
67100 NURS 60840	Adult/Adolescent SANE   Faining WOMEN'S HEALTH CARE NURSE PRACTITIONERT	ある
67200 NURS 60270	SANE Administrative Concepts : Evaluation WOMEN'S HEALTH CARE NURSE PRACTITIONER !!	33
67300 NURS 80340	Population Health and Sexual Assault WOMEN'S HEALTH CARE NURSE PRACTITIONER III	43
67192 NURS 68440	SANE 1 Proctocum WOMEN'S HEALTH CARE NURSE PRACTITIONER IV	23
67292 NURS 60506	SANE 2 Practicum CLINICAL DIAGNOSTICS FOR ADVANCED PRACTICE NURSES	1
67392 NURS 60540	5 ANE 3 Procticum WOMEN'S HEALTH CARE NURSE PRACTITIONER V	7
NURS 61492	WOMEN'S HEALTH CARE NURSE PRACTITIONER I PRACTICUM	PM
NURS 69492	WOMEN'S HEALTH CARE NURSE PRACTITIONER II PRACTICUM	121
NURS 63492	WOMEN'S HEALTH CARE NURSE PRACTITIONER III PRACTICUM	ko
NURS 64892	WOMEN'S HEALTH CARE NURSE PRACTITIONER IV PRACTICUM	12
NURS 65892	WOMENS HEALTH CARE NURSE PRACTITIONER V PRACTICUM	(P)
Minimum Total Cr	edit Hours:	档 12

# **GRADUATION REQUIREMENTS**

#### **Minimum Certificate GPA**

3.000

#### JOINT USE AGREEMENT

#### (For capital funds released to institutions for facilities not owned by the institution)

This Joint Use Agreement ("Agreement") is entered into by and between Kent State University ("University"), an instrumentality of the State of Ohio, created under Chapter 3341 of the Ohio Revised Code, whose address is 1125 Risman Dr., Kent, Ohio 44242, and Cleveland Clinic Foundation ("Foundation"), an Ohio non-profit corporation doing business at 9500 Euclid Avenue, Cleveland, Ohio 44195 (collectively referred herein as "the Parties").

WHEREAS, the 131<sup>st</sup> General Assembly has enacted Senate Bill Number 310 ("S.B. 310"), which includes Section 207.150 that provides for appropriation C270H4 of capital improvement resource directed to the University for the use and further enhancement of the Foundation's mission in cooperation with the University, in the sum of Five Hundred Thousand Dollars (\$500,000.00).

WHEREAS, the University will submit to the Ohio Department of Higher Education requests for the release of the \$500,000.00 appropriation herein identified which will be used by the Foundation for certain capital improvements of the Cleveland Clinic Akron General Sexual Assault Evidence Collection and Care Facility ("Facility") located at 1 Akron General Ave., Akron, OH 44307, as described in Attachment B.

WHEREAS, Ohio Administrative Code §3333-1-03(E) requires a public institution to submit to the Chancellor of the Ohio Department of Higher Education a joint use agreement that contains the requirements in (E)(1)-(11) for review and approval.

WHEREAS, the University has demonstrated that the value of the use of the facility or equipment is reasonably related to the amount of appropriation through the worksheet included in this Agreement as Attachment A.

NOW, THEREFORE, in consideration of the mutual benefits hereunder, it is hereby agreed to between the Parties as follows:

- Facility or equipment owned, to be built or purchased by nonprofit or public body. The name of the facility is the PATH (Providing Access to Healing) Center within the Cleveland Clinic Akron General Emergency Department. The address is 1 Akron General Avenue, Akron, OH 44307. Cleveland Clinic Akron General owns the facility and property.
- 2. <u>Use of the facility or equipment by public institution.</u> At no cost to the University or KSU students, the Foundation will provide Kent State University students with the right

#### Joint Use Agreement Worksheet The Ohio Department of Higher Education

to access and engage in a curriculum developed by the Foundation and hosted at the Facility, with such curriculum to include an introduction to forensic nursing and the role of the Sexual Assault Nursing Examiner (SANE). A SANE is a Registered Nurse who has received special training so that the person can provide comprehensive care to sexual assault victims. In addition, a SANE is able to conduct a forensic examination and may provide expert testimony if a case goes to trial. Students will also have the opportunity to engage in practical experiences in the Facility through an engagement in the many of the activities conducted in the Facility including the recording of the assault history, forensic examination, evidence collection and photo documentation. Throughout the course of this Agreement, the Parties may engage in similar activities and experiences as the Facility expands the services provided and as resources become available.

- 3. <u>Reimbursement of funds.</u> In the event the University's right to use the facility is terminated for any reason prior to twenty (20) years from the commencement date, the Foundation shall remit to the State of Ohio, a prorated portion of the S.B. 310 funds which shall be calculated by dividing the funds contributed by the State of Ohio by twenty (20) and multiplying that sum by twenty (20) less the number of full years the facility is utilized by the University.
- 4. <u>Use of funds.</u> The funds provided under this Agreement shall only be used by the Foundation for capital improvements to the Facility as provided for in S.B. 310.
- 5. Insurance for facility and hold harmless. The Foundation has in place general liability insurance at commercially reasonable amounts to cover both the improvements and the services performed under this Agreement. The Foundation shall hold the University, its officers, trustees and employees and the State of Ohio harmless from any obligations, expenses, liabilities or claims or any kind arising out of: (i) the construction, general operation or maintenance costs of the Foundation's facility and/or (ii) the University, its officers, trustees, or employees or the State of Ohio being named as a defendant in or party to any lawsuit or adjudicatory proceeding, if such lawsuit or adjudicatory proceeding arises out of an action or omission, or an alleged action or omission, of the Foundation's failure or alleged failure to comply with applicable public bidding requirements or any other federal, state or local law, ordinance, rule, order, directive or regulation.
- 6. <u>Compliance with federal, state and local law.</u> The Foundation shall comply with all applicable federal, state and local laws as well as state administrative regulations

#### Joint Use Agreement Worksheet

The Ohio Department of Higher Education

including but not limited to the applicable rules in Chapter 9, 123 and 153 of the Ohio Revised Code and associated regulation of the Oho Administrative Code.

- 7. <u>Competitive bidding.</u> The Foundation, in connection with the Project, shall follow competitive bidding procedures identified in Ohio Revised Code Chapter 153 for contracts for construction, including, but not limited to, publishing advertisements to seek bids, receiving sealed bids and awarding contracts to the lowest responsive and responsible bidders.
- 8. <u>Appropriation administrative fee.</u> The University shall be paid for administrative costs incurred as a result of the Project. Such administrative costs shall be seven thousand five hundred dollars (\$7,500) which is equal to one and one-half percent of the appropriation and shall be paid to the University upon receipt of the appropriation.
- 9. <u>Amendments.</u> Any amendments to this Agreement shall be in writing signed by the Foundation and the University and shall require approval by the Ohio Department of Higher Education.
- Approval required. Commencement of this Agreement is subject to approval by the Ohio Department of Higher Education and shall continue for a period of twenty (20) years, after which time these mutual obligations will terminate unless otherwise extended.
- 11. <u>Review and inspection</u>. The Foundation shall, upon request, supply the Ohio Department of Higher Education with all pertinent records which measure the nature and extent of use of the Foundation facility by the University, the terms and conditions governing such use and the specific benefits derived by the University under this Agreement.
- 12. Payment. An approved Controlling Board Request will release funds to the University. After release of funds the Foundation shall submit to the University an appropriate invoice/invoices for payment along with documentation of competitive bidding, including, but not limited to, published advertisement and bid tab confirming the contract was awarded to the lowest responsive and responsible bidder. Upon review and approval of submitted request for payment, the University shall transfer the appropriate funds to the Foundation.

#### Joint Use Agreement Worksheet

The Ohio Department of Higher Education

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of the latest date set forth below.

FOUNDATION

By:

Brian Harte, M.D. President, Cleveland Clinic Akron General

Date: \_\_\_\_\_

KENT STATE UNIVERSITY

By Mark M. Polatajko

Senior Vice President for Business and Finance

6 Date:

Michael Pfahl 2017.06.0 8 09:42:40 -05'00'

APPROVED AS TO FORM CCF - LAW DEPT.

#### Joint Use Agreement Worksheet

The Ohio Department of Higher Education

#### Attachment A

	<b>Project:</b> <u>Cleveland Clinic Akron General Sexual</u> Facility	Assault Evidence Collecti	on and Care_
	Date:	10 10 10 10 10 10 10 10 10 10 10 10 10 1	
Sec	ction I: State appropriation information.		
1. /	Amount of state appropriation provided:	\$500,000.00	
2.1	Estimated annual debt service on the appropriation:	\$38,439	
3.1	Ferm of the state bond, in years:	20	
Sec	tion II: Estimated value of use of the facility.		
	Use(s) of the facility*	Annual value of use	# of years
а.	Onboarding fee for 36 students at Facility		
	(\$50/each)	1,800	20
b.	Parking passes for 36 students (\$5/ea)	540	20
с.	Curriculum development and execution Medical Director (8hrs/month x \$151/hr. x 12)		
	and SANE Coordinator (10hrs/month x \$37/hr.		
	x 12)	18,936	20
d.	Supplies for 36 students (\$232/ea)	8,352	20
e.	Background screening and compliance management for 36 students (\$156/ea)	5,616	20
F.	Student tracking system during practicum including skill log, evaluation component,		
	scheduling and reports for 36 students (\$90/ea)	3,240	20

(\* List additional uses on separate page as necded.)

#### Section III:

b.

C.

d.

e.

f.

On a separate page, explain how each use listed in Section II was valued for this analysis Direction: The purpose of this worksheet is to enable a campus to demonstrate how the value of the uses

Joint Use Agreement Worksheet The Ohio Department of Higher Education

that will be derived from a Joint Use Agreement is reasonably related to the value of the state capital appropriation made to the partner entity. Section I is to be filled out by the staff of the Department of Higher Education. Sections II and III are to be filled out by the partner campus.

The College of Nursing (CON) at Kent State University will send a maximum of 36 students to be trained in a given year. The Cleveland Clinic assesses a one-time, per student, on boarding fee of \$50 for all postlicensure students that use their facility. This one-time fee would be assessed to onboard the student until the intended graduation date. Cleveland Clinic parking passes are charged out at \$5 per day. With each student participating 3 times a year, there is an approximate \$540 cost per year which we will be saving. The Cleveland Clinic will provide time for faculty preparation and teaching time for their Medical Director (8 hours per month @ \$151/hr.) and SANE Coordinator (10 hours per month @ \$37/hr.) for curriculum development and execution, The cost of this preparation and teaching time is  $[(8 \times 151)+(10 \times 37)] \times 12 = 18,936/year$ . Each student must complete a background screening and provide proof of immunizations, there is a one-time fee of \$156 per student which represents approximately \$5,616 a year. Individual supplies, such as medical kits, swabs and gloves, would be needed for each student at a cost of \$232 per student for approximately \$8,352 per year. A fee, of \$90 per student, for participating in the student tracking system which allows the student to keep in communication with their preceptor, maintain logs and evaluations would be at a cost of \$3,240.

### Joint Use Agreement Workshect The Ohio Department of Higher Education

#### Attachment B

[Summary of Facility, Construction, Amenities, Equipment, etc.]

This project will include the construction of office space, a waiting area, exam room with proper medical equipment (including a specialized pelvic exam bed), lighting, secure storage for sexual assault evidence collection kits and supplies, a shower and restroom for patients to use once the exam is complete, furniture and furnishings, and digital forensic imaging equipment.
## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Dec-18 Curriculum Bulletin \_\_\_\_\_\_
Effective Date Fall 2020 Approved by EPC \_\_\_\_\_\_

Department	CS		
College	AS - Arts and Sciences		
Degree	MS - Master of Science		
Program Name	Artificial Intelligence	Program Banner Code	
Concentration(s)	Concentration(s) Banner Code(s)		
Proposal	Establish program		

Description of proposal:

This is the required Program Development Plan to establish a new major within the Masters of Science Degree in Artificial Intelligence hosted by the Department of Computer Science.

Does proposed revision change program's total credit hours? Current total credit hours: 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):

This is a new degree in the recently invigorated field of Artificial Intelligence. While primarily a subfield of computer science, it draws on knowledge from other disciplines, principally biology and psychology, and is expected to have applications to most aspects of education and technology.

Units consulted (other departments, programs or campuses affected by this proposal): A&S cooperating departments/Institutes: Biological Sciences (BSCI); Psychology

	2.4	1019
Department Chair / School Director	3/7	
Campus Dean (for Regional Campuses proposals)	/	_/
Campus Dean (Ior Regional Campuses proposals)	1	1
College Dean (or designee)		
Dean of Graduate Studies (for graduate proposals)	/	_/
Senior Vice President for Academic Affairs and Provost (or designee)	/	_/

Curriculum Services | Form last updated July 2017

# KENT STATE UNIVERSITY DEPARTMENT OF COMPUTER SCIENCE

**Program Development Proposal** 

MASTERS OF SCIENCE DEGREE in

ARTIFICIAL INTELLIGENCE within

**Department of Computer Science** 

**STARTING FALL 2020** 

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#### 1. **Designation, Rationale and Significance**

The program will be designated as "Masters of Science in Artificial Intelligence." It will be hosted within the Department of Computer Science at Kent State University. The program will prepare students for research and development in artificial intelligence and its industrial applications.

Artificial intelligence is the simulation of the human intelligence, vision, behavior, interaction and learning using computational techniques with a goal to design and create intelligent systems. Simulation of human intelligence includes heuristic search, inferencing and cognition, machine learning (such as neural networks etc.), probabilistic reasoning, game and strategy, prediction, planning, pattern analysis, resource optimization, image processing, object and scene recognition, knowledge acquisition and representation, intelligent automation, resource optimization, natural language processing and understanding, and robotics.

Artificial Intelligence (AI) is the current digital frontier for the next twenty years and beyond. With the major societal drive in automation to improve productivity and resource utilization, the need for artificial intelligence has been growing at an annual rate of 30-40% in the USA<sup>1</sup> (Source: Accenture report – see the footnote for the link).

Industry giants such as Amazon, Facebook, Google, IBM and Microsoft, etc., are spending billions of dollars in development of industrial applications. Various companies have invested around 25-40 billion dollars<sup>1</sup> (Accenture report – see the footnote) in AI-related infrastructure such as robotics, automotive and assembly, intelligent pattern analysis, speech recognition systems, face recognition systems, health care analytics, media/entertainment, financial services, education, travel/tourism, smart homes and cities, intelligent transportation, and intelligent cybersecurity. According to a study by Accenture, the AI-based optimizations will give an estimated boost of fourteen trillion dollars with a 38% industrial growth by the year 2035<sup>1</sup>. It is anticipated that the economic growth will double by 2035<sup>1</sup> due to the AI- applications.

To meet such a high-sustained demand for AI, the educational system has to produce graduates with AI knowledge and related areas at a faster rate. Due to the limited supply of graduates, the gaps between the early AI adopters and the AI developers, who could speed up the process of adoption, is increasing. This gap is choking up the silent AI revolution in the retail, manufacturing, electric utility, health care, and education sectors. The problem will become grave when 41% of slow adapters and 40% of contemplators also join the revolution<sup>2, 3</sup>. It is estimated that there are 10,000 jobs to be filled representing around \$650 million in salary<sup>2</sup> (see the footnote for the link).

In January 2018, the US Congress enacted the Bill H.R. 4829<sup>4</sup> to identify and promote industries that can benefit from Artificial Intelligence applications, improve the AI labor force, and enhance AI literacy to improve human life in various fields. Significant US research and industry funding is expected.

While four to five top universities such as Carnegie Mellon University have pioneered AI degree programs for the last two decades, in the last 5-7 years, international and national universities have created MS programs in Artificial Intelligence (see Appendix III) owing to its increasing application to industry and society. Although KSU does not have the named degree program, the Department of Computer Science has been offering undergraduate and graduate-level courses in Artificial Intelligence (AI) since 1988. The department has been graduating students with Masters in AI-related areas since 1985 and PhDs since the year 2001. Kent State University has the faculty and active researchers, courses and labs in artificial intelligence and AI-related fields.

In the last five years, the Department of Computer Science, keeping up with the national growth, has expanded the AI-related curriculum and faculty strength to include automation and robotics, smart devices, intelligent analytics and smart communities, and AI in healthcare and education. Their impact on the society and industry will be enhanced by structuring and focusing on the AI-related curriculum in the proposed degree program.

<sup>2</sup>McKinsey report link: www.mcKinsey.com/mgi

<sup>&</sup>lt;sup>1</sup>Accenture report link: <u>https://www.accenture.com/t20171005T065828Z\_w\_/us-en/acnmedia/Accenture/next-gen-5/insight-ai-</u> industry-growth/pdf/Accenture-AI-Industry-Growth-Full-Report.pdfla=en?la=en). 3

<sup>&</sup>lt;sup>3</sup>https://www.mckinsey.com/featured-insights/artificial-intelligence/applying-artificial-intelligence-for-social-good <sup>4</sup>US Congress Bill link: <u>https://www.congress.gov/bill/115th-congress/house-bill/4829/text</u>

To our knowledge, among our peer group of Universities in the *State of Ohio*, the University of Cincinnati has created a MS program in Artificial Intelligence (Appendix IV, Table 5) with a restricted choice of curriculum in AI-related courses. All other programs in the state support AI research with MS/PhD degrees in Computer Science. The proposed program will enhance the competence level required for a new wave of the emerging, knowledge-based industry of the 21<sup>st</sup> century. The program will also supply the much-needed workforce for important Ohio industries, including automobile, block-chain, robotics, energy-sector, health-care, etc.

#### 2. Proposed Curriculum

The proposed program will award the *Master of Science degree in Artificial Intelligence* to students following the successful completion of a proposed two-year curriculum. The program model has been carefully calibrated with respect to the MS programs in AI offered by leading universities in the United States, Europe, and Japan (see Appendix III) and builds on the existing faculty and course strength within the Department of Computer Science at Kent State University.

#### 2.1 *Program Structure*

The entry requirement for this program will be a bachelor's degree in computer science, computer engineering or closely related area with undergraduate level courses in 1) algorithms; 2) operating systems (recommended); 3) databases; 4) data structures; and 5) probability and statistics, and 6) programming skills.

The program will have two pathways: 1) *MS thesis option* for students involved in industrial research or who are planning to continue into PhD study; and 2) *MS non-thesis option* for those aspiring to join industry. Both tracks will require 30 credit hours. There are 12 credits of core courses (four lecture courses). There are 12 hours of elective courses (four lecture courses) for the thesis option and 12 credits of elective-courses (four courses) for the non-thesis option. The culminating experiences are the thesis (six credit-hours) for the thesis pathway; industrial project (3 or 6 credit-hours) and an optional industrial internship (3 credit-hours) for the non-thesis pathway. In the non-thesis pathway, students choosing an internship will have a shorter 3 credit-hours industrial project. A student can take an advisor-approved thesis/project related to elective courses from a project-related discipline such as cognitive psychology and biological sciences for intelligent omics (genomics, proteomics, transcriptomics).

#### 2.2 Departmental Preparedness

The Department of Computer Science is teaching 23 AI-related graduate courses by tenured and tenure-track graduate-status faculty members. The Department has graduated over 40 MS students with a thesis and fourteen PhD students exclusively in artificial intelligence. Out of twenty research faculty, nine faculty members are active in AI research, and have graduated MS and/or PhD students in AI.

#### 2.3 Course Structure

Four core courses are being taught annually. Out of the 19 elective courses, 18 are established courses, and are taught regularly in a rotation schedule. For the culminating experience, the internship (3 credit hours) and Capstone project (3 or 6 credit hours) are under development for the non-thesis pathway. The thesis (6 credit hours) for the thesis pathway is already established. The details of the courses are given in Table I. The list of graduate faculty with active research teaching the courses is given in Appendix VIII.

The electives reflect three focus-areas: 1) robotics( $\mathbf{R}$ ); 2) intelligent analytics ( $\mathbf{IA}$ ); and 3) smart communities and automation ( $\mathbf{SA}$ ). A graduate faculty (with PhD degree) will guide the students in the selection of the courses to reflect specialization in the three areas. At least, seven recommended electives in each focus area are being offered in a rotation schedule. The focus areas are mentioned after the course name within a parenthesis.

Core Courses (12 credit hours – four lecture courses )			
CS 54201 Artificial Intelligence (3 cr)	CS 64201 Adv. Artificial Intelligence (3 cr.)		
CS 54202 Machine and Deep Learning (3 cr.)	CS 63005 Adv. Database Syst. Design (3 cr.)		
Electives (12 credit hours	– four lecture courses)		
CS 53301 Software Dev. For Robotics (R)	CS 53302 Algorithmic Robotics (R)		
CS 53303 Internet of Things (SA)	CS 53305 Advanced Digital Design (R)		
CS 53334 Human-Robot Interaction (R)	CS 57201 Human Computer Interaction (SA)		
CS 63015 Data Mining Techniques (IA)	CS 63016 Big Data Analytics (IA)		
CS 63017 Big Data Management (IA)	CS 63018 Probabilistic Data Management (IA + SA)		
CS 63100 Computational Health Informatics (SA)	CS 63306 Embedded Computing (SA)		
CS 64301 Pattern Matching Principles ( <b>R</b> + <b>SA</b> + <b>IA</b> )	CS 64401 Image Proc. and Comput. Vision ( <b>R</b> + <b>SA</b> )		
CS 64402 Multimedia Syst. and Biometrics (IA+ SA) CS 65203 Wireless and Mobile Comm. (R + SA			
CS 67301 Scientific Visualization (IA)	CS 67302 Information Visualization (IA + SA)		
ZZ XXXXX Interdisciplinary elective from thesis/project related discipline as approved by the advisor			
Culminating experience (six credit thesis OR 3 credit non-thesis project)			
Non-thesis Option	Thesis Option		
CS 69092 Internship $(0 - 3 \text{ cr.})$ (under dev.)	CS 69199 Thesis I (6 cr.)		
CS 69099 Capstone project (3 - 6 cr.) (under dev.)			

#### 3. Culminative Experience

The MS-thesis option will have a six credit hour research thesis evaluated by a committee of three faculty members with graduate faculty status. The thesis will contain both theoretical contributions and software development. The MS non-thesis option will have 3 or 6 credit hours of project development and up to 3 credit hours of optional practical training. Project development will involve problem-solving and the software development of a substantial industrial project. The projects and thesis will have input from the industrial board based upon their needs and their projection of future market needs.

#### 4 Administrative Arrangement

The program will be administered by the department in a similar way other graduate programs are run by the departmental Graduate Studies Committee (GSC). In the initial years, the GSC will have a subcommittee that will look after the policy developments, admissions screenings, advising, establishing industrial relationships, promotion and documentation creation, and for ensuring sound operation and growth of the program. After the program stabilizes, the GSC will manage the program similar to other existing programs in the Department of Computer Science. The graduate program policies are recommended by a graduate committee headed by a graduate coordinator. All members of the graduate committee are active researchers with PhD granting graduate faculty status. Graduate coordinator recommends the policies to the associate graduate dean.

#### 5 Evidence of Need for the New Program

There is ample evidence to justify the need for more AI based degrees. Confirmation of the growth in AI is found in the surge of investments in AI by venture capitalists, the upswing of startup AI companies (see Appendix II), the enaction of the Congressional bill HR 4289<sup>4</sup>, evidence of the increase of AI jobs in recent years after 2010 (see Appendix I), the US Congress mandate of automated computational health

informatics, and the interest in the increasing use of robotics in various fields. According to New York Times<sup>5</sup>, salaries of an AI graduates can be high. The commercial job website<sup>6</sup> reports various types of jobs for an MS in Artificial Intelligence. Some statistics from Forbes investment magazine showing steep demand and investment in AI startups are shown in Appendix II. According to a market survey company<sup>7</sup>, the intelligent personal robot market itself will be \$12.36 billion in size by 2023. The Bureau of Labor statistics groups Artificial Intelligence under the class "Computer and Information Research Scientist" with median income of \$114,520 and employment growth of 19% and much faster than other computer occupations (employment growth rate 13%) and all other occupations (employment growth 7%) for the decade 2016-2026.

A survey done from the employers at the national level by Accenture shows that around 50% of the corporate executives are convinced that AI employed by them is highly successful<sup>9</sup>. A direct survey of twenty BS students taking undergraduate AI course showed that 50% students will take/consider Masters in AI when offered (see Appendix V). A broader direct survey of 221 computer science majors (junior and senior BS-level students) was also conducted. 98% (214 out of 221) students supported MS in AI, and 86% (186 out of 221) students were interested in doing graduate-level courses in AI (see Appendix VI).

#### 6 **Prospective Enrollment**

The program will be advertised nationally, internationally (through KSU Office of Global Education and department's global partnerships), and regionally through various direct outreach programs (such as the department's *CSforAll* workshop series for North East Ohio's school systems) to attract both domestic and foreign students. It is anticipated that the first-year enrollment of the MS students will be about 10 students, with the expectation to stabilize at 30-40 MS students in the next four years (May 2024) after the program starts. We anticipate a capacity reevaluation after the 4<sup>th</sup> year.

#### 7 Effort to Enroll and Retain Minority Students

Minority students are traditionally underrepresented in computer science, including African-Americans, Native Americans, Latinos, and women. The MS program will be advertised to underrepresented undergraduate students groups within the university and other colleges at the national level. New proposals will be written to federal agencies and state agencies to attract funding for minority students under STEM initiatives. The university has many scholarships to encourage minority students, including women to STEM areas. The department has a student chapter of the ACM (Association of Computing Machinery) that organizes many student activities. The department also supports and funds students to attend "Women in CS" conferences. The department has a healthy record of enrolling and retaining female students. Based upon the last five years of departmental records, 24-45% (average 29%) of enrolled MS students are females, and 30-45% (average 33%) of the MS graduates are females (see Appendix VII).

#### 8 Adequacy of the Facilities

The department has the required faculty and lab facilities for the program. Table II shows the research labs that will absorb the thesis/ project research work. Robotics-related projects will be developed in the *Tele-Robotics Lab*. The smart homes and cities projects, and embedded computing projects will be developed in the *Digital-Science Lab* and in the *Networking (and Communications) Lab*.

<sup>&</sup>lt;sup>5</sup>NY Times AI salary link: <u>https://www.nytimes.com/2017/10/22/technology/artificial-intelligence-experts-salaries.html</u> <sup>6</sup>Commercial job website link: <u>https://www.indeed.com/q-Ms-in-Artificial-Intelligence-jobs.html</u>

<sup>&</sup>lt;sup>7</sup>Survey link: <u>https://www.marketsandmarkets.com/Market-Reports/artificial-intelligence-robots-market-120550497.html</u> <sup>8</sup>Bureau of Labor statistics link: <u>https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm#tab-2</u>

<sup>&</sup>lt;sup>9</sup>Employment: <u>https://www.accenture.com/t20180919T202227Z w</u>/us-en/ acnmedia/PDF-86/Accenture-AI-Momentum-Final.pdf

Computational health informatics projects, intelligent speech recognition, natural language processing, humanoids, and core AI projects will be developed in the *Artificial Intelligence Lab*. Perceptual engineering and cognitive engineering projects will be developed in *Perceptual Engineering and Media Net Lab*. Information visualization projects will be developed in the *Visualization Lab*. Intelligent analytics projects will be developed in the *Big Data and Science Lab*, and/or *Artificial Intelligence Lab* depending upon the projects. Internet of Things and sensor networks projects will be developed in the *Distributed Systems Lab*. All the laboratories are well equipped with specialized and general-purpose computers.

The department also has two general-purpose teaching labs, and two 'special equipment educational labs' which are used for teaching lab sections in many courses. Each educational lab has twenty four desktops with recent technologies and a projector for presentations. These labs are sufficient for course-projects in intelligent analytics and software development for smart healthcare. One special-purposes lab is used for automation projects, robotics projects, and sensor networks projects. Another special-purpose lab is used for interactive projects and education.

Since 2012, the Department of Computer Science has operated a Data and Computing Center with advanced storage, virtual machine, and computing resources. There are also three research engineers within the CS program to support the software and hardware needs of the program.

	Lab	Director	AI Related Research Activities
1	Artificial Intelligence	Arvind Bansal	Social Robotics, human-humanoid interaction, intelligent computational health informatics, intelligent analytics, knowledge bases, multimedia
2	Computer Vision and Image Processing	Cheng Chang Lu	Biological image processing, medical image processing, computer vision
3	Visualization	Ye Zhao	Urban planning, scientific visualization
4	Perceptual Engineering and Media Net	Javed Khan	Perception and textual knowledge acquisition, cognition, eye-tracking, interactive online classroom
5	Big Data and Science	Xiang Lian	Probabilistic data management
6	Tele-Robotics	Jong-Hoon Kim	Human-robot interaction
7	Digital Science	Jungyoon Kim	Smart devices and smart homes
8	Distributed Systems	Gokarna Sharma	Internet of Things, sensor networks, and distributed robotics algorithms
9	Networking	Hassan Peyravi	Wireless and mobile networks

Table II. Existing AI Program Related Research Laboratories in the Department

#### 9 Need for Additional Facilities

There is no need for additional facilities. Four educational labs will have sufficient capacity to absorb forty additional students in AI. Most of the intelligent analytics courses are lecture-based. Two educational labs will be used for running the special software needed for the courses. The department has sufficient internal capacity to absorb the overhead of required software systems and the needed GPU-like processors.

#### 10 Projected Additional Cost and Institutional Commitment

There will be no additional cost with the regular projected growth.

### **<u>APPENDIX I</u>** Employment Evidence of Graduates

Enterprise artificial intelligence market revenue worldwide 2016-2025

Revenues from the artificial intelligence for enterprise applications market worldwide, from 2016 to 2025 (in million U.S. dollars)









#### **<u>APPENDIX II</u>** Growth of AI Startups and Investments

#### Appendix III Partial List of Universities with Masters in Artificial Intelligence

Table 3. Partial List of US Universities with MS in Artificial Intelligence Related Program

	US University	MS Program Name
1.	Carnegie Mellon University	1. Artificial Intelligence and Innovation; 2. Intelligent
		Information Systems; 3. Machine learning; 4. Robotics;
		5. Computer Vision; 6. Human-computer Interaction
2.	University of Georgia	1. Artificial Intelligence
3.	Columbia University	1. Machine learning;
4.	Indiana University	1. Intelligent Systems Engineering;
5.	Northwestern University	1. Artificial Intelligence
6.	University of Southern California	1. Intelligent robotics
7.	University of North Carolina at	1. Artificial Intelligence
	Chapel Hill	

**Note:** In addition to US universities offering MS programs in Artificial Intelligence, many universities offer Artificial Intelligence track as a concentration within Computer Science.

Table 4. Partial List of International Universities with MS in AI-related Program

	International University	MS Program Name
1.	University of Edinburgh (UK)	1. Artificial Intelligence
2.	University of Birmingham (UK)	1. Human computer interaction; 2. Robotics; 3.
		Cognitive Robotics and Cognitive Psychology
3.	University of Sussex (UK)	1. Intelligent and adaptive systems
4.	K. P. Leuven University (Belgium)	1. Artificial Intelligence
5.	Barcelona School of Informatics (Spain)	1. Artificial Intelligence
6.	University of Rome (Italy)	1. Artificial Intelligence and Robotics
7.	Utrecht University (Netherlands)	1. Artificial Intelligence
8.	University of Amsterdam (Netherlands)	1. Artificial Intelligence
9.	Tampere University (Finland)	1. Robotics and Artificial Intelligence
10.	Technical University of Munich (Germany)	1. Robotics, Cognition and Intelligence
11.	Tokyo Institute of Technology (Japan)	1. Artificial Intelligence

### Appendix IV Status of Masters in AI Degree in Ohio and other Comparable Universities

**Table 5** Status of MS in AI in Ohio Universities with PhD programs in Computer Science

	University	Status
1.	Ohio State University, Columbus, Ohio	No independent MS degree in AI.
		AI is research area of Computer Science.
2.	Case Western Reserve University,	No independent MS degree in AI.
	Cleveland, Ohio	AI is research area of Computer Science.
		Minor in AI in BS program
3.	University of Cincinnati, Cincinnati, Ohio	Master of Engineering in Artificial Intelligence
4.	Wright State University, Dayton, Ohio	No independent MS degree in AI.
		AI is subarea of Computer Science.
5.	Ohio University, Athens, Ohio	No independent MS degree in AI.
		AI is subarea of Computer Engineering
6.	Cleveland State University	No independent MS degree in AI.
		AI is subarea of Computer Engineering

Table 6 Status of MS Degree in AI in Other Peer National Universities

	University / Status	Status	
1.	Georgia State University	No independent MS degree in AI.	
		AI is subarea of Computer Science.	
2.	University of Houston	No independent MS degree in AI.	
		Data Analytics track within MS in Computer	
		Science	
3.	Western Michigan University	No independent MS degree in AI.	
		AI is subarea of Computer Science	
4.	North Texas University	No independent MS degree in AI.	
		AI is subarea of Computer Science	
5.	Utah State University	No independent MS degree in AI.	
		AI is subarea of Computer Science	
6.	Clemson University	No independent MS degree in AI.	
		AI is subarea of Computer Science	
7.	Penn State University	No independent MS degree in AI.	
		AI is subarea of Computer Science	
8.	University of South Florida	No independent MS degree in AI.	
		AI is subarea of Computer Science	
9.	Temple University	No independent MS degree in AI.	
		AI is subarea of Computer Science	
10.	Virginia Commonwealth University	No independent MS degree in AI.	
		AI is subarea of Computer Science	

#### Appendix V. Student Survey in Undergraduate AI Course

The survey was circulated to students taking an undergraduate class of Artificial Intelligence. Ten participants out of a class of twenty responded. All ten students were very positive about the role of artificial intelligence in the society, and supported MS degree in Artificial Intelligence. Nine students showed interest in pursuing Masters in Artificial Intelligence. The support was overwhelming in all three areas: *intelligent analytics, automation of machines and robotics*, and *smart communities*.

#### Survey Template

#### Student Survey for MS in Al program

- 1. Are you interested or intrigued by Artificial Intelligence? Yes/ No
- 2. Do you plan to take (or taking) an AI related courses? Yes / no

(Examples: Artificial Intelligence; Machine Learning; Robotics; Data mining; Big data analytics, etc.)
Do you think artificial intelligence will help in improving the society of future? Yes / No Please justify your answer briefly:

4. Knowing there is a steep increase in demand and salary of AI graduates, will you consider MS in Artificial Intelligence after your graduation? Yes/ No

1.	Machine learning	2. Al in games	3. AI programming
4.	Intelligent analytics in fraud detection	5. Al in weather prediction	6. Al in industrial robots
7.	AI in humanoid robots	8. AI in motion planning and control	9. Al in environmental health
10.	AI in process automation	11. AI in transportation	12. Al in smart homes
13.	AI in smart energy distribution	14. AI in health management	15. Ai in hazard recovery
16.	Al in space exploration	17. AI in intelligent communication systems	<ol> <li>AI in Health care and biosignal analysis</li> </ol>
19.	Robots for elderly care	20. Al in manufacturing	21. Decision support systems

5. Which areas do you think AI can be applied? Circle as many as you like. Fill more if needed

- 6. Knowing that smart devices are being embedded in daily usage machines, will you like to learn more in a focused way about artificial intelligence? Yes / No
- 7. Which all AI areas do you think will have significant impact on society in the next twenty years? <u>Circle as many as you will like.</u>
  - I intelligent analytics of data and process;
  - II automation of machines and robotics;
  - III Smart homes, smart transportation, smart health management, smart cities, etc.
- 8. If you will like to go to a graduate program, will you consider getting admission in our or any other program with MS in Artificial Intelligence? Yes / No

#### Appendix VI. Survey of Junior and Senior CS Students

A detailed survey of junior and senior students in the Department of Computer Science was conducted. Three questions were asked as shown in Table 3. 221 students responded. The response was overwhelmingly positive. 86% students showed interest in taking AI course. 85% students showed interest in attending MS program in Artificial Intelligence. 98% students supported the creation of Master of Science degree in Artificial Intelligence within Computer Science.

Question	Yes	No
1. Would you be interested in learning more about Artificial	186 (86%)	35(14%)
Intelligence and career opportunities in Artificial Intelligence?		
2. Would you be interested in taking Artificial Intelligence Courses at	184 (85%)	38(15%)
the graduate or undergraduate level?		
3. Would it be a good idea for KSU to begin a Master of Science degree	216 (98%)	5 (2%)
in Artificial Intelligence?		

## Appendix VII. Enrollment and Graduation of Female Students in MS Computer Science

	Enro	Enrolled in MS Computer Science			
	Total Students Females		% of Females		
Spring 2019	51	12	24%		
Fall 2018	64	20	31%		
Spring 2018	58	17	29%		
Fall 2017	70	26	37%		
Spring 2017	110	38	35%		
Fall 2016	156	57	37%		
Spring 2016	184	68	37%		
Fall 2015	192	65	34%		
Spring 2015	177	54	31%		
Fall 2014	161	47	29%		

### **Enrollment Statistics in MS Computer Science for the Last Five Years**

### **Graduation Statistics in MS Computer Science for the Last Five Years**

	Graduated from MS Computer Science			
	<b>Total Students</b>	% of Females		
2018	49	22	45%	
2017	107	37	35%	
2016	108	34	31%	
2015	82	18	22%	
2014	53	16	30%	

	PhD Faculty Teaching Courses	List of Courses
1	Arvind Bansal	CS 54201; CS 63100; CS 64201; CS 63306; CS64402
2	Gokarna Sharma	CS 53302; CS53303;
3	Hassan Peyravi	CS 65203
4	Ye Zhao	CS 67301; CS 67302
5	Cheng Chang Lu	CS 64301; CS 64401
6	Xiang Lian	CS 63018; CS 63106
7	Kambiz Ghazinour Naini	CS 63015
8	Jong-Hun Kim	CS 53301; CS 53334;
9	Ruoming Jin	CS 53016; CS 54202;
10	JungYoon Kim / Augustus Samba	CS 53305
11	Kiang Guan	CS 63005

## Appendix VIII. List of PhD Faculty Teaching the Listed Courses

Core Courses (12 credit hours – four lecture courses )				
CS 54201 Artificial Intelligence (3 cr)	CS 64201 Adv. Artificial Intelligence (3 cr.)			
CS 54202 Machine and Deep Learning (3 cr.)	CS 63005 Adv. Database Syst. Design (3 cr.)			
Electives (12 credit hours	– four lecture courses)			
CS 53301 Software Dev. For Robotics (R)	CS 53302 Algorithmic Robotics (R)			
CS 53303 Internet of Things (SA)	CS 53305 Advanced Digital Design (R)			
CS 53334 Human-Robot Interaction (R)	CS 57201 Human Computer Interaction (SA)			
CS 63015 Data Mining Techniques (IA)	CS 63016 Big Data Analytics (IA)			
CS 63017 Big Data Management (IA)	CS 63018 Probabilistic Data Management (IA + SA)			
CS 63100 Computational Health Informatics (SA)	CS 63306 Embedded Computing (SA)			
CS 64301 Pattern Recognition Principles ( <b>R</b> + <b>IA</b> + <b>SA</b> )	CS 64401 Image Proc. and Comput. Vision (R + SA)			
CS 64402 Multimedia Systems and Biometrics (IA+ SA)	CS 65203 Wireless and Mobile Comm. (R + SA)			
CS 67301 Scientific Visualization (IA)	CS 67302 Information Visualization (IA + SA)			
ZZ XXXXX Interdisciplinary elective from thesis/project related discipline as approved by the advisor				
Culminating experience (six credit thesis OR 3 credit non-thesis project)				
Non-thesis Option Thesis Option				
CS 69092 Internship $(0 - 3 \text{ cr.})$ (under dev.)	CS 69199 Thesis I (6 cr.)			
CS 69099 Capstone project (3 - 6 cr.) (under dev.)				

#### **Appendix IX: Catalog Description of Courses**

#### CS 53301 SOFTWARE DEVELOPMENT FOR ROBOTICS **3** Credit Hours

Robots are being used in multiple places that are not easily accessible for humans, to support the lack of available labor, to gain extra precision, and for cost effective manufacturing processes, monitoring, space exploration, precision surgery and artificial limb support for elderly and physically challenged persons. Computer science is an integral part of robotics as it includes areas such as computer algorithms, artificial intelligence, and image processing that are essential aspects of robotics. This first course on robotics will teach the students various motions of rigid robots, mathematics and algorithms related to these motions, motion planning, obstacle avoidance, intelligent path planning including use of various sensors.

Prerequisite: Graduate Standing.

Schedule Type: Lecture and Lab Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 53302 ALGORITHMIC ROBOTICS **3** Credit Hours

This course provides students theoretical, mathematical, and practical foundations for the design, analysis, and evaluation of algorithms for robots for diverse robotic applications. We will focus on a principled and mathematically sound approach to the design of algorithms for robots rather than ad hoc and hacking development approaches.

Prerequisites: Graduate Standing

Schedule Type: Lecture **Contact Hours:** 3 lecture

#### CS 53303 INTERNET OF THINGS **3** Credit Hours

This course will provide a comprehensive understanding of the Internet of Things by looking into a variety of realworld application scenarios, existing and new technologies and architectures, communication protocols and standardization efforts, societal and behavioral changes, and how to apply these technologies to tackle real-world problems.

Prerequisite: Graduate Standing.

Schedule Type: Lecture **Contact Hours:** 3 lecture Grade Mode: Standard Letter

Grade Mode: Standard Letter

#### CS 53334 HUMAN-ROBOT INTERACTION **3** Credit Hours

Human-Robot Interaction (HRI) is the study of interactions between humans and robots dedicated to understanding, designing, and evaluating robotic systems for use by and with humans. HRI is a multidisciplinary field that incorporates human-computer interaction, artificial intelligence, robotics, natural language understanding, design, and social sciences. Interaction between humans and robots may take several forms, but are generally categorized by how close in proximity the humans and robots are to each other such as remote, proximate, and hybrid interaction. In the class, students will learn the fundamental technologies and theories in each category, and blend this knowledge with various case studies and lab activities. Prerequisites: Graduate Standing Prerequisite: Graduate Standing and CS 53301 Grade Mode: Standard Letter

Schedule Type: Lecture **Contact Hours:** 3 lecture

#### CS 54201 ARTIFICIAL INTELLIGENCE 3 Credit Hours

Examines goals, problems, concepts and methods of artificial intelligence heuristic versus algorithmic methods, natural language comprehension, theorem proving. **Prerequisite:** Graduate standing. Schedule Type: Lecture **Contact Hours:** 3 lecture Grade Mode: Standard Letter

#### CS 57201 HUMAN COMPUTER INTERACTION **3** Credit Hours

Approaches the human-computer interaction as an activity of the human whose productivity is increased by the use of the computer as a tool. Examines physiology and psychology considers the structure and operation of the computer and models the interaction between the two.

Prerequisite: Graduate standing.

Schedule Type: Lecture **Contact Hours:** 3 lecture Grade Mode: Standard Letter

#### CS 63005 ADVANCED DATABASE SYSTEMS DESIGN 3 Credit Hours

Introduction to a variety of advanced database topics and on-going trends in modern database systems. The course includes advanced issues of object-oriented database, XML, advanced client server architecture and distributed database techniques.

Prerequisite: Graduate standing.

Schedule Type: Lecture

CS 63015 DATA MINING TECHNIQUES 3 Credit Hours

Concepts and techniques of data mining. Data mining is a process of discovering information from a set of large databases. This course takes a database perspective on data mining. **Prerequisite:** Graduate standing. **Schedule Type:** Lecture **Contact Hours:** 3 lecture **Grade Mode:** Standard Letter

**Contact Hours:** 3 lecture

#### CS 63016 BIG DATA ANALYTICS 3 Credit Hours

Introduces computing platforms with focus on how to use them in processing, managing and analyzing massive datasets. Utilizes several key data processing tasks, including simple statistics, data aggregation, join processing, frequent pattern mining, data clustering, information retrieval, page-rank and massive graph analytics as the case study for large scale data processing.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture

#### CS 63017 BIG DATA MANAGEMENT 3 Credit Hours

This course will cover a series of important Big-Data-related problems and their solutions. Specifically, we will introduce the characteristics and challenges of the Big Data, state-of-the-art computing paradigm sand platforms (e.g., MapReduce), big data programming tools (e.g., Hadoop and MongoDB), big data extraction and integration, big data storage, scalable indexing for big data, big graph processing, big data stream techniques and algorithms, big probabilistic data management, big data privacy, big data visualizations, and big data applications (e.g., spatial, finance, multimedia, medical, health, and social data).

Prerequisite: Graduate Standing.

Schedule Type: Lecture

**Contact Hours:** 3 lecture

Grade Mode: Standard Letter

Grade Mode: Standard Letter

Grade Mode: Standard Letter

Grade Mode: Standard Letter

#### CS 63018 PROBABILISTIC DATA MANAGEMENT 3 Credit Hours

This course addresses the fundamental concepts and techniques for probabilistic data management in the area of databases. Probabilistic data are pervasive in many real-world applications, such as sensor networks, GPS system, location-based services, mobile computing, multimedia databases, data extraction and integration, trajectory data analysis, semantic web, privacy preserving, and so on. This class also covers major research topics such as probabilistic or uncertain data models, probabilistic queries, probabilistic query answering techniques, and data quality issues in databases.

Prerequisite: Graduate Standing.

Schedule Type: Lecture Contact Hours: 3 lecture

#### CS 63100 COMPUTATIONAL HEALTH INFORMATICS 3 Credit Hours

The course describes computational techniques and software tools for managing and transmitting health related information and automated analysis of medical and biosignal data. Prerequisites: Graduate Standing **Prerequisite:** Graduate Standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 63306 EMBEDDED COMPUTING 3 Credit Hours

Computational issues structuring programs for processors embedded in other devices, such as those found in automobiles and biological and chemical sample processing devices.

Prerequisite: Graduate standing.

Schedule Type: Lecture

**Contact Hours:** 3 lecture

Grade Mode: Standard Letter

Grade Mode: Standard Letter

Grade Mode: Standard Letter

#### CS 64201 ADVANCED ARTIFICIAL INTELLIGENCE 3 Credit Hours

Additional topics in AI such as logic programming, advanced problem-solving systems, understanding natural languages, vision, learning, plan-generating systems.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture

**CS 64301 PATTERN RECOGNITION PRINCIPLES 3 Credit Hours** Introduction to mathematical pattern recognition, feature selection, distribution-free classification, statistical classification, non-supervised learning, sequential learning and application.

Prerequisite: Graduate standing.

Schedule Type: LectureContact Hours: 3 lectureGrade Mode: Standard Letter

#### CS 64401 IMAGE PROCESSING 3 Credit Hours

This course covers digital processing of digital imagery. Digitization of TV imagery, noise removal, image enhancement, edge and texture detection, object recognition and scene analysis.

Prerequisite: Graduate standing.

Schedule Type: Lecture

**Contact Hours:** 3 lecture

CS 64402 MULTIMEDIA SYSTEMS AND BIOMETRICS 3 Credit Hours

This course discusses computational techniques for the fusion of multimedia data recorded by sensors for humanidentification using automated analysis of biometric signals.

Prerequisite: Graduate Standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 65203 WIRELESS AND MOBILE COMMUNICATION NETWORKS 3 Credit Hours

Examines how wireless systems work and how mobile systems are supported by the underlying network infrastructure. Course covers the architecture and the interactions among different functional units in wireless and mobile systems. **Prerequisite:** Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 67301 SCIENTIFIC VISUALIZATION 3 Credit Hours

Discusses the visualization of scientific, engineering and medical data sets. Introduces mechanisms to acquire sampled or computed data and points out methods to transform these data into the visual system.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 67302 INFORMATION VISUALIZATION 3 Credit Hours

Information visualization is the science that unveils the underlying structure of data sets using visual representations that utilize the powerful processing capabilities of the human visual perceptual system. In this class, we will study algorithms and systems for visually exploring, understanding, and analyzing large, complex data sets. Information visualization focuses on abstract data such as symbolic, tabular, networked, hierarchical, or textual information sources. The objectives of the course are to learn the principles involved in information visualization and a variety of existing techniques and systems. The students will also gain backgrounds and skills that will aid the design of new, innovative visualizations in realistic applications.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture

Grade Mode: Standard Letter

#### CS 69199 THESIS I 2-6 Credit Hours

Thesis student must register for total of 6 hours, 2 to 6 hours in a single semester distributed over several semesters if desired.

Prerequisite: Graduate standing.

Schedule Type: Master's Thesis Contact Hours: 2-6 other Grade Mode: Satisfactory/Unsatisfactory-IP

#### <u>Appendix X. Support Letter 1: First PhD Alumni in AI</u> (Employed in NASA Glenn Research Center, Cleveland, Ohio, since 2001)

Professor Arvind Bansal Department of Computer Science Kent State University Kent, OH 44242, USA

November 7, 2018

Dear Professor Bansal.

Thank you for reaching out to me.

As you know, I finished my PhD in Computer Science at Kent State in 2001. With your support and that of the department, I was able to complete my dissertation in which I developed a distributed knowledge-based modeling environment and demonstrated its application to aircraft engine design. That research was a collaboration with NASA Glenn Research Center by way of a Graduate Student Research Program (GSRP) fellowship and subsequently led to a permanent position with NASA Glenn, where I am still employed as an aerospace technologist today.

Lately, I have seen increased interest here in the research community in applying recent advances in machine learning to engineering problems such as noise prediction for aircraft engines and computational fluid dynamics. While companies such as Google, Tesla and Amazon have been developing and applying these technologies for a while, it is a new and promising approach to some of the optimization and design problems we see in aerospace. As someone who travels the Ohio Turnpike on a daily basis, I am also aware that the Ohio Department of Transportation (ODOT) is involved in a long term project in which it aims to be a leader in "Smart Mobility" and autonomous driving.

I understand that there is a proposal at hand for a new MS in Artificial Intelligence within the Department of Computer Science. I think the availability of such a specialized degree program at Kent State could create a valuable pool of talent to supply the growing interest in this technology in both government and industry. I have identified only two specific examples that I am aware of here in our local area, but I expect that opportunities for graduates with AI-related degrees are much greater and will only continue to increase.

I think the proposed degree program is timely and would serve prospective students and their future employers well. I wish you in the department and at the university great success with this program.

Sincerely,

#### Appendix XI: Support Letter from a Major Multinational AI Industry in Ohio



Professor Arvind Bansal Department of Computer Science Kent State University Kent, OH 44242, USA

11/21/18

Dear Professor Bansal.

Thank you for reaching out to us at Dark Rhino Security. We are a cybersecurity company based in Columbus, Ohio with a corporate presence in Pittsburgh, Pa and London, UK, and Madrid, Spain. Our team is involved in intelligent analytics and application of artificial intelligence to provide state of the art cybersecurity solutions to provide evidence by management AI systems to the commercial and military sectors. Functional systems based on designs conceived by our senior scientist are in use in government security applications in the EU.

We see the growth of artificial intelligence market in various domains. We believe the management by evidence systems that interlink many AI approaches like cognitive processing, natural language processing, edge detection, etc. into a single unified neural net are the future. The applications in the Cyber Security field are many and we have only begun to scratch the surface. The described approach to neural nets can be applied not only to Cyber Security but to other commercial industries ranging from consumer products to finance to medicine. We endeavor to help our clients, across industries, to achieve their business goals by making significant and lasting improvements to security and financial performance.

With the anticipated growth of application of AI, we anticipate that there will be a significant growth in the demand of graduates focused in AI and intelligent analysis. We will be very interested in seeing specific programs that train AI graduates. We support Kent State University's endeavor to develop an exclusive MS program in Artificial Intelligence.

Sincerely

Manoj Tandon EVP, Chief Sales Strategy Officer



#### Appendix XII: Support Letter from Major IBM Research Center in Watson, New York, NY



Manoj Kumar IBM Thomas J. Watson Research Center 1101 Kitchawan Road/Route 134 Yorktown Heights, New York 10598 Phone: 914-945-1417 Fax: 914-945-4425 E-mail: manoj1@us.ibm.com

November 28, 2018

Professor Arvind Bansal Department of Computer Science Mathematical Sciences Building Kent State University Kent, OH 44242

Dear Arvind,

It is a pleasure to write this letter in support of the creation of a Master in Artificial Intelligence program in the department of Computer Science at Kent University.

IBM has a long history of cutting edge research in artificial intelligence, from the chess champion Deep Blue to the Jeopardy champion IBM Watson. IBM is bringing many of its such artificial intelligence innovations to market through a broad array of product offerings such as IBM Watson Health and IBM PowerAI. Existing applications in health care, homeland security, financial fraud prevention, focused product recommendations, etc., are incorporating AI technologies at an accelerating pace to generate additional value for their end users. Analysis of vast amount of multi-modal data to develop actionable insights or comprehensive models is at the heart of this effort. Deploying these insights or models into ubiquitous end user devices and applications is another important aspect of artificial intelligence applications.

Emerging applications such as autonomous vehicles or robotics for elderly care are based on automated learning from vast amounts of observational or training data. These applications are driving disruptive transformations in the automotive and elderly care industries. The AI technology required by these applications include innovations across the board in computer science, starting from high performance systems to meet the computing power required for the learning/training aspects of artificial intelligence, low power light weight inferencing systems using that apply these models to observed data, programming environments, both development and runtimes which make efficient use of these applications, and the data mining and machine learning techniques underlying these applications. Algorithms to analyze the vast amounts of multi-model data efficiently, in terms of computational complexity, are also a critical part of the artificial intelligence research.

While the industry is finding the artificial intelligence skills in short supply, traditional computer science skills such as IT services management and application support are increasingly becoming redundant as they get embodied in artificial intelligence software. Over the last decade at IBM, I have lead the Data Management Technical Strategy as Program Director, and lead the research in Analytics Systems, also as Program Director. In these positions I have played a significant role in adaption of technologies that fall under the broad umbrella of artificial intelligence (AI) in a broad range of IBM products. I believe that the trend of incorporating AI will accelerate in future.

The creation of a Master in Artificial Intelligence program will be a major step in creating a future workforce critical to the needs of US economy, not to mention that the students enrolling in this program can look forward to professionally satisfying and economically rewarding careers.

Regards, umor ORAN E

Manoj Kum<del>ar</del> Program Director, Analytics Systems

#### Appendix XIII: Support Letter from Department of Biological Sciences, Kent State University



March 1, 2019

To whom it may concern:

On behalf of the Department of Biological Sciences, I am pleased to offer support of the proposed MS in Artificial Intelligence. The Computer Science Department is well positioned to offer this new degree.

We are excited about the potential for collaboration afforded by this new program. We are eager to support and interact with the Computer Science program as this new degree moves forward.

Sincerely,

Lan Ly

Laura G. Leff Professor, Chair Biological Sciences

#### Appendix XIV : Support Letter from Department of Psychological Sciences, Kent State University



March 7, 2019

To whom it may concern:

I have reviewed the proposal to establish an MS in Artificial Intelligence, and I am very pleased to provide my strong support. The Computer Science Department is very well positioned to offer this new degree. The Department of Psychological Sciences is excited about the many opportunities for collaboration that this new program provides, and we are eager to support the program as this new degree moves forward.

Sincerely,

marias. page

Maria S. Zaragoza Professor and Chair Department of Psychological Sciences

Department of Psychological Sciences P.O. Box 5190 • Kent, Ohio 44242-0001 330-672-2166 • Fax: 330-672-3786 • http://www.kent.edu Subject: Re: Proposed MSAI Program Curriculum From: "Bloebaum, Christina" <cbloebau@kent.edu> Date: 11/12/2019 9:46 AM To: "Javed I. Khan" <javedkent@gmail.com>, "VAN DULMEN, MANFRED" <mvandul@kent.edu> CC: "KHAN, JAVED" <javed@kent.edu>, "TILLETT, THERESE" <ttillet1@kent.edu>, "BLANK, JAMES" <jblank@kent.edu>, "Haley, Mary Ann" <mhaley@kent.edu>

Dear Javed,

I apologize that it has taken us this long to do a thorough review. It was critical that all my new faculty consider this. I have iterated with all our relevant faculty on the proposal. We are excited to see this program. There are a few points we are hoping we can work out as the complete proposal is developed. Our understanding is that this is the initial inquiry. If I am incorrect, please let me know!

First, I am sure everyone is aware that AI is an area of research that certainly fits solidly in CS, but also is a big research area within engineering. For instance, AI was part of my own PhD dissertation (30 years ago!), is presently a huge part of my PhD student's work back in Iowa. It is a critical area of research in systems design, autonomous systems, and many areas across engineering. Almost every one of my new hires has research in AI. Hence, the biggest concern from our college and our faculty engaged in relevant research (all our new faculty, for instance) is that there not be a message sent that the only place at Kent State to do AI research is in CS.

Our faculty are hopeful that a few things might be considered by the CS faculty and administrators.

First, is there any way to slightly modify the name of the concentration so that it is not all inclusive? We ask that it be considered.

Second, our own faculty are developing courses that would fit extremely well within this curriculum as electives. Our faculty are looking forward to having their students take many of these courses as electives. We are proposing a win-win. My faculty ask that the CS faculty and administrators consider whether there can be more room in the degree to enable students to take relevant electives in our college. We will do the same from our end as our MS/PhD proposals move forward. For instance, many of these courses would be perfect for our MS/PhD degrees in both Aerospace Engineering and Mechatronics Engineering. Here are the courses being developed in the next year or two, as an example of relevance. Deep Learning for Autonomous Robotics, Deep Reinforcement Learning for Human-Robot Swarm Interaction, Computer and Robot Vision, and others.

Again, we fully support this program and look forward to working with CS faculty and administrators as this moves forward.

Please let me know what kind of letter would be needed as this moves forward.

I hope this is helpful,

Christina

Christina L. Bloebaum Dean College of Aeronautics and Engineering

#### 330-672-0790 cbloebau@kent.edu

From: Javed I. Khan <javedkent@gmail.com> Sent: Wednesday, November 6, 2019 6:08 PM To: VAN DULMEN, MANFRED <mvandul@kent.edu>; Bloebaum, Christina <cbloebau@kent.edu>; Spake, Deborah <dspake@kent.edu>; Reynolds, Amy <areyno24@kent.edu> Cc: KHAN, JAVED <javed@kent.edu>; TILLETT, THERESE <ttillet1@kent.edu>; BLANK, JAMES <jblank@kent.edu>; Haley, Mary Ann <mhaley@kent.edu> Subject: Re: Proposed MSAI Program Curriculum

Just noted while opening the file the document might be difficult to read with few review format issue. Here is a fixed version- and should be easier to ready..

Best,
,

-Javed.

VAN DULMEN, MANFRED wrote:

Christina, Deborah, & Amy:

Attached is the latest version of the MSAI proposed curriculum. I understand Javed would like to have this proposal (Program Development Plan, initial inquiry) discussed at EPC in the near future (I had circulated a previous version of this proposal this past May). Could you take a look at the proposal and let Javed and me know whether you or your faculty have any major concerns/whether there is a need to meet. As always, the specifics of the proposal can be worked out as they work on the full proposal. Ideally, could you let us know thoughts/concerns/questions by the end of November? Please also let me know if you have any concerns about the timeline. Thanks in advance,

Manfred H. M. van Dulmen, PhD Interim Associate Provost for Academic Affairs Office of the Provost (2<sup>nd</sup> Floor Library) Kent State University OH 44242 USA 330-672-3115 <u>mvandul@kent.edu</u>



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 From: Reynolds, Amy <areyno24@kent.edu> Sent: Wednesday, December 11, 2019 11:02 AM To: VAN DULMEN, MANFRED <mvandul@kent.edu>; Spake, Deborah <dspake@kent.edu> Cc: KHAN, JAVED <javed@kent.edu>; TILLETT, THERESE <ttillet1@kent.edu>; BLANK, JAMES <jblank@kent.edu>; Haley, Mary Ann <mhaley@kent.edu> Subject: Re: Proposed MSAI Program Curriculum

Hi Manfred,

I have no additional comments and support the pre-proposal.

Thanks,

Amy

From: "VAN DULMEN, MANFRED" <<u>mvandul@kent.edu</u>>
Date: Wednesday, December 11, 2019 at 8:36 AM
To: "Spake, Deborah" <<u>dspake@kent.edu</u>>, "Reynolds, Amy" <<u>areyno24@kent.edu</u>>
Cc: "KHAN, JAVED" <<u>javed@kent.edu</u>>, "TILLETT, THERESE" <<u>ttillet1@kent.edu</u>>, "BLANK, JAMES"
<<u>iblank@kent.edu</u>>, "Haley, Mary Ann" <<u>mhaley@kent.edu</u>>
Subject: RE: Proposed MSAI Program Curriculum

Deb & Amy: CS has feedback from CAE on this proposal. do you have any additional comments or would you support this pre-proposal to go to EPC in January? As a reminder, this is just a pre-proposal and will be an information item on the EPC agenda. units can also be consulted as the full proposal is being developed. Thanks,

Manfred H. M. van Dulmen, PhD

Interim Associate Provost for Academic Affairs

Office of the Provost (2<sup>nd</sup> Floor Library)

Kent State University OH 44242 USA

330-672-3115 <u>mvandul@kent.edu</u>

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From: VAN DULMEN, MANFRED
Sent: Wednesday, November 6, 2019 5:13 PM
To: Bloebaum, Christina <<u>cbloebau@kent.edu</u>>; Spake, Deborah <<u>dspake@kent.edu</u>>; Reynolds, Amy
<<u>areyno24@kent.edu</u>>
Cc: KHAN, JAVED <<u>javed@kent.edu</u>>; TILLETT, THERESE <<u>ttillet1@kent.edu</u>>; BLANK, JAMES <<u>jblank@kent.edu</u>>; Haley,
Mary Ann <<u>mhaley@kent.edu</u>>
Subject: Proposed MSAI Program Curriculum

Christina, Deborah, & Amy:

Attached is the latest version of the MSAI proposed curriculum. I understand Javed would like to have this proposal (Program Development Plan, initial inquiry) discussed at EPC in the near future (I had circulated a previous version of this proposal this past May). Could you take a look at the proposal and let Javed and me know whether you or your faculty have any major concerns/whether there is a need to meet. As always, the specifics of the proposal can be worked out as they work on the full proposal. Ideally, could you let us know thoughts/concerns/questions by the end of November? Please also let me know if you have any concerns about the timeline. Thanks in advance,

Manfred H. M. van Dulmen, PhD

Interim Associate Provost for Academic Affairs

Office of the Provost (2<sup>nd</sup> Floor Library)

Kent State University OH 44242 USA

330-672-3115 mvandul@kent.edu

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#### Support Letter from the Department of Modern and Classical Languages



September 20, 2019

Dear Chair Khan,

I am writing to express the strong support of the Department of Modern and Classical Language Studies for the creation of the proposed MS in Artificial Intelligence in Computer Science. Natural Language interfaces and translation are key to human and intelligent machine interfaces. In addition, natural language translation and natural language understanding are part of Artificial Intelligence research and curricula. Consequently, I am confident that we can enhance our collaboration through this new degree.

Our departments already share Professor Michael Carl, who has distinguished himself in the areas of machine translation of natural languages, cognitive aspects of natural language translation and man-machine interfaces. We are very excited about this new program, which will deepen our mutually beneficial collaboration.

Sincerely,

Keiran J. Dunne Professor and Chuir Department of Modern and Classical Languages

Modern and Classical Language Studies P.O. Box 5190 • Kent, Ohio 44242-0001 330-672-2150 • Fax: 330-672-4009 • http://www.kent.edu/mcls

# EPC Agenda | 27 January 2020 | Attachment 23 | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Date	e 19-Dec-19	Curriculum Bulletin
		Effective Date	Fall 2020	Approved by EPC
Doportmont	Accounting			
	Accounting			
College	BU - Business A	dministration		
Degree $\Lambda$	MSA - M	laster of Science	in Accounting	1
Program Name 77	CC OUN The Progra	m Banner Code	ACCI	
Concentration(s)	Accoutning	Conc	entration(s) Ba	nner Code(s)
Proposal	Offer program or	line or hybrid		
Description of propo Offer the Master of	sal: <b>Science in Acco</b> u	nting program or	nline.	
Does proposed revis Current total credit h	sion change progra iours: <b>30</b>	m's total credit hou Proposed total c	urs?	🖾 No
Describe impact on staffing consideratio Students will be all Information System	other programs, po ns; need; audience l <b>owed to take thre</b> e n <b>s</b>	licies or procedure ; prerequisites; tea e <b>courses from th</b>	es (e.g., duplica acher educatior <b>ne Department</b>	tion issues; enrollment and 1 licensure): a <b>of Management and</b>
Units consulted (oth Department of Man	er departments, pro agement and Info	ograms or campus rmation Systems	es affected by t	his proposal):
		REQUIRED ENI	DORSEMENTS	\$
Li,~~	e.			12/19/2019
Department Chair / S	School Director			
Campus Dean (for F	legional Campuses	proposals)		12,10,2019
College Dean (or de	signee)	King		1,10,20
Dean of Graduate S	tudies (for graduate	proposals)		
Provost (or designed	e)	50		/
-				

# Ohio

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/hybrid<sup>1</sup> delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission:	[September 23, 2019]			
Name of institution:	Kent State University			

Degree/degree program to be offered using online or blended/hybrid delivery: [Master of Science] major within the [Accounting] degree

#### 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] [2020]

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

<sup>&</sup>lt;sup>1</sup> 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 Accounting (MSA) is a 10 course, 30-credit hour program. Four (4) of these courses are required, while three (3) can be chosen from a list of recommended accounting electives and the other three (3) can be chosen from a list of recommended non-accounting business 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, inhouse 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, Proctorio, which provides remote test proctoring services.

1.5 Indicate whether the institution has entered into a collaborative agreement with a 3<sup>rd</sup> 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: <u>http://www.kent.edu/onlinelearning/students-getting-started-your-online-course</u>
- 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 MSA 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.

The admission requirements for the online program are the same as those for the on-ground program. Specifically, online application, application fee, official transcripts, 3 letters of recommendation, statement of goals and objectives, resume and GMAT (with some exceptions) are

required. The minimum GPA is 3.0, and the minimum GMAT test score is 500. Also, for international applicants the TOEFL is required.

#### **3. CURRICULUM**

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

The online program will be offered in addition to the onsite MSA 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 expect, 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 MSA 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
- $\succ$  Faculty expertise
- > Curriculum pacing
- ➤ Self-directedness
- The Instructor:
- > 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 March 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.

3.5 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)	
ACCT 53009, Accounting Data Analytics	x			Yes	X: Course will be offered online on proposal approval	
ACCT 53020, Advanced Financial Accounting	x			Yes	X: Course will be offered online on proposal approval	
ACCT 53033, Income Taxation II- Entity Taxation	x	-		Yes	X: Course will be offered online on proposal approval	
ACCT 63022, Professional Issues and Ethics in Accounting	x			Yes	X: Course will be offered online on proposal approval	
ACCT 53013, Advanced Management Accounting	x			Yes	X: Course will be offered online on proposal approval	
ACCT 63031, Advanced Auditing Theory and Practices	x	-		Yes	X: Course will be offered online on proposal approval	
ACCT 53095, Special topics in accounting-Internal Audit and Forensic Accounting	x		9 11 FO 154	Yes	X: Course will be offered online on	
n no ma no co administrative -	11 12	1. 3 is to p to	1. P		ndy, v a	proposal
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	-245.6	· · · · · · · · · · · · · · · · · · ·	ι.			X: Course
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ACCT 63045, Tax Research and	v	<ul> <li>a. 5. 2.</li> </ul>	10	1.1	Vac	offered
Planning	A	in a concern		1	105	online on
in the Alternation care	- i- i	and the second		1.0		proposal
		17				approval
MIS 64082 Database Management						O: Course
and Database Analytics	0	a second second		.L. =	Yes	offered
		141.00	217		3 <u>3</u>	online
with the second s						O: Course
MIS 64036, Business Analytics	0			1.1	Yes	offered
1444	·	911	11 1.5			online
					-012	O: Course
MIS 64185, Business Strategy	0	. •			Yes	offered
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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.

Responsibility for the administration and coordination of the online program will be shared by Chair of the Accounting Department, and the accounting faculty in coordination with the staff of the Graduate Programs Office (GPO). Dr. Li has over 13 years of teaching experience that includes online MBA teaching. Also, the college has hired instructional designers with technology expertise 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 MSA degree program or online undergraduate accounting courses.

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 Accounting department has a strong faculty core who are teaching in the in-class MSA degree program, plus a new faculty who has been hired to join this faculty core starting fall 2020. 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 MSA degree program.

As required by our accrediting agencies, AACSB and HLC, each faculty member who will teach in the MSA degree program will either hold a PhD degree or a master's degree with extensive teaching/practical experience. They will be assisted in creating quality online courses that address the learning objectives of the degree program by instructional designers who have an office in the College of Business building. These individuals 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 instructional designers will be available for any questions or problems that develop in the creation and delivery of the course.

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 the majority have taught online courses before, are involved in the delivery of the online MBA degree program or online undergraduate accounting courses. Further, the College of Business has hired Instructional Designers and Quality Matters Coordinator 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)
Mark Altieri	Professor	FT	Juris Doctor, Cleveland State University Master of Law in Taxation, New York University (CPA)	ACCT 63045, Tax Research and Planning		1
Shunlan Fang	Assistant Professor	FT	Ph.D., Accounting, Temple University, 2013	ACCT 53009, Accounting Data Analytics		1
Indrarini Laksmana	Associate Professor	FT	Ph.D., Accounting,	ACCT 53020, Advanced	3	1

Wei Li	Associate Professor	FT	Georgia State University, 2004, Certified Public Accountant (CPA) Ph.D., Washington State University, 2006 Certified Public Accountant (CPA)	Financial Accounting ACCT 53095, Special Topics in Accounting – Internal Auditing and Forensic	3	1
Mindy Nett	Lecturer	FT	Master of Taxation, 1995, University of Akron, Certified Public Accountant (CPA)	Accounting ACCT 53033, Income Taxation II- Entity Taxation	5	1
John Rose	Associate Lecturer	FT	MBA, Kent State University, 1994, Certified Public Accountant (CPA), Certified Fraud Examiner (CFE), Charted Global Management Accountant (CGMA)	ACCT 63031, Advanced Auditing Theory and Practice	6	1
Drew Sellers	Associate Professor	FT	Executive Doctor of Management, Accounting, Case Western Reserve University, 2008, Certified Management Accountant (CMA)	ACCT 63022 Professional Issues and Ethics in Accounting		1
Wendy Tietz	Professor	FT	PhD, Education, Kent State University, 2007, Certified Public	ACCT 53013, Advanced Management Accounting	6	1

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			(CPA)			
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			Strategy and	·····································		
	5		Competitive	1		
			Analysis	E 1		
			(CSCA)			
Alan	Associate	FT	DBA,	MIS 64082,		
Brandyberry	Professor		Operations	Database	5	1
			Management,	Management	1.516	120.5
	1		Southern	and Database		
			Illinois	Analytics		
			University, 1995			4
Rouzbeh	Assistant	FT	Ph.D.,	MIS 64036,	+	
Razavi	Professor		Computer	Business	4	1
			Science,	Analytics		÷
	- M	-	University of	1		8
			Essex, UK,	T angest for the		
			2008			
Asli M Arikan	Assistant	FT	Ph.D.,	MIS 64185:		
	Professor		Management,	Business	3	1
			Ohio State	Strategy	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	220 H
			University	0,		

#### **APPENDICES**

#### **Appendix Description**

- A Letters of support from Management Information Systems and COBA
- B Faculty Curricular vitae

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

Respectfully,

signed after EPC



Department of Higher Education

Mike DeWine, Governor Randy Gardner, Chancellor

## Change Request: Online or Blended/Hybrid Delivery

1

Institution offering the degree program: Kent State University

Degree designation: Master of Science in Accounting degree

The program will satisfy the following criteria:

- The 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 the Ohio Department of Higher Education and the Higher Learning Commission (e.g., CAEP, CCNE, ABET, AACSB)?

□ No 🛛 Yes

## AACSB International (Association to Advance Collegiate Schools of Business)

Does this degree program include the creation of original research or scholarship?

🛛 No 🗆 Yes

Does this degree program include an experiential component (e.g., clinical or professional development experience)?

🛛 No 🗆 Yes

Will the program be offered in partnership with a third-party, commercial online service provider?

 $\boxtimes$  No  $\square$  Yes

Approximately what percentage of program content will be completed online?

Students will be able to complete the 30-credit hour program fully online or fully on-ground, see program requirements on next page.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings Interim Dean of Graduate Studies Kent State University

Date to come

M.S.A. degree in Accounting - Program Requirements

✓ Course is offered currently for that delivery

\* Course will be offered online after proposal approval

<b>Major Requirer</b>	nents	G	round	Online
ACCT 53009	Accounting Data Analytics	3	✓	*
ACCT 53020	Advanced Financial Accounting	3	~	*
ACCT 53033	Income Taxation II - Entity Taxation	3	✓	*
ACCT 63022	Professional Issues and Ethics in Accounting	3	$\checkmark$	*
Accounting Ele	ectives, choose from the following:	9		
ACCT 53013	Advanced Management Accounting		✓	*
ACCT 53095	Special Topics: Accounting		✓	*
ACCT 63024	Information Technology Audit: Controls and Analytics		1	
ACCT 63025	Analysis and Valuation of Business Using Financial Statemen	ts	✓	
ACCT 63031	Advanced Auditing Theory and Practice		<b>√</b>	*
ACCT 63042	Taxation of Corporations and Shareholders		~	
ACCT 63043	Taxation of Partnerships and Partners		✓	
ACCT 63045	Tax Research and Planning		✓	*
Non-Accountin	ng Business Electives, choose from the following:	9		
ECON 62054	Econometrics I		✓	
FIN 66061	Financial Management I		✓	
FIN 66062	Financial Management II		· 🗸	
FIN 66064	International Financial Management		<b>√</b>	
FIN 66066	Advanced Security and Investment Theory		✓	
MIS 64018	Quantitative Management Modeling	-3	✓	✓
MIS 64036	Business Analytics		✓	✓
MIS 64037	Advanced Data Mining and Predictive Analytics		~	
MIS 64038	Analytics in Practice		✓	
MIS 64082	Database Management and Database Analytics		$\checkmark$	✓
MIS 64185	Business Strategy		~	✓

Minimum Total Credit Hours: 30



Mike DeWine, Governor Randy Gardner, Chancellor

## Request for Suspension of Admissions to or Discontinuation of a Graduate Program

### 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 years of the suspension, 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: to come

Implementation date: Fall 2020

Name of institution: KENT STATE UNIVERSITY

Degree designation: Educational Leadership K-12, M.Ed., Ed.S., Ph.D. degrees Ohio Superintendent Licensure graduate certificate Principal Grades PK-6, 4-9 and 5-12: non-degree licensure programs

## Primary institutional contact for this request:

Name:	Cindy Stillings
Title:	Dean of Graduate Studies (Interim)
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

## 1. Provide a rationale for the suspension of admission of the program.

The College of Education, Health and Human Services temporarily is suspending admission into the Educational Leadership K-12 program area offered under the M.Ed., Ed.S. and Ph.D. degrees, as well as suspending admission to the Ohio Superintendent Licensure graduate certificate and the non-degree principal licensure programs. The suspension is due to the recent retirement of the faculty program coordinator, low student enrollment and the pending review from the Council for the Accreditation of Educator Preparation (CAEP). The college wants time to evaluate the programs before re-opening admissions.

- Faculty resources. With recent retirements, the Educational Leadership K-12 program area—comprising three degree programs, one certificate program and three licensure programs—now only has one full-time faculty member. Safeguarding the quality of the program and meeting the needs of students cannot be accomplished by hiring more adjunct faculty, even short term. To say that the program is stretched too thin and needs to reflect and refocus is a gross understatement. This kind of reflection takes time and space that only a suspension of admissions will permit, and the immediate focus needs to be on ensuring successful completion of the program by currently enrolled students.
- Enrollment. There is only one new admitted student for fall 2020, in the M.Ed. degree, which is a cohort-based program. That low number, coupled with two current small cohorts in the degree (see data below), will not ensure viability. The college is working with the one admitted student to transfer to another program.
- Accreditation. A program report is due shortly for the upcoming and mandatory CAEP accreditation review. These reports are complicated and substantial. The sole faculty member has not been able to fully contribute to this effort; as a result, program data is limited and a successful CAEP program review is unlikely. An unsuccessful CAEP review leads to an automatic program suspension; therefore, the college is taking the proactive step to suspend the program before the review.

The admission suspension affects the offerings of the program at all locations and all deliveries. The M.Ed. degree is approved to be offered at the Kent Campus, Kent State's Independence location and Tallmadge High School. The Ed.S. degree is approved to be offered at the Kent Campus and Tallmadge High School. The Ph.D. degree and non-degree licensure programs are approved to be offered at the Kent Campus. The graduate certificate is offered online only.

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

Currently, there are 18 doctoral students, 13 of whom are in coursework stage. Six students are enrolled in the Educational Specialist degree and 15 students in the M.Ed. degree (two cohorts, of nine and six students, respectively). There are 14 students enrolled in the graduate certificate, two of whom are also enrolled in the Ph.D.

The last Tallmadge High School cohort graduated in December 2018. No students have been admitted to the program at the Independence location, as well as to the non-degree licensure programs, all of which were approved recently for fall 2019.

3. Describe how the suspension of admissions 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 suspension of admissions will benefit current students because it will give the remaining full- and part-time faculty members time to focus their attention of program completion for these students. Of consideration are the doctoral students in coursework who still must complete their dissertation.

Doctoral students are being advised to take the Dissertation Preparation course taught by a full-time faculty member in the Cultural Foundations program. Both doctoral and master's degree students take courses taught by full-time faculty in the Evaluation and Measurement program. Students forming dissertation committees will be served by faculty from such program areas as Cultural Foundations, Curriculum and Instruction and Evaluation and Measurement.

In addition, the Education Leadership K-12 program is served by qualified part-time faculty, all of whom hold a terminal degree and are practicing or retired practitioners in a number of K-12 leadership roles. All hold graduate faculty status at Kent State, see table below of the some, but not all, part-time faculty in the program.

Joseph Giancola, Ph.D.	Retired superintendent of Kent City School District
Edwin Holland, Ed.D.	Retired superintendent of Orange City Schools
Guy Parmigian, Ph.D.	Superintendent of Benton-Carroll-Salem Local School District
Valerie Riedthaler, Ph.D.	Independent Hearing Officer in the Student Services Department in Akron Public Schools
Wendy Samford, Ph.D.	Former assistant principal of Boardman Glenwood Middle School and author of <i>Out of the Dark: A Direction for Change</i> <i>in Education</i> (2016)
Paula Snyder, Ph.D.	Former director of human resources for Orange City Schools
William Zelei, Ed.D.	Executive director at Ohio Schools Council

Table: Part-time faculty in the Educational Leadership K-12 program area.

The College of Education, Health and Human Services has constructed a teach-out schedule for current students that maps the courses (and identifies the instructors) for each course they need to complete their program of study. The college is committed to program completion for the remaining students in the program.

## 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 not be a loss of faculty from the program.

## 5. Describe the plan for communicating the suspension of admissions.

Applicants to the program for fall 2020 have been informed by e-mail of the suspension. They are being given the option of either being reviewed for admission to another program or receiving a full refund of their application fee.

The signature below verifies that this request has received the necessary institutional approval and that this information is truthful and accurate.

Respectfully,

Cynthia R. Stillings Dean of Graduate Studies (Interim) Kent State University



Mike DeWine, Governor Randy Gardner, Chancellor

## Request for Suspension of Admissions to or Discontinuation of a Graduate Program

### 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 years of the suspension, 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: to come

Implementation date: Fall 2021

Name of institution: KENT STATE UNIVERSITY

Degree designation: Master of Science degree in Hospitality and Tourism Management

Primary institutional contact for this request:

Name:	Cindy Stillings
Title:	Dean of Graduate Studies (Interim)
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

### 1. Provide a rationale for the suspension of admission of the program.

The College of Education, Health and Human Services temporarily is suspending admission into the M.S. degree in Hospitality and Tourism Management. During the suspension, program faculty will be redesigning the courses to be offered fully online with the goal to re-open admission as an online-only program by fall 2022.

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

In fall 2019 (15<sup>th</sup> day census), there were 15 students enrolled in the degree program. Three students were admitted for fall 2020.

## 3. Describe how the suspension of admissions 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.

Beginning in fall 2021, 60000-level (master's) courses in hospitality and tourism management will not be offered. Graduate courses that are co-scheduled with undergraduate equivalencies (slashed 40000/50000 levels) will continue to be offered.

The majority of enrolled students are at the end of studies and in the thesis or internship stage. Therefore, there is little impact for them to complete their degree. For the two students who began the program in 2019 and the three new students for 2020, they will be individually advised in revising their plan of study so timely graduation will not be affected. See the <u>University Catalog</u> for the program's requirements.

## 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 or staff with this suspension. Full-time faculty in the program also support the B.S. degree in Hospitality Management and the B.S. degree in Recreation, Park and Tourism Management.

#### 5. Describe the plan for communicating the suspension of admissions.

Current students will be informed of the suspension. The program will be removed from admission websites for fall 2021, and a note of its upcoming suspension will be listed in the University Catalog.

The signature below verifies that this request has received the necessary institutional approval and that this information is truthful and accurate.

Respectfully,

Cynthia R. Stillings Dean of Graduate Studies (Interim) Kent State University

Provost (or designee)

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Dat	e 6-Oct-19	Curriculum Bulletin
Effective Date	Fail 2020	Approved by EPC

Department	Lifespan Development an	d Educational Sciences
College	EH - Education, Health and	d Human Services
Degree	MS - Master of So	cience
Program Name	Healthcare Interpreting	Program Banner Code tbd
Concentration(s)	Concentration(s)	) Banner Code(s)
Proposal	Establish program	

Description of proposal:

The purpose of this proposal is to submit a Program Development Plan for a new M.S. Healthcare Interpreting major adminstrated by the ASL/English Interpreting program area.

 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):

There is a need for advanced training for healthcare (medical and mental health) sign language interpreters. Enrollment will need to be considered as this program is cohorted. Staffing will need to be considered as enrollment grows and will be addressed in the full proposal. This program does not lead to licensure. There are no duplication issues.

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

#### The College of Nursing

	REQUIRED ENDORSEMENTS
H. Dellmann- Jenkins	

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee

Dean of Graduate Studies (for graduate proposals)

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## Healthcare Interpreting – Master of Science Program Development Plan

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 Master of Science in Healthcare Interpreting will prepare students as medically knowledgeable practitioners capable of working in collaboration with a variety of healthcare professionals as part of a treatment team. Graduates will be able to provide ASL/English interpreting expertise in clinical settings, function as coordinators of interpreting services for healthcare systems, and provide assessments of interpreting candidates for healthcare settings. Students will be prepared to make immediate and ethical decisions based on best practice standards and professional tenets. During the program, students will collaborate with medical professionals, language experts who are Deaf and use American Sign Language, and nationally certified interpreters with expertise in healthcare interpreting.

Traditional interpreter training programs grant a generalist degree, which allows interpreters to work in a variety of settings, but graduates of generalist programs lack the specialized training often required and expected in high stakes settings. Medical professionals, second language users, and interpreters all recognize the precariousness of limited schema and knowledge when precise and complex language transactions are taking place. Both medical and legal professionals are seeking avenues to address the known inequities for second language speakers in these stress-filled settings. For example, the Ohio Supreme Court has begun a program to specially train interpreters for legal settings. However, for interpreters who primarily work or have a desire to specialize in medical interpreting, there is currently only one program in the country offering advanced training.

This master's program will be a combined effort by medical and interpreting professionals to teach medical content and interpreting processes. As this will be an online program, students will be required to initiate and foster a collaborative relationship with local medical facilities. Students will be expected to become familiar with their local facilities' practice capabilities, medical technologies, and policies. The purpose of developing these collaborations is to provide students with hands-on opportunities to visit their local facilities, interview local practitioners, and develop opportunities for sharing information and/or advocacy.

The faculty envision this master's program being offered initially to English/ASL interpreters. However, it is the intention of the ASEI faculty and the collaborating medical system to eventually add other languages. This presents minimal logistic issues as the medical information and ethical standards are the same irrespective of language, so these aspects of the program can be offered jointly. Each language group could then have their own instructors for the interpreting practice sections. Medical system administrators find this aspect particularly appealing as their interpreting service provision dilemmas are similar across languages.

2. Description of the proposed curriculum including identification of any specializations intended to appear on the student transcript (see Section IV).

This is a 15-month accelerated online master's program. The healthcare interpreting masters will enlist healthcare professionals to fully examine designated body systems, relevant disorders/diseases, treatments and medications commonly used, and the technologies applicable to specific diagnoses and treatments. This information will help students prepare for the national Certificate of Healthcare Interpreting (CHI). Deaf experts will model the use of ASL linguistic features and syntax needed to translate medical information that is linguistically and culturally accessible to deaf patients. Students will investigate ethical and legal constraints, the impact of knowledge gaps of medical information for patients who are deaf, and current research. Nationally certified interpreters with significant medical interpreting experience will guide students in selecting and producing dynamically equivalent interpretations of the medical information.

Students will also engage in discussions with medical professionals regarding language and cultural disparities frequently encountered in medical appointments. Together they will consider ethical values and decision-making processes from diverse perspectives and discuss what situational factors impinge upon these processes. Current research recommendations for practice encourage medical professionals to view interpreters as active members of the treatment team. Students will examine various practice approaches from a neutral facilitator of communication to team participation from a social justice perspective.

In the final two semesters, the capstone project will have three parts.

1. The section has two options for students:

a. An in-depth research of a selected and approved diagnosis which will include a literature review, interviews, and visual aids to assist in their presentation b. An original research project

2. A spontaneous interpretation of a medical interview

*3. Complete a diagnostic assessment of an interpretation performed by an undergraduate student in the ASEI Medical Interpreting class.* 

PROGR	RAM REQU	JIREMENTS (30 credits)	
Course	•	Title	Credits
ASEI	6XXX1	Body Systems 1	3
ASEI	6XXX2	Interpreting: Body Systems 1	3
ASEI	6XXX3	Interfacing with Healthcare Systems	3
ASEI	6XXX4	Body Systems 2	3
ASEI	6XXX5	Interpreting: Body Systems 2	3
EVAL	65501	Statistics	3
ASEI	6XXX6	Mental Health Interpreting	3
ASEI	6XXX7	Ethical Decision-Making & Reflective Practice	3
ASEI	6XXX8	Capstone Experience I	3
ASEI	6XXX9	Capstone experience II	3
		тот	TAL 30

3. Description of a required culminating, or integrated learning, experience.

Examples of suitable culminating experiences include, but are not limited to the following: preparation of a thesis, dissertation or other creative written work; capstone or exit projects, which may be applied in nature and not necessarily involve research; comprehensive examinations; supervised field experiences, or any other integrated learning experience. With proper planning, the culminating experience may be integrated within coursework required for the degree.

The capstone project will consist of three parts take two semesters to complete. Students will have two options. In the first, they can select a diagnosis and conduct an extensive literature review, collaborate with their local medical facilities to interviews with medical professionals. Students gather videos and visual aids to assist other members of the cohort to have visual access to diagnostic and treatment technologies. This visual aspect is critical for interpreters to have in order to accurately interpret the

information. Students will prepare a paper and a final presentation in ASL to be shared with the entire cohort. The second option is to conduct original research and present their findings in a paper and to the cohort in ASL.

The second part of the final presentation will be a live interpretation produced by each student on a medical or mental health diagnosis and interview different than the one they researched.

A third section of this capstone will be for the master's candidates to complete an assessment of an interpreted piece performed by an ASL/English undergraduate student in the Medical Interpreting course.

This capstone will incorporate all the potential career roles for the graduates: specialized interpreter; coordinator of services, interacting with administration, doctors, and patients; and assessor to qualify interpreters for work in healthcare settings.

4. Administrative arrangements for the proposed program: department and school or college involved.

The proposed M.S. degree in Healthcare Interpreting will be administered by the same department, school, and college as the undergraduate bachelor's degree in ASL/English Interpreting (School of Lifespan Development and Educational Sciences in the College of Education, Health and Human Services. Dr. Jamie L. McCartney, the coordinator of the ASL/English Interpreting Program, will temporarily oversee both programs, but only teach in the Healthcare Interpreting program. As the master's program grows, Dr. McCartney's role will completely switch to the master's program and a new coordinator of the ASL/English Interpreting program and a new coordinator of the ASL/English Interpreting program will be hired. In the meantime, the ASL/English Interpreting program has a number of highly qualified interpreters to maintain the instructional needs as adjuncts.

5. Evidence of need for the new degree program, including 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.

There is no other program in the state offering an advanced degree in medical interpreting. In fact, we know of only one other program in the country offering an advanced medical interpreting degree. Cleveland Clinic administrators approached Dr. McCartney because they were having an extremely difficult time finding qualified ASL/English interpreters. They expressed similar dilemmas with other languages. The issue is not that there are not interpreters available, but that interpreters do not possess the requisite skills or knowledge. The Cleveland Clinic, like many other hospitals across the state, have been sued by deaf patients regarding inadequate and at times nonexistent communication access. Our knowledge that the field of interpreting is moving in the direction of specialization and the growing demand for highly qualified medical interpreters encouraged the development of this degree.

Medical professionals are coming to realize that a skilled interpreter is a crucial ally to both the healthcare professional and the patient in establishing rapport, inspiring trust, and promoting the resolution of healthcare needs. Research has shown that "limited proficiency in the dominant language translates into fewer healthcare visits, longer wait times, less timely referrals, inequitable treatment, higher levels of adverse events, and poorer health outcomes" (Messias, McDowell, & Estrada, 2009, p. 129). The National Council on Disability (2009) found that deaf adults had lower health literacy than their hearing counterparts (Swabey & Malcolm, 2012). Therefore, a medical appointment with a deaf patient without a professional interpreter often results in miscommunication, misinformation, misdiagnosis, and mistrust (Izzeoni, O'Day, Killeen, & Harker, 2004; Napier & Kidd, 2013; Swabey & Malcom, 2012).

#### 6. Prospective enrollment.

This program would be open to interpreters with preferably a bachelor's degree in interpreting. The best pool would be those graduates who have graduated from Kent State University with an ASL/English Interpreting degree. However, because there are still some associate degree interpreting programs running, it is possible that the interpreter would have an associate's degree in interpreting; the candidate would need to have a bachelor's degree in interpreting or another related field. There would also be a preference for interpreters who already have national certification, but in lieu of this, they must have at least 3 years of interpreting experience.

Since this is an online program, students from all over the country could be accepted. In the 2012 interpreter survey conducted by the National Consortium of Interpreter Education Center, nearly 40% of the interpreters nationwide agreed that additional training was needed for healthcare interpreting.

7. Special efforts to enroll and retain underrepresented groups in the given discipline.

We will advertise the program in venues that specifically market to select groups. We will post in NAOBI's publication (National Association of Black Deaf Interpreters), Mano a Mano (trilingual interpreters), and advertise on social media, so that everyone has a chance to view the marketing materials announcing the program.

8. Availability and adequacy of the faculty and facilities available for the new degree program.

The medical system collaborating in this program will supply instructors for 3 classes. This combined with one ASEI FT faculty, along with ASEI adjuncts, and the College of Nursing faculty will be sufficient to meet the instructional requirements.

9. Need for additional facilities and staff and the plans to meet this need.

The greater need will be for the best technology to manage the online classes conducted in ASL. There will also be a need to utilize language experts who are deaf to engage students in best practices for service provision including ethical decision-making. These deaf experts would also serve as participants in the medical interpreting scenarios throughout the course and for the final real-time interpreting exam.

We are currently seeking grants and other funding options to cover the employment of the deaf experts.

10. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

There are no projected additional costs expected. It is anticipated that revenue generated from tuition and fees will cover all costs associated with this program.



## Change Request: Online or Blended/Hybrid Delivery

Institution offering the degree program: Kent State University

Degree designation: Master of Education degree in Curriculum and Instruction

The program will satisfy the following criteria:

- ☑ The 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 the Ohio Department of Higher Education and the Higher Learning Commission (e.g., CAEP, CCNE, ABET, AACSB)?

- 🛛 No
- $\Box$  Yes

Does this degree program include the creation of original research or scholarship?

- 🛛 No
- □ Yes

Does this degree program include an experiential component (e.g., clinical or professional development experience)?

- 🛛 No
- $\Box$  Yes

Will the program be offered in partnership with a third-party, commercial online service provider?

- 🛛 No
- □ Yes

Approximately what percentage of program content will be completed online?

Concentrations	Proposed Delivery
Curriculum and Teaching Studies	Fully online and hybrid
Mathematics Education	Fully online and hybrid
English/Language Arts Education	Hybrid
Middle Childhood Education	Hybrid
Physical Education Teacher Education	Hybrid
Science Education	Hybrid
Social Studies Education	Hybrid
Secondary Education (new, see below)	On ground

The M.Ed. degree in Curriculum and Instruction comprises eight concentrations:

The Secondary Education concentration is being established for fall 2019. The target audience for the concentration is students who have completed the coursework towards Kent State's Master of Arts in Teaching degree in Secondary Education but who have not completed the licensure requirements of student teaching. By transferring to this program, the students will be awarded a master's degree but will not be eligible to apply for teaching licensure. All courses in the concentration are existing and regularly offered. There will be no direct admission into this concentration; students may enter only with a change of program initiated by their Secondary Education faculty advisor.

See next page for program requirements and course delivery.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings Interim Dean of Graduate Studies Kent State University

Date

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## M.Ed. degree in Curriculum and Instruction: Course Delivery

	Online	Hybrid	Ground
Major Requirements (9 credit hours)			
CI 67001 Fundamentals of Curriculum			
CI 67002 Curriculum Leadership			
EVAL 65511 Research in Educational Services			<b></b>
Curriculum and Teaching Studies Concentration Requirements (21 credit hours)			
Students choose three courses from the following:			
CI 61130 Multicultural Education Strategies			
CI 67003 Teacher Education			
CI 67004 Professional Development in Teaching			
CI 67010 Curriculum Evaluation			
CI electives, students choose four courses (12 credit hours) with advisor approval			-
English/Language Arts Education Concentration Requirements (21 credit hours)			
Students choose three courses from the following:			
CI 67310 Theory and Practice in the Teaching of Reading			
CI 67312 Teaching Writing as a Process			
CI 67314 Survey of Young Adult Literature			
CI 67315 Survey of Children's Literature			
CI 67339 Writing Assessment and Response			
CI 67517 New Literacies in Practice			
CI electives, students choose four courses (12 credit hours) with advisor approval	-		-
Mathematics Education Concentration Requirements (21 credit hours)			
ADED 52267 Improving Mathematics Instruction for Adolescent and Adult Education			
or CI 67224 Teaching Mathematics Using Computers and Calculators			
or CI 67226 Improving Mathematics Instruction in Middle Childhood			
CI 67225 Research in Mathematics Education			
CI 67791 Seminar in Mathematics Education			
CI electives, students choose four courses (12 credit hours) with advisor approval	-		-
Middle Childhood Education Concentration Requirements (21 credit hours)			
CI 61130 Multicultural Education Strategies			
or CI 67003 Teacher Education			
or CI 67004 Professional. Development in Teaching			
or CI 67010 Curriculum Evaluation			
Cl 67107 Curriculum and Organization in Middle Grades			
Cl 67108 Teaching and Learning in the Middle Grades			
HDFS 64027 Early Adolescence			
Cl electives, students choose four courses (12 credit hours) with advisor approval			
Physical Education Teacher Education Concentration Requirements (34 credit hours)			
CI 55051 Elementary School Physical Education Methods			
CI 55053 Elementary School Physical Education Content			
CI 55058 Secondary School Physical Education Methods			
CI 55059 Secondary School Physical Education Content			
CI 65025 Contemporary Issues in Sport Pedagogy	_		
CI 65037 Adapted Physical Education			
CI 65055 Curriculum Development in Sport Pedagogy			
CI 65392 Advanced Practicum in Physical Education	_		
CI 6/330 Reading in Content Areas			

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	Online	Hybrid	Ground
Science Education Concentration Requirements (21 credit hours)			
CI 61133 Issues and Trends in Elementary Science			
CI 61134 Research Trends in Science Education			
CI 61140 Culture and Multiculturism in Science Education			
or CI 61141 Nature of Science in Science Education			
or CI 67240 Introduction to Environmental Education			
CI electives, students choose four courses (12 credit hours) with advisor approval			
Secondary Education Concentration Requirements (22 credit hours) NEW FOR FALL	2020		
ADED 62145 Principles of Secondary Teaching			
ADED 62191 Seminar in Secondary Education			
ADED 67147 Teaching Adolescents in the Secondary School Culture			
CULT 65530 Foundations of Education and Human Services			
EPSY 68901 Psychological Foundations of Education			
SPED 53062 Curriculum Methods Mild/Moderate Intervention			
Subject area requirements (6 credit hours)			
Social Studies Education Concentration Requirements (21 credit hours)			
CI 61125 Issues and Trends in Social Studies Education			
CI 61126 Research in Social Studies Teaching and Learning			
CI 61127 Technology and Social Studies			
CI electives, students choose four courses (12 credit hours) with advisor approval			



Mike DeWine, Governor Randy Gardner, Chancellor

## CHANGE REQUEST: CURRICULUM MODIFICATION

Date of submission: To come

Name of institution: Kent State University

Program: Master of Arts in Teaching degree in Early Childhood Education

Primary institutional contact for the request

Name:Cindy StillingsTitle:Dean of Graduate Studies (Interim)Contact:330-672-0119, cstillin@kent.edu

Proposed implementation date: Fall 2020 Catalog Year (Summer 2021)

**Date that the request received final approval from the appropriate institutional committee:** Kent State University Educational Policies Council approved the request on *date to come*.

### **Educator Preparation Programs:**

Leads to licensure:	🛛 Yes	🗆 No
Leads to endorsement:	🗆 Yes	🛛 No

## Describe the rationale for the proposed curriculum changes.

Kent State's College of Education, Health and Human Services proposes a substantial curriculum revision to the M.A.T. degree in Early Childhood Education to align with the new standards established by the Council for Accreditation of Educator Preparation (CAEP) and with new State of Ohio legislation that helps frame teacher programs for early childhood education.

The M.A.T. degree is an initial teaching licensure program and focuses on professional preparation and application of current theory, methods and practices for future teachers of preschool through third-grade students. The new state law expands the grade bands to include fourth- and fifth-grade students.

## Submit a comparison of the currently authorized curriculum and the proposed curriculum. Submit course descriptions and (short) syllabi for all new courses as appendix items.

In response to this new law, in the program, Kent State faculty have developed one new course, eliminated two courses, added two existing courses (both revised); revised nine courses to incorporate new content for grades 4-5, substantially revised six courses (with no equivalency to their current version) and modified the course sequencing to fit the developmental progression of young children.

See Appendix A for curriculum comparison and Appendix B for syllabus for the new course.

In addition to curriculum changes, admission criteria are revised to allow GRE test scores in verbal, quantitative and analytical writing (above 50<sup>th</sup> percentile and taken within five years of application) to substitute for Praxis Core Reading, Writing and Mathematics test scores.

## Describe changes to the following because of the request:

- Total number of credit hours for program completion: Increase from 58 to 64 credits hours.
- **Time to complete program:** Faculty have maintained the 18-month program time frame and rearranged course sequence to maximize field experience and course sequence in practicum opportunities within the full range of Preschool to grade 5.

## Describe how the changes will affect students currently in the program.

Current students in the program will not be affected. The new curriculum will be implemented for students entering graduate study in the summer 2021. The initial license is offered on a two-year cycle.

## Describe any faculty, administrative or support service changes because of the request.

The revised program does not require any resources changes. There will be a reorganization of the part-time (adjunct) faculty who are hired for particular courses.

#### Describe how the effectiveness of the new curriculum will be monitored over time.

Program faculty and administrators gather data from multiple assessments, which is then analyzed and decisions made for future adjustments. Kent State uses the Accountability Management System software by Taskstream to document, analyze, manage and archive outcomes assessment and institutional accountability. Program faculty will utilize the system to report the annual monitoring of learning outcomes and any changes needed based on analysis of data. In addition, the program administrators monitor, analyze and report on the effectiveness of the program as part of the CAEP accrediting process.

## Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

The College of Education, Health and Human Services will note the program's revisions in its annual report to Council for Accreditation of Educator Preparation (CAEP).

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings Dean of Graduate Studies (Interim) Kent State University

## APPENDIX A: Curriculum Comparison

#### Action Legend:

- Added: Course is existing and has been revised and added to the requirements.
- New: Course has been established and added to the program requirements.
- No change: Course requirement in the proposed program is the same as in current program.
- **Removed**: Course requirement has been removed from the program.
- Replaced: Course requirement has been substantially revised and is not equivalent to current requirement.
- Revised: Course requirement has been revised.

Previously Authorized Curriculum	Cr	Proposed Curriculum	Cr	Action
CI 67005 Intercultural Dimensions of Teaching and	3	CI 67005 Intercultural Dimensions of Teaching and	3	No change
Learning		Learning		
ECED 50105 Appropriate Phonics Instruction for	3	ECED 50302 Appropriate Phonics Instruction and	3	Revised
Kindergarten and Primary Children		Word Study		
ECED 50114 Teaching Science in the Early Years	3	ECED 50304 Teaching Science in the Elementary	3	Revised
		Years		
ECED 50123 Critical Inquiry into Integrated	3	ECED 50203 Critical Inquiry: International	3	Revised
Curriculum in the Primary Years		Baccalaureate Framework		
ECED 50125 Inquiry into Professional Practice	3	ECED 50125 Inquiry into Professional Practice	3	Revised
ECED 50126 Developmental Reading and Writing: The	3	ECED 50402 Developmental Reading and Writing in	3	Revised
Early Years		the Elementary Years		
ECED 50142 Home, School and Community Relations	3			Removed
ECED 50147 Teaching Mathematics: Early Years	3	ECED 50303 Teaching Mathematics in the	3	Replaced
		Elementary Years I		
		ECED 50404 Teaching Mathematics in the	3	Replaced
		Elementary Years II		
ECED 60102 Developing a Balanced Literacy Program	3	ECED 50403 Developing a Balanced Literacy	3	Replaced
		Program in the Elementary Years		
ECED 60110 Teaching Humanities: Early Years	3	ECED 60103 Social Studies and the Arts in Preschool	3	Replaced
ECED 60113 Preschool Education	3	ECED 60113 Preschool Education	3	Revised
ECED 60145 Teaching Social Studies: Early Years	3	ECED 50301 Teaching Social Studies in K-5	3	Replaced
		Classrooms		
ECED 60151 Sociomoral Environment in Early Child.	3	ECED 60151 Sociomoral Environment in Early	3	Revised
Education		Childhood Education		
ECED 60152 Application of Selected Theoretical	3	ECED 60152 Application of Selected Theoretical	3	Revised
Principles to the Development of Young Children		Principles to the Development of Young Children		
ECED 60167 Language and Literacy: Understanding	3	ECED 60201 Language and Literacies	3	Replaced
Development				
ECED 67291 Seminar in Early Childhood Education	3			Removed
ECED 67292 Practicum and Internship in Early	10	ECED 67292 Practicum and Internship in Early	10	Revised
Childhood Education		Childhood Education		
		ECED 63333 Family-School-Community Partnerships	3	Added
		in Diverse Settings		(revised)
		ECED 54444 Development and Pedagogy in Upper	3	New
		Elementary School		
		ECED 60115 Science, Technology, Engineering and	3	Added
		Mathematics Foundations for Early and Middle		(revised)
		Childhood Education		
	= 0			

Minimum Total Credit Hours: 58

Minimum Total Credit Hours: 64

## 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: 11/4/2019

Department/School: Geography/College of Arts & Sciences

Course ID:	ENVS 22070	Credit Hours: 3		
Course Title	e: Nature and Socie	ty		
Prerequisite	(s): None			
Select Kent	Core Category: position	- Humanities and Fine Arts	v	Social
□ Math	ematics and	Humanities		Sciences Bosia Sciences
Critic	al Reasoning	Fine Arts		Additional
1. Expl	ain how the course	e addresses (a) concepts central to t	he sul	bject area and

- 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 (www.kent.edu/catalog/kent-core)
  - a. Acquire critical thinking and problem-solving skills.

In Nature & Society, students will identify and explain diverse theoretical perspectives on nature-society relationships. For example, game theory, social vulnerability, externalities, and the social construction of nature are concepts the students are introduced to and taught to apply to specific case studies of human-environment interactions.

- b. Apply principles of effective written and oral communications.
- c. Broaden their imagination and develop their creativity.
- d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.
- e. Develop competencies and values vital to responsible uses of information and technology.

One of the key elements of environmental studies is understanding and participating responsibly in discussions and debates about environmental issues. One component of this course is being able to assess sources of information about environmental topics,

GEOG

which students will work through when selecting case studies. A portion of class is reserved for discussing how to evaluate sources of information on social and natural sciences as they relate to environmental topics.

## f. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.

Similarly to the earlier learning goal of responsible use of information, this course addresses the importance of students understanding and assessing information on human-environment topics and being able to move beyond the "save the Earth" mantra to a more nuanced understanding of the challenges of and opportunities for protecting resources for future generations.

- g. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance.
- 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 the Composition category or the Mathematics and Critical Reasoning category, 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 is at its core an introduction to environmental studies. Environmental studies is a social science field that looks at how humans influence and are influenced by the environment, with a focus on how people experience and perceive their environment and how this affects their actions. Environmental studies emerged as an independent field more than 50 years ago. It brings together what have been historically separate disciplines of environmental sciences (physical geography, geology, ecology), social sciences (human geography, sociology, communication and public policy) and humanities (history, literature) into an interdisciplinary field. The focus of this field is "to educate ecologically literature, responsible citizens who are problem solvers and agents of constructive social change" (Soule and Press, 1998).

ECG

Kent Core Course Proposal Questionnaire

4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.

Yes. This course is already being offered. We are also asking to remove our Introduction to Geography course and faculty/classroom resources will be shifted over the next few years to focus on Nature and Society instead.

#### 5. Has this course been offered previously?

Yes, since the ENVS major was first offered in 2017.

## 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?

The learning objectives of this interdisciplinary course are at the heart of the goals of a liberal arts education, and the Kent Core. Its focus on environmental issues, how we think about them, and how this affects our actions will help students to be better global citizens and critical thinkers. It will be attractive to students in many different majors who are interested in how environmental issues affect their lives and future careers.

## 7. Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.

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Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): ENVS 22070

Department/School: Geography/Arts & Sciences

Proposed Kent Core Category: (please check appropriate box)

Composition Mathematics and Critical Reasoning

Humanities and Fine Arts
 Humanities
 Fine Arts

X Social Sciences Basic Sciences Additional

plan.
-9
accompany
JSNUU
Sullabus
sample
7

I. Kent Core learning objectives	II. Ohio Transfet 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 counse?
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument	Identify and explain diverse theoretical perspectives on nature-society relationships Assess sources of information about human-environmental interaction and use these sources to engage in societal discussion on these topics.	Written exams; case study essays; instructor assessment of participation in classroom discussion	Assessment of case study essay performance on this element of the rubric. Assessment narrative by instructor of classroom discussion, exam responses
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		Assess sources of information about human-environmental interaction and use these sources to engage in societal discussion on these topics.	Case study essays	Assessment of case study essay performance on this element of the rubric

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1. hent core starting	II. Ubio Iransfer Module	III. What corresponding	IV. What method(s) will be used	V. What evidence of this
		in this course?	to assess student kaning	assessment will be presented annually for the five-year Kent
	うちまたがない たちとう れつでのの道法をつ			Core review of this course?
Engage in independent	Engage in our democratic	Identify theoretical	Instructor assessment of	Self-assessment narrative by
thinking, develop their own	society; be active and	perspectives in current	participation in classroom	instructor of classroom
voice and vision, and become informed reconnsible	informed citizens; develop a dismosition to narticinate	environmental debates and media	discussion	discussion
citizens	in and contribute to our		Cara chudu accave	Arearen and a second and a second
			Case study essays	Assessment narrauve or case
	aemocracy		in P	study essay performance on
				this element of the rubric
Improve their understanding of issues and behaviors	Acquire an understanding		가슴 것 같았다. 다 가슴에 있는 것 같은 것 같은 것 같은 것 같은 것 같은 것 같이 있다. 것 같은 것 같	
concerning inclusion,	culture and society			
Increase their awareness of				
ethical implications of their	したいためのないであるののための			-154
own and others' actions	のない。「「「「「「」」」」			
Integrate their major studies				
into the broader context of a				
liberal education				
Strengthen quantitative reasoning skills				
Understand basic concepts of	Employ the methods of			
the academic discipline	inquiry characteristic of			
	natural sciences, social			
	sciences and the arts and			3.70
	humanities			
ASSURANCES:				
3y submitting this proposal, we	e assure that:			
1. The faculty members w	tho teach this course have agr	eed to the learning outcomes ar	nd assessment methods.	
2. Assessment results will	be reviewed annually by the f	aculty and submitted to the Un	iversity Requirements Curriculun	n Committee.
3. MOULICATIONS to the co	Aurse and/or assessment plan	will be based on the annual revi	iew.	



Kent Core Learning Outcomes Assessment Plan 24 April 2010 (approved by the University Requirements Curriculum Committee) 17 May 2010 (approved by the Educational Policies Council) 13 September 2010 (approved by the Faculty Senate)

Page 2

Ohio Transfer Module Social and Behavioral Sciences Submission Preparation Template (Updated October 2008)

OTM Learning Outcomes/Guidelines (All of the fields are required)	Your Students' Learning Experiences and Evidence to Meet the OTM Learning Outcomes/Guidelines
	For the relevant Learning Outcomes (at least one from Learning Outcomes 1a-e) and Guidelines 6-10.
	please describe in detail the learning and
	assessment activities and exercises that students
	complete in order to meet each Learning Outcome
	and Guideline. For Guidelines 1-5, please affirm
	that the course meets each Guideline.
Learning Outcomes:	b) Course learning objectives:
The course directly emphasizes at least one of the learning outcomes for the	
Transfer Module. Which of these learning outcomes are addressed and how?	<ul> <li>Identify and explain diverse theoretical</li> </ul>
a) Communicate effectively: All general education programs include a compone	ent perspectives on nature-society relationships
for writing; many also include a component for oral communication or	
presentation	Assess sources of information about human-
b) Evaluate arguments in a logical fashion: Competence in analysis and logical	environmental interaction and use these
argument are explicit learning goals for most general education programs,	sources to engage in societal discussion on
although these skills go by a variety of names (e.g., critical thinking, analysi	s, these topics.
logical thinking, etc.)	
c) Employ the methods of inquiry characteristic of natural sciences, social	Assessment for these learning objectives
sciences, and the arts and humanities: The tools for solving problems vary	will be:
across disciplines; general education introduces students to methods of inqu	<ul> <li>Assessment of case study essay</li> </ul>
in several fields of study and thereby prepares students to integrate	performance on this element of the rubric.
information from different disciplines	
d) Acquire an understanding of our global and diverse culture and society	<ul> <li>Assessment narrative by instructor of</li> </ul>
e) Engage in our democratic society: One of the overarching goals of general	classroom discussion, exam responses
education is to prepare students to be active and informed citizens, the	d) Course learning objectives include:
development of a disposition to participate in and contribute to our	<ul> <li>Identify and explain diverse theoretical</li> </ul>
democracy is full of equal importance to the goal of having the skills to do s	berspectives on nature-society relationships
intelligentty.	<ul> <li>Assess sources of information about human-</li> </ul>
	environmental interaction and use these

GEOG

	sources to engage in societal discussion on these topics.
	<ul> <li>Assessment for these learning objectives will be:</li> <li>Assessment of case study essay performance on this element of the rubric.</li> </ul>
	<ul> <li>Assessment narrative by instructor of classroom discussion, exam responses</li> </ul>
	<ul> <li>e) Course learning objectives include:</li> <li>Identify theoretical perspectives in current environmental debates and media</li> </ul>
	Assessment for this learning objective will be:
	<ul> <li>Self-assessment narrative by instructor of classroom discussion</li> </ul>
	<ul> <li>Assessment narrative of case study essay performance on this element of the rubric</li> </ul>
<b>Guideline 1:</b> The course has the required entry level college proficiencies appropriate to the course. Entry level college proficiencies can be shown using a variety of means including placement exams, prerequisite coursework and a description of the course materials.	The course has the required entry level college proficiencies appropriate to the course.
Guideline 2: Course is not remedial or developmental.	Course is not remedial or developmental.
Guideline 3: Course does not cover variable content from term to term.	Course does not cover variable content from term to term.
Guideline 4: Course is not a special topics course.	Course is not a special topics course.

GEOG

Guideline 5: Course is not an upper division course.	Course is not an upper division course.
Guideline 6: Course is not a narrowly-focused technical or pre-technical course.	Course is not a narrowly-focused technical or pre- technical course.
Guideline 7: Course has content that allows the student to acquire an understanding of our global and diverse culture and society.	Course has content that allows the student to acquire an understanding of our global and diverse culture and society.
Guideline 8: Course is an introductory-level course that explains through empirical investigation and theoretical interpretation the behavior of individuals and/or various groups in societies, economics, governments or subcultures.	Course is an introductory-level course that explains through empirical investigation and theoretical interpretation the behavior of individuals and groups as it relates to their perception of environmental issues.
Guideline 9: Course is from either a social or behavioral science discipline, including anthropology, economics, geography, history, political science, psychology or sociology.	Course is interdisciplinary, but combines elements of multiple social science fields, including geography, policy, and sociology. It is primarily social-science based but also incorporates natural science and humanities.
Guideline 10: Course employs the methods of inquiry characteristic of social and behavioral courses.	Course employs the methods of inquiry characteristic of social and behavioral courses.

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GEOGA 17



Name: Lorna G Herdina

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<< Return to Search Results		
Course Catalog Update Information:		STU00
Reference Number: CCU015096	Date: 04-NOV-19	
Level: 3.00 of 3.00 Cumer: Office of Curriculum Services - 220 673 8558 or 220	Currently On The Worklist	Of: Alison Smith, alisonjs
Owner: Onice of Corrication Services, 350-6/2-8558 of 330-	·0/2-8559, cumculum@kent.e	
Change type: Revice		
Faculty member submitting this proposal:		
Bequested Effective Term: 202080		
Computer Kost		
College: AS-Arts and Sciences		
Benertmanth (500 Geographic		
Department: GEOG-Geography		
Course Subject: ENVS-Environmental Studies		
New Course Subject:		
Course Number: 22070		
New Course Number:		
Course Title: NATURE AND SOCIETY		A AND
Title Abbreviation: NATURE AND SOCIETY		
Slash Course and Cross-list Information:		
Cradit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hou	ars: 3 to 3	
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other – Minimum Hours/Maximum Hours	1	
Attributes		
Is this course part of the LER, WIC or Diversity requirem	ients: Yes	
It yes, course attributes: 1. LSS-LER-Social Sciences 2. 3.		
Can this course be repeated for credit: No Repeat	Course Limit: 9	OR Maximum Hours:
	Grade Rule: B-Stan	dard letter
Rationale for an LP grade request for this course (if app)	icable):	
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		1.1.1
Current Prerequisite/Corequisite/Catalog Description: Pr nature-society scholarship, focusing on human dimensions of e ecosystems, climate, and sustainability. It provides a balance of None	rovides an introduction to interc novironmental problem domains of theory and application to illus	disciplinary perspectives in such as natural resources, trative case studies. Prerequisit
Catalog Description (edited): Environmental studies takes a insights from natural sciences, social sciences and the humanit approaches to understanding how humans interact with and pe the world's greatest environmental challenges: climate change, insecurity, and the degradation of the physical environment.	in interdisciplinary approach to les. This course introduces the erceive their environment. It ap , the loss of biodiversity, urban	studying the environment, with discipline and explores theoretic plies these approaches to some sustainability, food and resource
Catalog Description (edited): Environmental studies takes a insights from natural sciences, social sciences and the humanit approaches to understanding how humans interact with and pe the world's greatest environmental challenges: climate change, insecurity, and the degradation of the physical environment. Prerequisites (edited): None	in interdisciplinary approach to ies. This course introduces the irceive their environment. It app , the loss of biodiversity, urban	studying the environment, with discipline and explores theoretic plies these approaches to some sustainability, food and resource
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Catalog Description (edited): Environmental studies takes a insights from natural sciences, social sciences and the humanit approaches to understanding how humans interact with and pe the world's greatest environmental challenges: climate change, insecurity, and the degradation of the physical environment. Prerequisites (edited): None Corequisites (edited): Registration is by special approval only: No	in interdisciplinary approach to lies. This course introduces the erceive their environment. It app , the loss of biodiversity, urban	studying the environment, with discipline and explores theoretic plies these approaches to some sustainability, food and resource

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		EFC Agenda   27 January 2020   Allaciment 29   Fage 10
Content Hours Topic Description		
Totroduction to Envi	ronmental Studies 🔐	
3 Population and scar	ity	
3 Markets and commo	dities	
3 Institutions and the	commons	
3 Risks and hazards		
3 Political economy	1	
3 Social constructions	of nature	
3 Sustainability		
3 Case study: Lawns		
3 Case study: Trees	-	
3 Case study: Carbon	dioxide	
3 Case study: Uraniun	1	
9 Additional case stud	es of human	
environmental perce	ptions and impacts	
Total Contact Hours: 45		
Torthook(a) used in this course	Taythook(c) used in this source	Taxt - Robbing D. Hists 1 and Maars 54 2014
Environment and Society: A Critical	Introduction, 2nd Edition. Wiley E	lackwell: Malden, Ma.
Writing Expectations: Four case s	tudy essays	
Instructor(s) expected to teach:	) Mapes, C Post, graduate Instruc	tors
Instructor(s) contributing to con	itent: J Mapes, C Post	
Proposal Summary		
Proposal Summary Explain the purpose for this prop This proposal adds Nature and Socie understanding key today's environm a social science course. But as an in consider human-environmental inter	ecosal: ety as a Kent Core course. Its purplental challenges. Because it deals terdisciplinary course, it also uses ractions. This proposal also clarific	pose is to broaden the reach of a course that is integral to with human experiences and behaviors, this is primarily an understanding of natural sciences and humanities to the course description and outline to better reflect the
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Term End:

#### Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / -)

A WORKSHOP A

Comments:		
Date	User	Comment
11/19/2019	Mary Ann Haley	Requesting Kent Core Social Science status.

History:

Date	User	Status
11/19/2019	Mary Ann Haley	Approved
11/6/2019	Scott C Sheridan	Approved
11/4/2019	Jennifer E Mapes	Submitted

# Fall 2018ENVS 22070Nature & Society

Dr. Jennifer Mapes jmapes@kent.edu Office: 439 McGilvrey Hall 330-672-6279 Office Hours: 10:30-Noon TR Class: 9:15-10:30 a.m. TR 240 McGilvrey Hall

Environmental studies takes an interdisciplinary approach to studying the environment, with insights from natural sciences, social sciences and the humanities. This course introduces the discipline and explores theoretical approaches to understanding how humans interact with and perceive their environment. It applies these approaches to some of the world's greatest environmental challenges: climate change, the loss of biodiversity, urban sustainability, food and resource insecurity, and the degradation of the physical environment.

## **Learning objectives**

- Identify and explain diverse theoretical perspectives on nature-society relationships.
- Identify those theoretical perspectives in current environmental debates and media.
- Apply those perspectives to understanding current environmental challenges and critically assessing proposed solutions.
- Assess sources of information about human-environmental interaction and use these sources to
  engage in informed discussions and debates on these topics.

## **Required** text

 Robbins, P., Hintz, J. and Moore S. A. 2014. Environment and Society: A Critical Introduction (2<sup>nd</sup> ed). Wiley Blackwell: UK.
## **Course schedule**

	TOPIC	ASSIGNMENTS
AUG 23	Welcome	
AUG 28/30	Nature & Society (ch. 1)	
SEPT 4/6	Population & scarcity (ch. 2)	
SEPT 11/13	Markets & commodities (ch. 3)	Case Study #1 due Sept. 16
SEPT 18/20	Institutions & the commons (ch. 4)	
SEPT 25/27	Environmental ethics (ch. 5)	Case Study #2 due Sept. 30
OCT 2/4	Risks & hazards (ch. 6)	
OC1 9/X	Political Economy (ch. 7)	
OCT 16/X	Midterm (Oct. 16)	
OCT 23/25	Social construction of nature (ch. 8)	Case Study #3 due Oct. 28
OCT 30/NOV 1	Sustainability (reading online)	
NOV 6/8	CO2 (ch. g)	Case Study #4 due Nov. 4
NOV 13/15	Trees (ch. 10)	
NOV 20/X	Uranium (ch 12)	
NOV 27/29	Lawns (ch. 14)	
DEC 4/6	Kent City & Campus	
DEC 12: 7:45 AM	Final exam in same classroom	

\* 1. Always read the chapter matching the week's topic in your textbook before Tuesday's class. For example, read Ch. 1 before Aug. 28<sup>th</sup>.

2. Case studies will always be due at 11:59 p.m. EST on Blackboard on Sunday night.

X=no class due to holiday or conference

Grades are averaged by the type of assignment and are then weighted for your final grade.

- In-class activities: 30%
- Mid-term: 20%
- Final: 20%
- Case studies: 30%

#### Assessments

#### In-class activities / 30%

Frequently in class, I will ask you to participate a class activity related to the required readings. Your lowest two grades for these will be dropped, so you can miss two days of class without it counting against you. There is no need to email me regarding class absences unless you miss more than 2 days of class due for a legitimate reason (<u>defined here</u>). If this occurs I will consider an alternate assignment Your grades will be posted on Blackboard based on a check/check+/check- system.

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#### Mid-term and Final exams / 20% each

You will receive a study guide and overview of the composition of the exams before they are given. Expect mostly multiple choice and short answer due to the size of our class. Our midterm is Oct. 16. Remember that final exams are scheduled for a different day and time by the university. Our Final Exam is 7:45 a.m. on Wednesday during exam week, in the same classroom.

### Case studies (and peer review) / 30%

You are required to submit four case studies on Blackboard that provide examples related to class material. As part of the assignment, you will also rate three of your classmates' submissions using a rubric that accounts for article quality, application of theories, and appropriate format. Your grade will reflect your submission, peer review of this submission, and your review of another students' post.

Letter grade	Letter to # translation	# to Letter translation	University policy of assessment
A	95	92.5-100	Excellent scholarship
Α-	92	89.5-92.4	
B+	88	86.5-89.4	
B	85	82.5-86.4	Good performance
Br	82	79.5-82.4	Sector Se
Ç+	78	76.5-79.4	
C	75	72.5-76.4	Fair or average performance
C-	72	69.5-72.4	
D+	68	66.5-69.4	The country of the second
D	65	59.5.66.4	Poor performance
F	60 or less	<59.4	Failure

# **Course policies**

Technology inside of the classroom: Please avoid this. Laptops have been proven to distract both the user and neighbors and to result in decreased exam grades. Phone use in class is both distracting and disrespectful. If you need someone to be able to contact you, it's not a problem to put your phone on vibrate and quietly leave to take the call. However, texting and other phone usage during class is a distracting and I will ask you to stop.

Technology outside of the classroom: This class includes assignments submitted via Blackboard Learn. Avoid using smart phones or tablets for these assignments. Internet Explorer is not a supported browser for Blackboard, so be sure to use Firefox, Safari or Chrome. It is your responsibility to be sure your software is up to date and to trouble-shoot if it isn't working: please use the university's Help Desk. Oftentimes the best way to find a solution to your problem is to use Google to search and see if anyone else has had that problem and can offer a solution. There are plenty of troubleshooting tools for Blackboard available online.

**Communication:** Speaking with me during office hours is usually the best choice. I am available for consultation over email, but please communicate in a professional and respectful manner. Here are some guidelines:

- Follow proper email etiquette. This includes an informative subject line (not "No Subject" or "class"), a salutation ("Dear Professor Mapes," or "Dear Dr. Mapes," or just "Professor Mapes," but not "hey" or nothing), your full name, and what class you are in.
- Please do not expect an immediate response. If I have not responded to your email within 48 hours, a polite reminder email is fine.
- If you may miss a due date: Contact me to explain the circumstances BEFORE the assignment or exam is due. If you provide proper documentation or thorough explanation, I may offer an extension. Please don't be afraid to ask! But I cannot give extensions after the assignment is due unless it is an emergency.

Academic Honesty: Use of the intellectual property of others without attributing it to them is considered a serious academic offense. Cheating or plagiarism will result in a failing grade for the work or for the entire course. Repeat offenses result in dismissal from the University. <u>University guidelines</u> require that all infractions be reported to the Student Conduct Officer on our campus.

#### Academic dishonesty includes (but is not limited to):

- Copying from others, without quotes and/or proper works cited (footnotes/parenthetical documentation and a reference list)
- Failure to cite your references, even with quotation marks or rewording, including concepts and images.
- Properly referenced work, but with only one or two words changed in sentences that are not your own.
- Copying an outline/organization for the paper from a friend or online source.
- Submitting someone else's work, or "recycling" your own work from another class or assignment
- False references, including but not limited to consistently inaccurate page numbers and website URLs.

**Students with Disabilities:** University policy 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).

#### **Class Attendance**

Attendance is required and expected and will impact your grade on in-class activities as detailed above. Late/early arrivals/departures will also affect your grade, as assessments may occur during this period. See university policy <u>here</u>.

<b>Registration Transactions</b>	Deadlines
Section Start Date	08/23/18
Section End Date	12/09/18
Last Day to Add	08/29/18
Last Day to Drop	09/05/18
Last Day to Withdraw	10/31/18
Course Flexibly Scheduled	NO
Census Date	09/06/18

1

# **AVIATION LAW AND POLICY - MINOR**

#### In Workflow

- 1. AERO Faculty Committee Chair (dstring1@kent.edu; jloren10@kent.edu; klaberge@kent.edu)
- 2. AR CCC Agenda Role Undergraduate (mmcfarl2@kent.edu)
- 3. AR Curriculum Committee Chair Undergraduate (dboyd@kent.edu)
- 4. AR Dean (cbloebau@kent.edu)
- 5. Provost (jkellog7@kent.edu; ttillet1@kent.edu; dvan@kent.edu)
- 6. Educational Policies Council (jkellog7@kent.edu; dvan@kent.edu)
- 7. Final Catalog Review (Final Catalog Review@kent.edu)

#### **Approval Path**

- 1. Thu, 21 Nov 2019 12:31:23 GMT
- Jason Lorenzon (jloren10): Approved for AERO Faculty Committee Chair
- Fri, 22 Nov 2019 15:51:56 GMT Maureen McFarland (mmcfarl2): Approved for AR CCC Agenda Role - Undergraduate
- Fri, 06 Dec 2019 19:56:11 GMT Darwin Boyd (dboyd): Approved for AR Curriculum Committee Chair - Undergraduate
   Tue, 17 Dec 2019 18:51:55 GMT
- Christina Bloebaum (cbloebau): Approved for AR Dean

#### **New Program Proposal**

Date Submitted:Thu, 21 Nov 2019 12:26:32 GMT

#### Viewing: Aviation Law and Policy - Minor

#### Last edit:Tue, 21 Jan 2020 21:20:28 GMT

Changes proposed by: jloren10

#### **Reviewer Comments**

Maureen McFarland (mmcfarl2) (Wed, 04 Dec 2019 18:18:05 GMT): Again, as I wrote on the course approval form, I think the title of the ethics course should change.

#### Program Type:

Minor

College:

College of Aeronautics and Engineering

#### Department/School:

College of Aeronautics and Engineering

Level:

Undergraduate

#### **Program Name:**

Aviation Law and Policy - Minor

#### Degree:

Minor

#### List the delivered modes for the program:

On-Ground

# Fully Offered At: List all campuses/locations and methods (e.g., online, accelerated) for which a student can fully complete the program.

Kent State Main Campus

#### Lead administrator for this proposal:

Jason T. Lorenzon, Esq.

#### Explain the need for this program:

The air transportation industry is one of the most heavily regulated in the U.S economy. Responsible for more than 10 million jobs and driving 5 percent of the U.S. gross domestic product (GDP) and nearly \$1.5 trillion in annual economic activity, the industry requires

aviation professionals who can readily navigate the complex areas of aviation regulations. Student pursuing this minor will gain a deep understanding of existing policy and case law while developing the skills necessary to influence the regulatory process which establishes and creates new laws and regulations. This minor will enhance the learning experience from a multitude of disciplines (aeronautics, engineering, business, pre-law etc) and prepare students to affect change in the air transportation industry from a variety of career fields.

# Are you establishing new or revising courses for this program? If yes, please explain. (You will also need to submit separate course workflows.)

Yes. Couse workflows have been submitted.

Explain the current or future resources needed to support this program (e.g., faculty, staff, facilities, fiscal): None.

Describe impact on other programs and units. (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):

Units Consulted	
Department of Political Science	
College of Aeronautics and Engineering	
Aerospace Studies	
College of Arts and Sciences	
Catalog Copy	

#### **Effective Catalog:**

2020-2021

#### Description: Describe the program as you would to a prospective student.

The air transportation industry is one of the most heavily regulated in the U.S economy. Responsible for more than 10 million jobs and driving 5 percent of the U.S. gross domestic product (GDP) and nearly \$1.5 trillion in annual economic activity, the industry requires aviation professionals who can readily navigate the complex areas of aviation regulations. Student pursuing this minor will gain a deep understanding of existing policy and case law while developing the skills necessary to influence the regulatory process which establishes and creates new laws and regulations. This minor will enhance the learning experience from a multitude of disciplines (aeronautics, engineering, business, pre-law etc) and prepare students to affect change in the air transportation industry from a variety of career fields.

#### Accreditation: List specialized or professional accreditor for the program if applicable.

Not applicable

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.

Admission to a minor is open to students declared 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 declared 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.

# 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 "demonstrate," "understand," "appreciate," etc.

- 1) identify, formulate, and solve applied aviation problems;
- 2) work effectively on multi-disciplinary and diverse teams
- 3) make professional and ethical decisions
- 4) communicate effectively, using both written and oral communication skills; and
- 6) assess contemporary issues

#### **Program Requirements:**

Code	Title	Credit Hours
Minor Requirements		
AERN 45250	AVIATION LAW	3

3

AERN 45791	AVIATION SECURITY AND POLICY SEMINAR (WIC)	3
PLST 28001	LEGAL RESEARCH AND WRITING	3
POL 10300	PUBLIC POLICY	3
or POL 10500	WORLD POLITICS (DIVG) (KSS)	
Aeronautics electives, choose	e from the following:	5
AERN 35031	AIR TRANSPORTATION INDUSTRY REGULATIONS	
AERN 35250	UNMANNED AIRCRAFT SYSTEMS (UAS) LAW AND REGULATIONS	
AERN 45255	LEGAL ANALYSIS OF AVIATION AND ENGINEERING DISASTERS	
AERN 45400	AVIATION MAINTENANCE LAW AND REGULATIONS	
ENGR 35550	LAW AND ETHICS FOR ENGINEERS	
Minimum Total Credit Hours:		17

Minimum Total Credit Hours:

#### **Total Credit Hours:**

17

#### **Progression Requirements**

#### **Graduation Requirements**

#### Graduation Requirements: (i.e., minimum grade in specific courses, passage of specific exam)

- Minimum 6 credit hours in the minor must be upper-division coursework (30000 and 40000 level).
- · Minimum 6 credit hours in the minor must be outside of the course requirements for any major or other minor the student is pursuing.
- Minimum 50 percent of the total credit hours for the minor must be taken at Kent State (in residence).

Key: 621

# Cybersecurity Engineering Bachelor of Science Degree

# FULL PROPOSAL

Submitted to: Ohio Department of Higher Education Submit date: *to come* Submitted by: College of Aeronautics and Engineering

Kent State University





# **New Programs**

Substantive Change Application

Institution: Kent State University City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: AVP, Curriculum Planning/Administration Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted: to come

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. Excluding attachments, the completed application form should be no more than 12–15 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer 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 an application form was accessed more than 90 days prior to filing, please visit the <u>hlcommission.org/change</u> to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file at <u>hlcommission.org/upload</u>. Select "Change Requests" form the list of submission options to ensure the application is sent to the correct HLC staff member.

#### **Part 1: General Questions**

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

Kent State University seeks to establish a Bachelor of Science degree in Cybersecurity Engineering to prepare individuals who want to become professional engineers in the broad field of cybersecurity.

The program will be offered by the College of Aeronautics and Engineering on the Kent Campus.

#### 2. Is this application being submitted in conjunction with another application?

🗌 Yes

🖂 No

If yes, please explain:

Not applicable.

#### Classification of Change Request. 3.

Note: not every institutional change requires prior review and approval. Visit the hlcommission.org/change to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

Associate's	🔀 Bachelor's	Master's or specialist
Doctorate	Certificate or diploma	🗌 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 agreement 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. Internal and State Approvals.** Attach documentation of internal (faculty, board) and state approvals that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed.

Kent State University Board of Trustees approved the program on *date to come*, see Appendix A.

6. System Approvals. If applicable, attach documentation of system approval that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed. Check the box below if the institution is not part of a system.

Not Applicable

7. Foreign Country Approval(s). If applicable, attach documentation of foreign country approval(s) that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed. Check the box below if the proposed change is not related to offerings in a foreign country.

Not Applicable

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

Accreditation is not required for graduates of the program to practice in the profession. However, the college will be seeking accreditation from ABET, which offers accreditation for cybersecurity programs under two separate and distinct commissions: the Computer Accreditation Commission and the Engineering Accreditation Commission. Both have the Computing Sciences Accreditation Board as a lead ABET society, which guides curricular requirements specific to the accreditation process; the Engineering Accreditation Commission also receives direction from the Institute of Electrical and Electronics Engineers and the International Council of Systems Engineering.

The college will seek accreditation under the ABET Engineering Accreditation Commission, which requires a curriculum that includes "engineering topics necessary to determine cybersecurity requirements and to analyze, design, test and protect complex devices and systems that incorporate hardware, software, and human components."<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> ABET Accreditation Criteria 2019-2020. Retrieved from <u>www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2019-2020/#3.</u>

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.

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

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.)

Not applicable. This proposal does not require a campus or location visit.

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 <u>Change Visit:</u> <u>Required Materials and Submission Procedures</u> for more information.

- □ Request to embed a Change Visit into an already scheduled visit. Note: Such requests must be submitted at least six months before the visit date. HLC staff will determine whether to embed a Change Visit based on peer reviewer availability and the complexity of the scheduled visit, among other factors. HLC may not be able to accommodate all requests. 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 <u>Classification of</u>

<u>Instructional Programs terminology (CIP codes)</u>. 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.

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 Cybersecurity Engineering. The CIP code that will be assigned is the following:

14.4701 Electrical and Computer Engineering: A program that prepares individuals to apply mathematical and scientific principles to the design and development of computer systems. Includes instruction in computer architecture, cybersecurity, electronic circuits, electromagnetism, electronic materials and design, micro-fabrication methods and techniques, signal and image processing, and wireless communication networks. *New for CIP 2020* 

b) Total credit hours (indicate whether semester or quarter) for completion of the program

The degree program is 123 semester credit hours, comprising 65 credit hours of engineering and computer science courses and 58 credit hours of physics, mathematics and general education (Kent Core) courses.

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 implementation is the fall 2020 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 primary target audience is full-time, traditional-aged college students. Part-time and transfer students also will be accepted and advised regarding time to completion requirements. Students from underrepresented groups will be a target audience to contribute to the expansion initiative of diverse students in engineering.

 f) Whether the program will be part of contractual arrangement (see HLC's website for a <u>definition</u> of contractual arrangements)

🛛 No 👘 Yes

**Important:** If yes, complete the <u>Contractual Arrangement Screening Form</u> for each planned involvement to determine whether additional HLC approval is required.

- If contractual approval is required: Complete the full contractual application and submit it in conjunction with this application.
- If approval is not required: Attach the confirmation email from HLC to this application.
- g) Whether the program will be part of a consortial arrangement (see HLC's website for a <u>definition</u> <u>of consortial arrangements</u>)

**Important:** If yes, complete the <u>Consortial Arrangement Screening Form</u> for each planned involvement to determine whether additional HLC approval is required.

- If consortial approval is required: Complete the full consortial application and submit it in conjunction with this application.
- If approval is not required: Attach the confirmation email from HLC to this application.
- h) Whether the program will be offered as distance education or correspondence education (see HLC's website for <u>definitions of distance and correspondence education</u>)

 $\boxtimes$  No  $\square$  Yes

**Important:** If yes, check the institution's distance delivery stipulation in its <u>Institutional Status</u> and <u>Requirements Report</u>. If this program does not fit within the institution's current stipulation, submit a <u>distance delivery application</u> in conjunction with this application.

 Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request. Note: A change in stipulation requires an on-site visit by HLC peer reviewers. If the institution is requesting a new stipulation, please complete Section 1, Question 7.

Not applicable.

#### Section B. Institution's History With Programs

3. 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?

CIP 14.4701 is the only code under CIP 14.47 (Electrical and Computer Engineering), which is new for CIP 2020. The proposed B.S. degree in Cybersecurity Engineering will not replace any currently offered program at Kent State.

4. 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.

At the bachelor's degree level, Kent State offers three programs under the same two-digit CIP 14 (Engineering), of which two are new and have not graduated a cohort yet.

Applied Engineering (B.S. degree): 54 graduates in fiscal year 2019

#### Section C. Institutional Planning for Program Change

5. 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?

Not applicable.

6. Describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

The B.S. degree in Cybersecurity Engineering has been proposed by the computer engineering technology faculty in the College of Aeronautics and Engineering. Faculty are currently working with the National Security Administration to have its B.S. degree in Computer Engineering Technology designated as a Center of Academic Excellence in Cyber Defense.<sup>2</sup> This distinction will transition to the proposed cybersecurity engineering degree program once the program is in place. Faculty are also working to establish partnerships with the State of Ohio, University of Cincinnati and University of Akron in the Ohio Cyber Collaboration Committee.<sup>3</sup>

In addition to being approved by the faculty and members of the college curriculum committee, the Cybersecurity Engineering major was approved by the Educational Policies Council, a subcommittee of the Faculty Senate (*date to come*); and the Faculty Senate (*date to come*).

7. 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.

In 2015, the College of Aeronautics and Engineering moved into a new, 55,000-square-foot building on the Kent Campus and has more than doubled the number of lab spaces since then. In addition, there is a planned wing annex to add an additional 17,000 square feet of faculty, classroom and research space in the building. The university is in the process of fundraising with a projected groundbreaking in 2020. With the addition of this space, the college will have the resources to support the proposed degree program and other programming initiatives.

<sup>&</sup>lt;sup>2</sup> National Security Agency, Central Security Service (n.d.). National Centers of Academic Excellence. Retrieved from <u>www.nsa.gov/resources/students-educators/centers-academic-excellence</u>.

<sup>&</sup>lt;sup>3</sup> Ohio Cyber Collaboration Committee (n.d.). Retrieved from <u>www.ohioc3.org</u>.

The college is also the primary operator at the Kent State University airport at which construction recently finished on a \$7 million, on-site academic center funded in part by Federal Express.

The new airport facility includes classrooms, flight debriefing rooms, four new flight simulators and a faculty research laboratory.

8. 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?

The Bureau of Labor Statistics projects that the job outlook for information security analysts (those who plan and carry out security measures to protect an organization's networks and systems) will grow by an astounding 32 percent in the next 10 years.<sup>4</sup> See Appendix B for letters of support from area industry.

The program is anticipated to launch with a conservative enrollment of 30 students, of which it is expected to be comprised primarily of full-time students. The projection is due to the general demand in this professional area, the reputation of Kent State University and a targeted marketing campaign the college plans to roll out for the program. In the past three years, the College of Aeronautics and Engineering has launched successfully six new bachelor's degrees:

New B.S. Degree Program	Established	Enrollment*
Aeronautical Systems Engineering Technology	2017	61
Aerospace Engineering	2016	63
Computer Engineering Technology	2018	69
Mechanical Engineering Technology	2018	75
Mechatronics Engineering	2018	14
Mechatronics Engineering Technology	2018	36

\* Fall 2019 student enrollment (15<sup>th</sup> day census), Office of Institutional Research

Recognizing the increase of students arriving with significant college credits earned while completing their high school education (e.g., AP, College Credit Plus), the college specifically considered this trend in its plans and projections for the program.

Many of the courses for the program's curriculum are existing and offered for other programs. For example, the college's Computer Engineering Technology major comprises a large number of courses that are directly relevant to this proposed degree. Students in the computer engineering technology program have completed capstone projects focused on cybersecurity engineering. In addition, the college offers an undergraduate minor in electronic technology and is partnering with Kent State's College of Applied and Technical Studies to create pathway programs for that college's A.A.S. degree in Electrical/Electronic Engineering Technology and B.S. degree in Engineering Technology, both offered on the Tuscarawas Campus. Both colleges currently have programs accredited by ABET.

<sup>&</sup>lt;sup>4</sup> Bureau of Labor Statistics: U.S. Department of Labor (2018). Retrieved from <u>www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm</u>.

While that the College of Aeronautics and Engineering has focus and experience with hardware and human factors, it does not with software. This deficiency creates opportunities for the college to work collaboratively with other academic departments within Kent State to fill the gap in curriculum and best leverage existing expertise and offerings. As one example, the Department of Computer Science offers a comprehensive set of courses that address the software and information security implications for the design of an engineered system.

After two years of implementation, the college plans to recruit industry professionals to provide instruction in courses specific to this program. This enables flexibility to adjust to enrollment levels and contain costs. Recognizing that this specialty field may require two to three times the normal rate for part-time instructors, the college has included those higher rates in financial projections. Ohio students may be eligible for targeted programs such as <u>Choose Ohio First</u>, and the college's development office will be seeking philanthropic support to create scholarships for students, especially for non-Ohio students who pay a non-resident surcharge. The college is committed to such scholarships to the extent that the end result is equal to or exceeds the tuition plus state share of instruction that is normal for Ohio residents.

9. 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?

The program is projected to grow from total FTE enrollment of 30 in the launch year to 100 students in year three. This is due to building out of the program, i.e., students normally progressing through their academic careers, increase in entering freshmen each year and additional enrollment arising from change of majors within the university and transfer students from other institutions. Current tenure-track faculty are available to support program planning and some program-specific instruction. Additional instructional resources will be primarily filled by part-time faculty drawn from area firms and the addition of non-tenure track faculty as needed.

10. 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? Submit a three-year budget projection for the proposed program with the application.

Undergraduate enrollment in the College of Aeronautics and Engineering increased in the past year, from 869 students in fall 2018 to 919 in fall 2019, and current admission data indicates growth next year. Generally, the college is positioned to increase both undergraduate and graduate enrollment over the next several years. While the college's sponsored research and public service programs were essentially constant for several years, sponsored project awards are on track to more than double in the current year. The college is expanding its non-degree programming with a focus on micro-credentials. The proposed degree program supports the future strategy of extracting focused, non-credit programming from credit course and program content that may be adapted to offering micro-credentials to non-credit students.

The B.S. degree in Cybersecurity is projected to make a significant net contribution to the college by its fourth year. Deferred State Share of Instruction (i.e., the 50 percent based on graduation rates of students in those first four years), will contribute to the following six years. As the college experiences overall growth, it is anticipated to move to a breakeven position in fiscal year 2021 and moving to more significant fund balance contributions over the next two fiscal years as newer programs come to completion. Thus, any shortfall due to this program will be addressed by projected fund balance contributions with contingency funding provided by the college's existing fund balance. See Appendix C for a fiscal impact statement for the proposed degree program.

11. 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 College of Aeronautics and Engineering employs marketing staff who are responsible for ensuring the 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, including the Kent State website.

#### Section D. Curriculum and Instructional Design

12. 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.

See Appendix D for descriptions of courses comprising the program.

13. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

See Appendix E for the program's catalog page, including admission and graduation requirements.

Major Requirer	nents (65 credit hours)	
CS 23001	Computer Science II: Data Structures and Abstraction	4
CS 23022	Discrete Structures for Computer Science	3
CS 47207	Digital Forensics	3
CS 47221	Introduction to Cryptology	3
ENGR 20000	Professional Development in Engineering	1
ENGR 20005	Introduction to Cybersecurity Engineering	3
ENGR 26301	Networking Hardware I	4
ENGR 27100	Fundamentals of Operating Systems for Engineering NEW	3
ENGR 30000	Professional Development in Aeronautics	3
ENGR 33320	Applied Embedded Systems I	3
ENGR 35500	Signals and Circuits	3
ENGR 35501	Signals and Circuits Laboratory	1
ENGR 35550	Law and Ethics for Engineers NEW	3
ENGR 36302	Networking Hardware II	3

Major Requirements continued			
ENGR 36337	Information Technology Security	3	
ENGR 46300	Network Security	3	
ENGR 46312	Wireless Network and Telecommunication Systems	3	
ENGR 46316	Server Administration and Configuration I	3	
ENGR 48099	Engineering Capstone I NEW	3	
ENGR 48199	Engineering Capstone II NEW	3	
Computer Prog	ramming Elective, choose from the following:	4	
CS 13001	Computer Science I: Programming and Problem Solving		
CS 13011	Computer Science IA: Procedural Programming		
& CS 13012	Computer Science IB: Object Oriented Programming		
Major Elective,	choose from the following:	3	
CS 33007	Introduction to Database System Design		
CS 43401	Secure Programming		
CS 47206	Data Security and Privacy		
ENGR 33031	Programmable Logic Controllers		
ENGR 47200	Systems Engineering		
Additional Req	uirements (58 credit hours)		
COMM 15000	Introduction to Human Communication	3	
ENG 30062	Principles of Technical Writing	3	
MATH 12002	Analytic Geometry and Calculus I	5	
MATH 12003	Analytic Geometry and Calculus II	5	
MATH 30011	Basic Probability and Statistics	3	
MATH 32051	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 Addi	Kent Core Additional 3		
	Minimum Total Credit Hour	s: 123	

#### Section E. Institutional Staffing, Faculty, and Student Support

14. 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?

Over the past six years, the College of Aeronautics and Engineering has increased its engineering capabilities by increasing the number of faculty with engineering or closely-related backgrounds—from three full-time faculty members in 2013 to 14 full-time faculty members in 2019. There will be 14 full-time faculty from the college who will teach the major courses in the proposed program, in addition to four full- and two part-time faculty members from the Department of Computer Science. While an increase in the number of faculty may be required after program implementation and as the enrollment grows, at this time there is no anticipated immediate need for additional faculty.

15. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names, 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, each faculty member's course load in the new program, and the course work each currently teaches at the institution. If faculty have not yet been hired, please include an advertisement for the position and a job description for the position. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member or provided in a faculty chart.)

Faculty from College of Aeronautics and Engineering			
Instructor	<b>Terminal Degree</b>	Course Taught or Proposed	
Md Amiruzzaman	Ph.D., Kent State	ENGR 33320 Applied Embedded Systems I	
Assistant Professor	University, 2016		
Tenure Track			
Darwin Boyd	Ph.D., Kent State	ENGR 33031 Programmable Logic Controllers	
Assistant Professor	University, 1991		
Tenured			
Xuhui (Tracy) Chen	Ph.D., Case	ENGR 20005 Introduction to Cybersecurity Engineering	
Assistant Professor	Western Reserve	ENGR 46312 Wireless Network and Telecommunication	
Tenure Track	University, 2019	Systems	
Yanhai Du	Ph.D., University	ENGR 48099 Engineering Capstone I NEW	
Associate Professor	of Waikato, 2004	ENGR 48199 Engineering Capstone II NEW	
(Tenured)			
Evren Koptur	Ph.D., Kent State	ENGR 36337 Information Technology Security	
Assistant Professor	University, 2016	ENGR 46316 Server Administration and Configuration I	
(Non-Tenure Track)			
Sarath Chandra	M.D.S., Kent State	ENGR 27100 Fundamentals of Operating Systems for	
Kunda	University, 2015	Engineering NEW	
Lecturer (Non-		ENGR 26301 Networking Hardware I	
Tenure Track)		ENGR 36302 Networking Hardware II	
		ENGR 47200 Control Systems Security Engineering	
Rui Liu	Ph.D., Colorado	ENGR 48099 Engineering Capstone I NEW	
Assistant Professor	School of Mines,	ENGR 48199 Engineering Capstone II NEW	
(Tenure Track)	2018		
Jason Lorenzon	J.D, Cleveland	ENGR 35550 Law and Ethics for Engineers <b>NEW</b>	
Lecturer (Non-	State University,		
Tenure Track)	2007		
Ye Lu	Ph.D., Purdue	ENGR 48099 Engineering Capstone I NEW	
Assistant Professor	University, 2019	ENGR 48199 Engineering Capstone II NEW	
(Tenure Track)			
Maureen McFarland	Ph.D., Kent State	ENGR 47200 Systems Engineering	
Associate Dean and	University, 2017	ENGR 20000 Professional Development in Engineering	
Assistant Professor			
(Non-Tenure Track)			

Faculty listed below will teach the courses in the major requirements.

Faculty from College of Aeronautics and Engineering continued			
Instructor	Terminal Degree	Course Taught or Proposed	
Tao Shen	Ph.D., University	ENGR 35500 Signals and Circuits	
Assistant Professor	of Nebraska-	ENGR 35501 Signals and Circuits Laboratory	
(Tenure Track)	Lincoln, 2016*		
David (Blake)	Ph.D., University	ENGR 48099 Engineering Capstone I NEW	
Stringer	of Virginia, 2008	ENGR 48199 Engineering Capstone II NEW	
Associate Professor			
(Tenured)			
Michael Testa	M.S.M., University	ENGR 46300 Network Security	
Lecturer (Non-	of Akron, 1997	ENGR 26301 Networking Hardware I	
Tenure Track)		ENGR 36302 Networking Hardware II	
		ENGR 46312 Wireless Network and Telecommunication	
		Systems	
Faculty from Departm	ent of Computer Sc	ience, College of Arts and Sciences	
Arvind Bansal	Ph.D., Case	CS 23022 Discrete Structures for Computer Science**	
Professor (Tenured)	Western Reserve		
	University, 1985		
Angela Guercio	Ph.D., Kent State	CS 13001 Computer Science I: Programming and Problem	
Associate Professor	University, 2004	Solving**	
(Tenured)			
Md Amjad Hossain	Ph.D., Kent State	CS 33007 Introduction to Database System Design	
Part-time Instructor	University, 2018		
Maha Allouzi,	Ph.D. candidate,	CS 47221 Introduction to Cryptology	
Lecturer (Non-	Kent State		
Tenure Track)	University		
Xiang Lian	Ph.D., Hong Kong	CS 23001 Computer Science II: Data Structures and Abstraction	
Assistant Professor	University of		
(Tenure Track)	Science and		
	Technology, 2009		
Mikhail Nesterenko	Ph.D., Kansas	CS 13011 Computer Science IA: Procedural Programming**	
Professor (Tenured)	State University,	CS 13012 Computer Science IB: Object Oriented Programming	
	1998		
Jonathan Maletic	Ph.D., Wayne	CS 23001 Computer Science II: Data Structures and Abstraction	
Professor (Tenured)	State University,		
	1995		
Paweena Manotipya	Ph.D. candidate,	CS 47207 Digital Forensics	
Graduate Assistant	Kent State		
	University		
L. Gwenn Volkert,	Ph.D., Wayne	CS 13011 Computer Science IA: Procedural Programming**	
Associate Professor	State University,	CS 13012 Computer Science IB: Object Oriented Programming	
(Tenured)	2001*		
Computer science	Doctorate in	CS 43401 Secure Programming	
faculty TBD	computer science	CS 47206 Data Security and Privacy	

\* Transcript is not on file in the Kent State University Office of Academic Personnel. \*\* Course is also taught by graduate teaching assistants when needed. 16. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

17. 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 Kent State University Libraries provide on-ground and online access to thousands of journals, books and databases to students across all eight campuses (through KentLink). Kent State is a member of OhioLink, which gives students access to library materials and electronic research databases from 120 academic libraries in Ohio. Kent State also maintains a license with Safari Books, a digital library of more than 40,000 books, videos and interactive tutorials. University Libraries provide instructional services, including workshops and in-class visits, to educate students on finding and using information effectively and ethically.

A science librarian works with the College of Aeronautics and Engineering to create awareness of library resources and programs and to build library collections appropriate for the department's programs and curriculum. 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

18. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

One objective of the program will be to provide students with a working knowledge of "analysis and evaluation of components and systems with respect to security and to maintaining operations in the presence of risks and threats"<sup>5</sup> with an emphasis on engineered systems. Students will gain the knowledge and skills necessary to address security issues pertaining to stakeholder needs and requirements (from a system engineering perspective) considering the lifecycle of the system from the outset. Design and development of systems, their components and associated networks to increase trustworthiness is a driving concern.

The student learning outcomes will be developed so that graduates of this program will be able to:

- 1. Identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics
- 2. Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors

<sup>&</sup>lt;sup>5</sup> ABET Accreditation Criteria 2019-2020. Retrieved from <u>www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2019-2020/#3.</u>

- 3. Communicate effectively with a range of audiences
- 4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- 5. Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
- 6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- 7. Acquire and apply new knowledge as needed, using appropriate learning strategies.
- 19. 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 the Cybersecurity Engineering major 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 and increases persistence.

To further that objective, the course materials are designed so that students 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.

Another way student learning is assessed is through internships. While this program does not require that every student participates in an internship, they are encouraged to do so. Students who choose to receive credit for working in an internship are required to journal about their experience weekly and write a paper at the end of the semester. This encourages students 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 students 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.

#### Interdepartmental Correspondence College of Arts and Sciences Kent State University

# To: Christina Bloebaum, Dean, College of Aeronautics and EngineeringFrom: James Blank, Dean, College of Arts and SciencesDate: 1/10/18

I am pleased to provide this letter of support for your proposal for a new B.S. degree in Cybersecurity Engineering. I view this new degree program as distinct from our computer science degree programs, yet complementary to the latter. Therefore, I believe this degree program will provide new opportunities for students interested in applying principles of engineering, science, and mathematics to issues in the area of cybersecurity. The Departments of Mathematical Sciences, Computer Science and Physics likely have coursework that would be beneficial to the education of your students and we would be pleased to work with your college in developing a dynamic and attractive undergraduate degree program.



01/13/2020

Dr. Christina Bloebaum 1400 Lester A. Lefton Esplanade Kent, Ohio 44242

Dear Dr. Bloebaum

Letter in support of KSU College of Aeronautics and Engineering's (CAE) proposal to create a Cybersecurity Engineering program.

Rockwell Automation is pleased to write this letter in support of KSU College of Aeronautics and Engineering's (CAE) proposal to create a Cybersecurity Engineering program. We at Rockwell Automation strongly believe that there is an industrial need for a program that produces engineering professionals that understand the cybersecurity system implications that involve hardware, software, networking, and user.

Cybersecurity has become a huge issue for industry. Expertise in this area is a critical need as companies progress with digital transformation, operations & information technologies converge, and enterprise threat vectors increase. The number of associated positions available in this area within Rockwell Automation and our customers has grown considerably.

Rockwell Automation Inc. is a leading global provider of industrial automation controls and information solutions to a broad range of industries. Rockwell Automation is frequently recognized by Ethisphere as one of the world's most ethical companies, for our innovative technologies and for corporate social responsibility. Rockwell Automation is singularly focused on industrial automation and helping our customers achieve, smart, safe and sustainable manufacturing operations and the productivity necessary to remain globally competitive.

Rockwell Automation has a long history of partnering with education through national sponsorship of FIRST robotics programs ,Project Lead the Way at schools to encourage participation in key STEM activities especially amongst under-represented groups and universities and vocational colleges in order that students experience hands-on industry relevant applications of automation technology to enrich industry learning and enter the workforce with relevant and valuable skills.

We look forward to hearing that this degree has been established as this will be another potential area of collaboration.

1 Sincerely,

Michael Cook Director, Global Academic Organization Rockwell Automation, 1201 South Second Street, Milwaukee, 53204 mcook@ra.rockwell.com

expanding human possibility







ATTN: Kent State University Dr. Joycelyn Harrison 1400 Lester A Lefton Esplanade Kent, OH 44242

Dear Dr. Harrison,

This message is in support of the proposed cybersecurity engineering bachelor's degree for Kent State University. Cybersecurity Engineering is continually evolving and one of the fastest growing industries in technology. With the threats faced in doing technology and business, it's never been more critical to have skills developed in cyber security engineering. I am the founder of several large-sized cyber security firms and one of the challenges we face is finding qualified personnel to join the team. We range from hiring juniors to some of the most seasoned experts in the world. The cybersecurity field is continually expanding in a number of different ways and is a continual effort to stay ahead of adversaries.

We partner with a number of colleges offering cybersecurity engineering degrees and have had large success in recruiting new people into the industry. The proposed curriculum provided looks to build a solid foundation of many core concepts needed in the cybersecurity engineering field. A combination of foundational networking, programming, forensics, and security concepts is extremely important in the development of these careers.

I have been in the cyber security industry for over 20 years including working for the U.S. intelligence field for a number of years. The importance of this field has grown year after year and the defense of companies, and the United States has never been more important. Having qualified personnel to learn, grow, and expand the field is paramount to its success. The current estimate from ISC2 on the shortage of cybersecurity positions in 2019 field hit 3 million globally. Having a cybersecurity engineering degree would be a great fit in the Kent State bachelor program.

If you have any questions or concerns, please feel free to reach out to me at any time.

Best regards,

David Kennedy Founder, CEO TrustedSec, LLC and Binary Defense Systems E: <u>David.Kennedy@TrustedSec.com</u>



January 18, 2020

Dr. Christina Bloebaum 1400 Lester A. Lefton Esplanade Kent, Ohio 44242

Dear Dr. Bloebaum:

As an Alumni and a member of the Computer Engineering Industrial Advisory Board, I fully support Kent State's College of Aeronautics and Engineering's proposal to create a Cybersecurity Engineering program. Davey Tree believes that programs like this one are critical to not only Ohio, but also the country.

There is not a single industry that has not been, and will continue to be, severely affected by the growing issue of cybersecurity. Today's cybersecurity threat landscape in which every company faces is growing faster than the technical expertise companies can hire to protect them. According to Gartner, cybersecurity engineering is, and will continue be in the foreseeable, the greatest demand to hire in IT beating out Data Scientists and Artificial Intelligence/Machine Learning engineers.

Even in the environmental and professional services industry, Davey Tree has not been immune to cybersecurity issues. These issues have not only impacted technical areas of our business but has also changed in how our company fundamentally does business. These changes have come with operational, and of course financial impact, to protect the company, our customers, and adhere to the ever-growing list of standards handed down by state and federal lawmakers.

The role of the cybersecurity engineer in any business is a unique role that requires sound technical knowledge as well as knowledge of critical business processes. Security engineers need to be able to orchestrate different areas of the business to put in place a sound security program. Currently, companies like Davey Tree have to create this kind of talent in-house and then attempt to retain that very same talent in an increasingly competitive job market. Graduates of a Cybersecurity Engineering program would be able to hire into a company and quickly and integrate into a team with other security engineers. As an IT leader, I can't overstate how critical that is.

We already look to Kent State for many of our workforce development needs. This program will just add a touchpoint to our relationship for internships and full time hires for students.

Greg Dyke of Technical Services Manager

#### EPC Agenda | 27 January 2020 | Attachment 31 | Page 20 B.S. degree in Cybersecurity Engineering Fiscal Impact Statement

#### APPENDIX C

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
a. Headcount full-time	25	56	97	137
b. Headcount part-time	12	27	47	73
c. Full-time equivalent (FTE) enrollment	31	70	121	174
II. Projected Program Income				
a. Tuition	\$ 275,965	\$ 643,431	\$ 1,149,027	\$ 1,680,476
b. Expected state subsidy (SSI)	\$ 85,603	\$ 172,596	\$ 423,325	\$ 832,723
c. Externally funded stipends, as applicable	\$ 20,000	\$ 40,000	\$ 60,000	\$ 80,000
d. Other Income	\$ 6,200	\$ 13,900	\$ 24,100	\$ 34,700
Total Projected Program Income	\$ 387,768	\$ 869,928	\$ 1,656,453	\$ 2,627,899
III. Program Expenses				
a. New personnel:				
- 1. Instruction				
i. Full-time: (0.5 to 1.25)	\$ -	\$ -	\$ 35,000	\$ 89,688
ii. Part-time: (sufficent to deliver 7 to 9, 3-credit sections)	\$ -	\$ -	\$ 52,500	\$ 69,188
- 2. Non-instruction				
i. Full-time:	\$ -	\$ -		
ii. Part-time:	\$ -	\$ -	\$ -	\$ -
b. Current personnel:				
- 1. Instruction				
i. Full-time: (20% of 2 TT faculty)	\$ 38,000	\$ 38,950	\$ 39,924	\$ 40,922
ii. Part-time:	\$ -	\$ -	\$ -	\$ -
- 2. Non-instruction				
i. Full-time: (partial funding 0.1 to 0.6)	\$ 5,167	\$ 11,873	\$ 21,100	\$ 31,140
ii. Part-time:	\$ -	\$ -	\$ -	\$ -
c. Benefits for all personnel	\$ 19,425	\$ 19,109	\$ 44,405	\$ 71,756
<ul> <li>New facilities/building/space renovation (describe in narrative below)</li> </ul>	\$ -	\$ -	\$ -	\$ -
e. Scholarship/stipend support	\$ 10,000	\$ 20,000	\$ 30,000	\$ 40,000
f. Additional library resources	\$ 1,000	\$ 1,500	\$ 2,000	\$ 3,000
g. Additonal technology or equipment needs	\$ -	\$ 75,000	\$ 150,000	\$ 150,000
h. Other expenses (see below)	\$ 310,575	\$ 649,625	\$ 1,179,358	\$ 1,810,234
Total Projected Program Expenses	\$ 384,166	\$ 816,057	\$ 1,554,287	\$ 2,305,927
Projected Program Net	\$ 3,601	\$ 53,870	\$ 102,166	\$ 321,972
As percentage of total income	1%	6%	6%	12%
Other Expenses				
h.1. Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
h.2. RCM overhead - estimated at 50%	\$ 180,783.76	\$ 408,014	\$ 786,176	\$ 1,256,600
h.3. RCM tuition and SSI allocation to other colleges	\$ 103,291	\$ 205,611	\$ 346,181	\$ 493,634
h.4. Professional development	\$ 500	\$ 1,000	\$ 2,000	\$ 4,000
h.5. Supplies (office, computer software, duplication, printing)	\$ 500	\$ 1,000	\$ 1,500	\$ 2,000
h.6.Telephone, network, and lines	\$ 500	\$ 1,000	\$ 1,500	\$ 2,000
h.7. Other info and communication pool	\$ 25,000	\$ 33,000	\$ 42,000	\$ 52,000
Total Other Expenses	\$ 310,575	\$ 649,625	\$ 1,179,358	\$ 1,810,234

#### **BUDGET NARRATIVE:**

This section is for describing facilities, scholarship/stipend support, library resources, additional technology, etc., if applicable.

Full Time: L a.

Freshmen starting with 15 in year 1, increasing 50%, 40% & 30% over the prior year in years 2, 3 and 4 respectively 85% of freshmen continue as sophomores, 90% of sophomores continue as juniors & 95% of juniors continue as seniors. Students recuited as transfers and major changes increase enrollment of sophomores & juniors by 10% over base rate advancing from freshmen and sophomores in years 2, 3 & 4. Ten students enter as sophomores as a result of college credit plus credits each year in years 1, 2, 3 & 4 Part Time: b.

- Freshmen starting numbers are: 5, 8, 11 & 14 in years 1, 2, 3 & 4 respectively. Approximately 1/2 time, so two years to complete each year (freshman, sophomore, junior & senior) Continuation rates are similar to those for full time students.
- C. FTE equals full time plus 1/2 of part time.

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III.

- All students treated as Ohio residents for tuition purposes. Includes tuition for all students, full time and part time in all courses CAE a. and others.
- b. All students treated as Ohio residents for SSI purposes. If students are non-residents, the non-resident surcharge exceeds SSI, thus this is a conservative approach.
- 50% applicable to course completion is considered. 50% applicable to graduation is considered only for years 3 & 4
- Matching funds from CAE plus equal amounts from Choose Ohio First or other scholarships C.
- d. Sum of proposed program fees of \$100 per semeter per student.
- a.1.ii New personnel are NTT faculty. Since NTT faculty may teach courses involving multiple majors, fractions of new NTT faculty are considered.
  - b.1.i 20% of two existing TT faculty.
  - b.2.i Partial commitment of academic advisor. Basis 1 academic advisor / 300 undergraduates enrolled.
  - Benefits full time estimated at 45% of salary (medical at current value with basis salary of \$50,000), part time at 15.81% c.
  - College matching contributions to Choose Ohio First or other scholarship programs. e. Allowance for acquisition of national and international standards and other materials not otherwise readily available through KSU f. Libraries.
  - Allowance for acquisiton of computer and embedded systems hardware and software related to the program
  - g. h.2 RCM overhead - estimated at 50% - Basis all (CAE + Other) tuition & SSI
  - RCM tuition and SSI allocation to other colleges Total of Tuition & SSI earned by units other than CAE reduced 50% to address RCM h 3

#### **College of Aeronautics and Engineering**

Aeronautics and Technology Building Kent Campus 330-672-2892 cae@kent.edu www.kent.edu/cae

#### Description

The Bachelor of Science degree in Cybersecurity Engineering prepares individuals who want to become professional engineers in the broad field of cybersecurity. The program provides students with a working knowledge of analysis and evaluation of components and systems with respect to security and to maintaining operations in the presence of risks and threats, with an emphasis on engineered systems. Students gain the understanding and skills necessary to address security issues pertaining to stakeholder needs and requirements (from a system engineering perspective) considering the lifecycle of the system from the outset. Design and development of systems, their components and associated networks to increase trustworthiness is a driving concern.

FULLY OFFERED AT:

Kent Campus

#### **Admission Requirements**

Admission to the Cybersecurity Engineering major is selective.

**Freshman Students:** Admission into the Cybersecurity Engineering major requires a minimum 3.0 high school GPA and a minimum 24 ACT composite score (minimum 24 ACT sub-scores in both English and mathematics) or a minimum 1160 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 Computer Engineering Technology major and request to change their program to the Cybersecurity 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.

**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 Students:** Admission into the Cybersecurity Engineering major requires a 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.

#### **Program Learning Outcomes**

Graduates of this program will be able to:

- 1 An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- 2 An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- 3 An ability to communicate effectively with a range of audiences
- 4 An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in a global,

EPC Agenda | 27 January 2020 | Attachment 31 | Page 22 ing – Catalog Copy APPENDIX E

**B.S. Degree in Cybersecurity Engineering – Catalog Copy** 

- 5 economic, environmental, and societal context
- 6 An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- 7 An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- 8 An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

#### **Program Requirements**

MAJOR REQUIREMENTS

Major Requirem	nents (courses count in major GPA)			
CS 23001	Computer Science II: Data Structures and Abstraction	4		
CS 23022	Discrete Structures for Computer Science	3		
CS 47207	Digital Forensics	3		
CS 47221	Introduction to Cryptology	3		
ENGR 20005	Introduction to Cybersecurity Engineering	3		
ENGR 20000	Professional Development in Engineering	1		
ENGR 26301	Networking Hardware I	4		
ENGR 27100	Fundamentals of Operating Systems for Engineering	3		
ENGR 3	Professional Development in Aeronautics	3		
ENGR 33320	Applied Embedded Systems I	3		
ENGR 35500	Signals and Circuits	3		
ENGR 35501	Signals and Circuits Laboratory	1		
ENGR 35550	Law and Ethics for Engineers	3		
ENGR 36302	Networking Hardware II	3		
ENGR 36337	Information Technology Security	3		
ENGR 46300	Network Security	3		
ENGR 46312	Wireless Network and Telecommunication Systems	3		
ENGR 46316	Server Administration and Configuration I	3		
ENGR 48099	Engineering Capstone I	3		
ENGR 48199	Engineering Capstone II	3		
Computer Progra	amming Elective, choose from the following:	4		
CS 13001	Computer Science I: Programming and Problem Solving			
CS 13011	Computer Science IA: Procedural Programming			
& CS 13012	Computer Science IB: Object Oriented Programming			
Major Elective, c	hoose from the following:	3		
CS 33007	Introduction to Database System Design			
CS 43401	Secure Programming			
CS 47206	Data Security and Privacy			
ENGR 33031	Programmable Logic Controllers			
ENGR 47200	Systems Engineering			
Additional Requ	uirements (courses do not count in major GPA)			
COMM 15000	Introduction to Human Communication	3		
ENG 30062	Principles of Technical Writing	3		
MATH 12002	Analytic Geometry and Calculus I	5		
MATH 12003	Analytic Geometry and Calculus II	5		
MATH 30011	Basic Probability and Statistics	3		
MATH 32051	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 Comp	position	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 Additi	onal	3		
	Minimum Total Credit Hours:	123		

#### GRADUATION REQUIREMENTS

Minimum Major GPA	Minimum Overall GPA
2.500	2.250

#### Roadmap

Semester One		Credit Hours:	15
COMM 15000 ENGR 20005 MATH 12002 UC 10097	Introduction to Human Communication Introduction to Cybersecurity Engineerin Analytic Geometry and Calculus I Destination Kent State: First Year Exper	g ience	3 3 5 1 3
Somostor Two	allement	Cradit Hours	16
CS 23022 MATH 12003 PHY 23101 Kent Core Requ	Discrete Structures for Computer Science Analytic Geometry and Calculus II General University Physics I uirement	e	3 5 5 3
Semester Thre	e	Credit Hours:	16
ENGR 27100 MATH 32051 PHY 23102 Computer Prog	Fundamentals of Operating Systems for Mathematical Methods in The Physical S General University Physics II ramming Elective	Engineering Sciences I	3 4 5 4
Semester Four	r	Credit Hours:	16
CS 23001 ENGR 20000 ENGR 26301 ENGR 35500 ENGR 35501 Kent Core Requ	Computer Science II: Data Structures ar Professional Development in Engineerin Networking Hardware I Signals and Circuits Signals and Circuits Laboratory uirement	ld Abstraction g	4 1 3 1 3
Semester Five		Credit Hours:	15
ENG 30062 ENGR 36302 ENGR 36337 MATH 30011 Kent Core Requ	Principles of Technical Writing Networking Hardware II Information Technology Security Basic Probability and Statistics uirement		3 3 3 3 3 3
Semester Six		Credit Hours:	15
CS 47221 ENGR 35550 ENGR 46300 ENGR 47200 Kent Core Requ	Introduction to Cryptology Law and Ethics for Engineers Network Security Systems Engineering uirement		3 3 3 3 3
Semester Seve	en	Credit Hours:	15
CS 47207 ENGR 46312 ENGR 48099 Kent Core Requ Kent Core Requ	Digital Forensics Wireless Network and Telecommunication Engineering Capstone I uirement uirement	on Systems	3 3 3 3 3
Semester Eigh	t	Credit Hours:	15
ENGR 33320 ENGR 46316 ENGR 48199 Major Elective Kent Core Regu	Applied Embedded Systems I Server Administration and Configuration Engineering Capstone II	I	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
Kent Oble Keqt	Minimum Tota	I Credit Hours:1	123

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date Effective Date Fall 2020 Curriculum Bulletin \_\_\_\_\_

Department

CollegeAP - Applied and Technical StudiesDegreeAAS - Associate of Applied ScienceProgram NameProgram Banner CodeConcentration(s)Concentration(s) Banner Code(s)ProposalRevise program

Description of proposal:

Revise the name from AAS Computer Design Animation and Game Design to AAS Technical Modeling Design (TMD)and remove two lower-division animation and game design courses from the curriculum.

Does proposed revision change program's total credit hours? Xes Current total credit hours: 61 Proposed total credit hours 69

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): Tuscarawas Faculty Council, College of Applied & Technical Studies Curriculum Committee, EPC

**REQUIRED ENDORSEMENTS** tment Chair/ School Director

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12,31,19

13,2

1 1

Campus Dean (for Regional Campuses proposals)

College Dean (or anee

Dean of Graduate Studies (for graduate proposals)

Provost (or designee)

# COMPUTER DESIGN, ANIMATION AND GAME DESIGN - A.A.S.

College of Applied and Technical Studies cats@kent.edu www.kent.edu/cats

# Description

The Associate of Applied Science degree in Computer Design, Animation and Game Design provides students with coursework in design, animation, game design and virtual reality. Computer-aided design (CAD) is used throughout the program for computer modeling and multimedia development. This program prepares students for entry-level positions as technical illustrators, drafter/designer technicians in business and computer animation and game design industries, as well as in the field of multimedia development.

The degree program articulates with the CAD for Manufacturing undergraduate certificate, the Bachelor of Science degree in Engineering Technology and other select bachelor's degrees at Ken State.

#### **Fully Offered at:**

Tuscarawas 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.

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

For more information on admissions, contact the Regional Campuses admissions offices.

# **Program Learning Outcomes**

Graduates of this program will be able to:

- 1. Demonstrate entry-level skills in design, animation, game design and virtual reality
- 2. Demonstrate comprehensive skills in drafting/designing and multimedia development
- 3. Understand professional engineering and ethical responsibilities with illustrations with real-world cases
- Demonstrate an ability for effective oral, graphic and written communication
- 5. Recognize the need for and an ability to engage in lifelong learning

#### **University Requirements**

All students in an applied or technical associate 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.

Code	Title	Credit
		Hours
Destination K	ent State: First Year Experience	1
Course is r excluding	not required for students with 25 transfer College Credit Plus, or age 21+ at time of	r credits, f admission.
Kent Core (se	e table below)	15
<b>Total Credit H</b>	our Requirement	60
Some asso credit hour	ociate degrees require students to compl rs.	lete more than 60

#### **Kent Core Requirements**

Kent Core Composition (KCMP)	3
Kent Core Mathematics and Critical Reasoning (KMCR)	3
Kent Core Humanities and Fine Arts (KHUM/KFA)	3
Kent Core Social Sciences (KSS)	3
Kent Core Basic Sciences (KBS/KLAB)	3
Total Credit Hours:	15

Credit

1

#### Program Requirements Major Requirements Code Title

		Hours
Major Requiremen	ts (courses count in major GPA)	
ARTS 14000	DRAWING I Move to additional requirements	3
MAGC 11003	SOLID MODELING	3
MAGC 12000	2D GRAPHICS	3
MAGC 12001	MODELING AND TEXTURING I	3
MAGC-22004	MODELING AND TEXTURING II remove	3
MAGC 22005	MULTIMEDIA AND GAME DESIGN remove	3
MAGC 22010	DIGITAL SCULPTING move to major electives	3
MERT 12000	ENGINEERING DRAWING move to major electives	3
or TECH 13580	ENGINEERING GRAPHICS-I remove	
Major Electives, ch	oose from the following: *See additions	9
ARTS 14001	DRAWING-II remove	
IT 20021	C# PROGRAMMING remove	
MAGC 22000	2D COMMUNICATION move to major requirements	S
MAGC 22001	MODELING FOR ARCHITECTURE move to major rec	quirement
MAGC 22095	SPECIAL TOPICS IN COMPUTER ANIMATION AND GAME DESIGN TECHNOLOGY	
MERT 12001	COMPUTER-AIDED DESIGN	
Additional Requirer	nents (courses do not count in major GPA)	
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
OF ENG 20021	INTRODUCTION TO CREATIVE WRITING REMOVE	
IT 20001	C+++ PROGRAMMING remove	3
-or-IT-2001-1	JAVA PROGRAMMING remove	



Mike DeWine, Governor Randy Gardner, Chancellor

# CHANGE REQUEST: TITLE AND CURRICULUM MODIFICATION

Date of submission: After Board of Trustees approves

Name of institution: Kent State University

**Previously approved title:** Computer Design, Animation and Game Design major within the Associate of Applied Science degree

**Proposed new title:** Technical Modeling Design major within the Associate of Applied Science degree

Proposed implementation date of the request: Fall 2020

**Date that the request received final approval from the appropriate institutional committee:** Kent State University Board of Trustees approved on *date to come* 

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

#### **Educator Preparation Programs:**

Leads to licensure:	🗆 Yes	🛛 No
Leads to endorsement:	🗆 Yes	🛛 No

#### Explain the rationale for title and curricular changes.

The College of Applied and Technical Studies proposes name and curriculum revisions to the A.A.S. degree in Computer Design, Animation and Game Design. The new name, Technical Modeling Design, better reflects the revised program objectives and outcomes for the curriculum to focus on technical programming, two- and three-dimensional modeling. Courses in animation and game design are being removed from the curriculum.

The program prepares students for entry-level positions as technical illustrators and drafter/ designer technicians in businesses, including computer animation and game design industries, as well as in the field of multimedia development. Graduates also have the option to articulate into the B.S. degree in Animation Game Design, which is proposed to begin in fall 2020. The associate degree program is offered only at the Tuscarawas Campus. It was established in 1995 under the major name Computer Design and Animation Engineering Technology. In 2009, the major name changed to Computer Design, Animation and Game Design.

#### Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

No, the CIP code assigned to the major, see below, continues to be appropriate.

15.1302 CAD/CADD Drafting and/or Design Technology/Technician. A program that prepares individuals to apply technical skills and advanced computer software and hardware to the creation of graphic representations and simulations in support of engineering projects. Includes instruction in engineering graphics, two-dimensional and three-dimensional engineering design, solids modeling, engineering animation, computer-aided drafting (CAD), computer-aided design (CADD), and auto-CAD techniques.

#### Describe how the title and curricular changes will affect students in the current program.

Students electing to remain in the current program will not be affected adversely by the program's revisions. The college is not eliminating any courses or faculty to support the program. However, the revised curriculum contains a smaller major core. Students who may benefit from updating their catalog to the revised curriculum will be encouraged to do so. In fall 2019 (15<sup>th</sup> day census), there were 62 students declared in the associate degree program.

# Describe any faculty, administrative or support service changes occurring along with the title and curriculum changes.

There are no changes in services occurring with these revisions. Five full-time and 13 part-time faculty teach the major courses in the program at the Tuscarawas Campus.

#### Provide evidence that the appropriate accreditation agencies been informed of the change.

Not applicable. The program does not have specialized accreditation.

#### Describe how the effectiveness of the new curriculum will be monitored over time.

Faculty are committed to keeping the program and curriculum current with industry standards. 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.

Faculty use various student learning outcomes such as writing and communication effectiveness, technical skills and ethical decision-making 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.

#### Submit a comparison of the currently authorized curriculum and the proposed curriculum.

See the last page for a comparison chart.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Respectfully,

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

# **Curriculum Comparison**

Note: Course subject Modeling, Animation and Game Creation (MAGC) will be revised to course subject Animation Game Design (AGD) for fall 2020.

Previously Approved Curriculum		Proposed Curriculum		Notes
Major Requirements (24 credit hours)		Major Requirements (15 credit hours)		Major credits decreased
ARTS 14000 Drawing I	3			Moved to additional req.
MAGC 11003 Solid Modeling	3	MAGC 11003 Solid Modeling	3	
MAGC 12001 2D Graphics	3	MAGC 12000 2D Graphics	3	
MAGC 22000 Modeling and Texturing I	3	MAGC 12001 Modeling and Texturing I	3	
MAGC 22004 Modeling and Texturing II	3			Requirement removed
MAGC 22005 Multimedia and Game Design	3			Requirement removed
MAGC 22010 Digital Sculpting	3			Moved to elective
MERT 12000 Engineering Drawing	3			Moved to elective
or TECH 13580 Engineering Graphics I	3			Elective removed
		MAGC 22000 2D Communication	3	Moved from elective
		MAGC 22001 Modeling for Architecture	3	Moved from elective
Major Electives (9 credit hours)		Major Electives (9 credit hours)		
Choose from the following:	9	Choose from the following:	9	
ARTS 14001 Drawing II				Elective removed
IT 20021 C# Programming				Elective removed
MAGC 22000 2D Communication				Moved to requirement
MAGC 22001 Modeling for Architecture				Moved to requirement
MAGC 22095 Special Topics		MAGC 22095 Special Topics		
MERT 12001 Computer-Aided Design		MERT 12001 Computer-Aided Design		
		MERT 12000 Engineering Drawing		Moved from requirement
		MAGC 22010 Digital Sculpting		Moved from requirement
		MAGC 21000 Fundamentals of Mixed Reality		Elective added
	_	MAGC 23020 Gaming and Culture	_	Elective added
Additional Requirements (28 credit hours)		Additional Requirements (36 credit hours)		Additional credits increased
BMRT 11000 Introduction to Business	3	BMRT 11000 Introduction to Business	3	
or BUS 10123 Exploring Business		or BUS 10123 Exploring Business		
COMM 15000 Intro to Human Communication	3	COMM 15000 Intro to Human Communication	3	
ENG 20002 Intro to Technical Writing	3	ENG 20002 Intro to Technical Writing	3	
or ENG 20021 Intro to Creative Writing				Elective removed
IT 20001 C++ Programming	3			Requirement removed
or IT 20011 Java Programming				Requirement removed
MATH 11010 Algebra for Calculus	3	MATH 11010 Algebra for Calculus	3	
UC 10097 Destination Kent State	1	UC 10097 Destination Kent State	1	
Kent Core Composition	3	Kent Core Composition	3	
Kent Core Humanities and Fine Arts	3	Kent Core Humanities and Fine Arts	3	
Kent Core Social Sciences	3	Kent Core Social Sciences	3	
Kent Core Basic Sciences	3	Kent Core Basic Sciences	3	
		ARTS 14000 Drawing I	3	Moved from major req.
		EERT 32003 Technical Computing	3	Requirement added
		General Electives	5	Electives added

Minimum Total Credit Hours: 60 Total credits decreased
#### TILLETT, THERESE

From:	BEARS, LORRAINE
Sent:	Tuesday, January 14, 2020 5:04 PM
То:	TILLETT, THERESE
Subject:	RE: AAS Technical Modeling Design - proposal

Hi Therese,

Your edits to the document are good! Thank you

Sorry for the confusion on this ... MAGC 2200X was to be added to the curriculum (and probably still will), but after discussion with the assistant dean we decided to run it as a special topics (in progress this semester) before we make the new course. It's a pretty complex online course so decided this would be best. We will be looking at 2021 before it's added

I could have sworn I did the outcomes already but nowhere to be found! Here are what we have:

Graduates of this program will be able to:

- 1. Demonstrate entry-level skills in technical writing and programming
- 2. Demonstrate comprehensive skills in two-dimensional, three-dimensional and solid-modeling as applied to complex computer-aided design technology
- 3. Understand professional and ethical responsibilities with real-world cases
- 4. Collaborate with people of diverse backgrounds and abilities
- 5. Demonstrate an ability for effective oral, graphic and written communication
- 6. Recognize the need for and an ability to engage in lifelong learning

Hope this is all you need so you can quit looking at our stuff!!!

Lori

From: TILLETT, THERESE <ttillet1@kent.edu>
Sent: Tuesday, January 14, 2020 11:51 AM
To: BEARS, LORRAINE <lbears@kent.edu>
Cc: Bell, Aimee <dvan@kent.edu>
Subject: AAS Technical Modeling Design - proposal

Hi, Lori,

I'm reviewing the proposal to revise the A.A.S. CDAG (to Technical Modeling Design). I've done some small revisions to the proposal (see attached). Would you review to ensure I captured everything?

Also, I have a couple of questions:

(1) In the marked-up catalog copy, you listed this course (to be added to major electives). However, we don't see a proposal for it. Will you be establishing it?

MAGC 2200 Intro to 3-D Prining (3) New

#### EPC Agenda | 27 January 2020 | Attachment 32 | Page 8

(2) The proposal notes goals and objectives, but there weren't any in the proposal, and nothing was updated for this in the catalog copy. Below are the learning outcomes in the catalog. Are these still correct? If not, could you send me a revised list?

Graduates of this program will be able to:

- 1. Demonstrate entry-level skills in design, animation, game design and virtual reality
- 2. Demonstrate comprehensive skills in drafting/designing 2D and 3D modeling
- 3. Understand professional engineering and ethical responsibilities with illustrations with real-world cases
- 4. Demonstrate an ability for effective oral, graphic and written communication
- 5. Recognize the need for and an ability to engage in lifelong learning

#### Therese E. Tillett

Associate Vice President for Curriculum Planning and Administration 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 | ttillet1@kent.edu | www.kent.edu

Curriculum Services: www.kent.edu/provost/curriculum

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### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date		Curriculum Bulletin				
	Effective Date	Fall 2019	Approved by EPC				
Regional College	i						
RE - Regional College							
AAS - Associate	of Applied Scienc	e					

 Degree
 AAS - Associate of Applied Science

 Program Name
 Mechanical Engineering Technology
 Program Banner Code MERT

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

 Proposal
 Inactivate program

Description of proposal:

Department College

This proposal is to inactive the Associate of Applied Science (AAS) in Mechanical Engineering Technology (MERT) at the Trumbull Campus. The program will be continued to be offered at the Tuscarawas Campus.

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

 Current total credit hours:
 Proposed total credit hours

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

There is no impact on other programs, policies or procedures at the Trumbull Campus. There is one full-time TT facutly member teaching at the campus in this area and he will be needed to close out the program for those students currently enrolled. This faculty member could continue teaching courses in this area that support other programs and the Tuscarawas program even with the closure of the program.

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

A REQUIRED ENDORSEMENTS	
Dud Tak	1 122 12015
Department Chair / School Director	
Tance Bath	112212018
Campus Dean (for Regional Campuses proposals)	
A tell	1,30,18
College Dean (or designee)	
	1 1
Dean of Graduate Studies (for graduate proposals)	
	//

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



Mike DeWine, Governor Randy Gardner, Chancellor

### 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 in Mechanical<br/>Engineering Technology at the Trumbull Campus

**Date that the inactivation received final approval from the appropriate institutional committee:** Faculty Senate approve the program's inactivation at Trumbull on \_\_\_\_\_\_.

#### Primary institutional contact for the notification:

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
Contact:	330-672-8558, ttillet1@kent.edu

#### **Educator Preparation Programs:**

Leads to licensure:	🗆 Yes	🛛 No
Leads to endorsement:	🗆 Yes	🛛 No

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

The A.A.S. degree in Mechanical Engineering Technology had been offered at the Trumbull Campus for decades. However, the program has had 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 10 fiscal years, an average of three students have graduated from the program each year at the Trumbull Campus, compared to an average of 14 students on the Tuscarawas Campus in the same time span, see table below.

Campus	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Total
Trumbull	4	3	3	4	3	4	5	0	1	3	30
Tuscarawas	14	12	7	18	13	21	10	12	13	18	138

Table: Degrees earned in the A.A.S. in Mechanical Engineering Technology (fiscal year)

The retirement of a full-time faculty member has left only one full-time faculty supporting the program at the Trumbull Campus. Given the cost of hiring faculty 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.

At one time, the degree program was offered at four campuses: Ashtabula, Salem, Trumbull and Tuscarawas. The program is currently and will continue to be offered at the Tuscarawas Campus. In fall 2019, there were more than 40 students declared in the Tuscarawas program.

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

Admission to the program at the Trumbull Campus was suspended in fall 2018. In Fall 2019, there were eight students at Trumbull. Two students are on track to graduate in May 2020; two students did not enroll in spring 2020 classes; one student is in the process of changing to another major, and the remaining three students are progressing in the major at Trumbull.

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

Advisors have provided continuing students a two-year plan to finish their degree at the Trumbull Campus. The Trumbull Campus has a full-time faculty member to teach the coursework to students needing to finish the program within that two-year time frame. Students also have the option of taking major courses on-ground (and some online) at the Tuscarawas 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.

The one full-time faculty member in the program was informed in person at the time of program suspension. He will continue to teach out the program over the next two years. After all the currently enrolled students who actively pursue the degree and graduate, the faculty member could continue to teach service courses in other programs at the Trumbull Campus or teach online courses for the program at the Tuscarawas Campus.

The Faculty Council at the Trumbull Campus voted to inactivate the degree program at its meeting on 20 November 2017.

# 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 inactivation is approved, all necessary changes will be made to university websites and materials. Further written concurrent communications will be sent out to key staff in student advising, admission, registrar and financial aid. The degree program is listed as suspended in the 2019 University Catalog.

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

The program will be inactivated for fall 2020 at the Trumbull Campus. The program will continue to be offered at the Tuscarawas Campus.

Respectfully,

Mandy J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Prepar	ration Dat	e	Curriculum Bulletin			
	Effectiv	ve Date	Fall 2020	Approved by EPC			
Department							
College	AP - Applied and Technic	cal Studi	es				
Degree	<b>BS - Bachelor of Science</b>	•					
Program Name	Animation Game Design	Prog	ram Banner C	ode			
Concentration(s)	Animation, Game Design	Conc	entration(s) B	anner Code(s)			

Description of proposal:

Proposal

Revise the name from BS Modeling Animation and Game Creation (MAGC) to BS Animation GAme Design. Curriculum changed to reflect two concentration; animation and game design.

Does proposed revision change program's total credit hours? 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): Tuscarawas Faculty Council, College of Applied & Technical Studies Curriculum Committee, EPC

1	REQUIRED ENDORSEMENTS
Janaine Bear	a
Department Chair / School Direc	101
-Se As	
Campus Dean (for Regional Carr	puses proposals)
Joan HE	torlop.
College Dean (or designee)	
$\sim$	-

**Revise program** 

Dean of Graduate Studies (for graduate proposals)

Provost (or designee)

12 131 119

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Contratium Services (From last updeted all y 2019

#### Proposal Summary [BS Animation Game Design to replace BS Modeling, Animation and Game Creation]

#### **Description of Action, Including Intended Effect**

Establishment of the Modeling, Animation and Game Creation major was approved by the Ohio Department of Higher Education in August 2018 and by the Higher Learning Commission in December 2018. However, the National Association of Schools of Art and Design (NASAD), which accredits Kent State's art and design programs, voted in May 2019 to defer action on the proposed degree program until changes were made to the major name, curriculum and designation (liberal arts versus professional).

We propose to revise the name from BS Modeling, Animation and Game Creation to BS Animation Game Design with designation of a professional degree, and establish two concentrations, one in Animation and one in Game Design.

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

In order to meet the standards of NASAD the percentage of art and design courses needed to increase. In order to meet those requirements, the following previously required courses were removed: ENG 20002 Into to Technical Writing or ENG 20021 Into to Creative Writing, BMRT 11000 Introduction to Business or BUS 10123 Exploring Business. The following courses were added required: ARTS 14001 Drawing II (previously major elective), ARTH 22006 Art History: Ancient and Medieval Art or ARTH 22007 Art History: Renaissance to Modern Art or VCD 13000 Design: Principles, Processes and Practice or VCD 14000 Visual Design Literacy

No other impact as everything was in place for BS MAGC

#### Fiscal, Enrollment, Facilities and Staffing Considerations

No change

#### Evidence of Need and Sustainability if Establishing

The degree cannot move forward unless it meets the standards established by NASAD.

## **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



Mike DeWine, Governor Randy Gardner, Chancellor

### CHANGE REQUEST: TITLE AND CURRICULUM MODIFICATION

Date of submission: submitted after Board of Trustees approval

Name of institution: Kent State University

**Previously approved title:** Modeling, Animation and Game Creation major within the Bachelor of Science degree

**Proposed new title:** Animation Game Design major within the Bachelor of Science degree

Proposed implementation date of the request: Fall 2020

**Date that the request received final approval from the appropriate institutional committee:** Kent State University Board of Trustees approved on *date to come* 

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

#### **Educator Preparation Programs:**

Leads to licensure:	$\Box$ Yes	🛛 No
Leads to endorsement:	$\Box$ Yes	🛛 No

#### Explain the rationale for title and curricular changes.

Establishment of the B.S. degree in Modeling, Animation and Game Creation was approved by the Kent State Board of Trustees in March 2018, the Ohio Department of Higher Education in August 2018 and the Higher Learning Commission in December 2018. However, the National Association of Schools of Art and Design (NASAD), which accredits Kent State's art and design programs, voted in May 2019 to defer action on the proposed degree program until changes were made to the major name, curriculum and designation (liberal arts versus professional).

The following programming changes were submitted to NASAD in December 2019:

- Revision of the major name, from Modeling, Animation and Game Creation to Animation Game Design.
- Establishment of two concentrations, one in Animation and one in Game Design.
- Revision of the curriculum to align with a NSAD-designated professional program, with 65 percent of the curriculum to reflect studio or related areas and art/design history.

The objective of the degree program is to prepare students for careers in the creative industries by developing their technical competency, creative/independent problem solving and conceptual understandings. Upon graduation, students will have created a professional-quality portfolio to enter the field of content creators and are prepared for jobs in technical illustration, two- and three-dimensional modeling, game design, animation and artistic production and exhibition.

#### Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

The Modeling, Animation and Game Creation major was assigned the following CIP. That code is still appropriate for the major even with the name and curricular revisions.

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.

#### Describe how the title and curricular changes will affect students in the current program.

No students were admitted to the Modeling, Animation and Game Creation major while it was pending NASAD approval.

For fall 2019 (15<sup>th</sup> day census), 222 students were declared in the Engineering Technology major, Computer Design, Animation and Game Design concentration, which is the predecessor for the proposed degree program. Once the Game Animation Design major is approved, the Computer Design, Animation and Game Design concentration will be inactivated. Students in that concentration will not be affected by these changes since their coursework and the instructors teaching them will continue. Currently enrolled students may declare the new program but are not required to do so in order to graduate from the Engineering Technology major in a timely manner.

## Describe any faculty, administrative or support service changes occurring along with the title and curriculum changes.

There are no changes in services occurring with these revisions. Five full-time and 13 part-time faculty teach the major coursework. The degree program will be offered fully at the Kent, Stark and Tuscarawas campuses. (The Modeling, Animation and Game Creation major was previously approved to be offered on the same campuses.)

#### Provide evidence that the appropriate accreditation agencies been informed of the change.

The changes outlined here received approval from the National Association of Schools of Art and Design in \_\_\_\_\_\_ 2020, see attached approval letter.

#### Describe how the effectiveness of the new curriculum will be monitored over time.

Faculty are committed to keeping the program and curriculum current with industry standards. 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.

Faculty use various student learning outcomes such as writing and communication effectiveness, technical skills and ethical decision-making 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.

The program's capstone course (MAGC 49999) allows faculty to assess if the students are able to demonstrate the required competencies for the program. All measurable outcomes for courses are reviewed and content is modified as needed to guarantee continued quality improvement.

#### Submit a comparison of the currently authorized curriculum and the proposed curriculum.

See the next pages for a comparison chart. Summary of changes are as follows:

- Major core requirements decrease, from 51 to 33 credit hours
- An 18-credit concentration requirement (in animation or game design) is added, with requirements comprising previous major requirements and electives
- Major electives increase, from 15 to 24 credit hours
- Electives internship and individual investigation become an either/or in the major core
- Drawing and art/design history courses replace business and writing courses
- General electives decrease, from 8 to 5 credit hours

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Respectfully,

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

#### **Curriculum Comparison**

Note: Course subject Modeling, Animation and Game Creation (MAGC) will be revised to course subject Animation Game Design (AGD) for fall 2020.

B.S. Modeling, Animation and Game Creation		B.S. Animation Game Design		Nata
Previously Approved Curriculum			_	Notes
Major Requirements (51 credit hours)	_	Major Requirements (27 credit hours)	_	Decreased credits
MAGC 11003 Solid Modeling	3		_	Moved to Animation
MAGC 12000 Two-Dimension Graphics	3	MAGC 12000 Two-Dimension Graphics	3	
MAGC 12001 Modeling and Texturing I	3	MAGC 12001 Modeling and Texturing I	3	
MAGC 21000 Fundamentals of Mixed Reality	3	MAGC 21000 Fundamentals of Mixed Reality	3	
MAGC 22000 Two-Dimension Communication	3			Removed
MAGC 22001 Modeling for Architecture	3			Moved to Game Design
MAGC 22004 Modeling and Texturing II	3	MAGC 22004 Modeling and Texturing II	3	
MAGC 22005 Multimedia and Game Design	3			Moved to Game Design
MAGC 22010 Digital Sculpting	3	MAGC 22010 Digital Sculpting	3	
MAGC 23020 Gaming and Culture	3	MAGC 23020 Gaming and Culture	3	
MAGC 34000 Character Animation	3			Moved to Animation
MAGC 34001 Animation Project	3			Moved to Animation
MAGC 34003 Animation Theory	3	MAGC 34003 Animation Theory	3	
MAGC 34005 Environmental Game Design	3			Moved to Game Design
MAGC 43000 Interactive Game Design	3			Moved to Game Design
MAGC 43025 Real-Time Rendering/Animation	3			Moved to Animation
MAGC 49999 Senior Capstone Project	3	MAGC 49999 Senior Capstone Project	3	
		MAGC 43092 Internship	3	Moved from electives
		or MAGC 43096 Individual Investigation	_	
Major Electives (15 credit hours)		Major Electives (24 credit hours)		Increased credits
Choose from the following:	15	Choose from the following:	24	
MAGC 33010 Competitive Gaming				Moved to Game Design
MAGC 33030 Games for Education				Moved to Game Design
MAGC 33095 Special Topics				Removed
MAGC 43001 Animation Production/Visual Effects				Moved to Animation
				Moved to Animation
MAGC 43092 Internship				Moved to requirement
MAGC 43092 Internship MAGC 43096 Individual Investigation				Moved to requirement Moved to requirement
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II				Moved to requirement Moved to requirement Removed
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective		Moved to requirement Moved to requirement Removed Added
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective Art History (ARTH) Elective		Moved to requirement Moved to requirement Removed Added Added
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective Art History (ARTH) Elective Art Studio Art (ARTS) Elective		Moved to requirement Moved to requirement Removed Added Added Added
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective Art History (ARTH) Elective Art Studio Art (ARTS) Elective Visual Communication Design (VCD) Elective		Moved to requirement Moved to requirement Removed Added Added Added Added
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective Art History (ARTH) Elective Art Studio Art (ARTS) Elective Visual Communication Design (VCD) Elective ARCH 10011 Global Architectural History I		Moved to requirement Moved to requirement Removed Added Added Added Added Added Added
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective Art History (ARTH) Elective Art Studio Art (ARTS) Elective Visual Communication Design (VCD) Elective ARCH 10011 Global Architectural History I ARCH 10012 Global Architectural History II		Moved to requirement Moved to requirement Removed Added Added Added Added Added Added Added
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective Art History (ARTH) Elective Art Studio Art (ARTS) Elective Visual Communication Design (VCD) Elective ARCH 10011 Global Architectural History I ARCH 10012 Global Architectural History II ART 10022 2D Composition		Moved to requirement Moved to requirement Removed Added Added Added Added Added Added Added Added Added
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective Art History (ARTH) Elective Art Studio Art (ARTS) Elective Visual Communication Design (VCD) Elective ARCH 10011 Global Architectural History I ARCH 10012 Global Architectural History II ART 10022 2D Composition ART 10023 3D Composition		Moved to requirement Moved to requirement Removed Added Added Added Added Added Added Added Added Added Added Added
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective Art History (ARTH) Elective Art Studio Art (ARTS) Elective Visual Communication Design (VCD) Elective ARCH 10011 Global Architectural History I ARCH 10012 Global Architectural History II ART 10022 2D Composition ART 10023 3D Composition CCI 12001 Photography		Moved to requirement Moved to requirement Removed Added Added Added Added Added Added Added Added Added Added Added
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective Art History (ARTH) Elective Art Studio Art (ARTS) Elective Visual Communication Design (VCD) Elective ARCH 10011 Global Architectural History I ARCH 10012 Global Architectural History II ART 10022 2D Composition ART 10023 3D Composition CCI 12001 Photography CS 13001 Computer Science I:		Moved to requirement Moved to requirement Removed Added Added Added Added Added Added Added Added Added Added Added Added
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective Art History (ARTH) Elective Art Studio Art (ARTS) Elective Visual Communication Design (VCD) Elective ARCH 10011 Global Architectural History I ARCH 10012 Global Architectural History II ART 10022 2D Composition ART 10023 3D Composition CCI 12001 Photography CS 13001 Computer Science I: CS 13011 Computer Science IA		Moved to requirement Moved to requirement Removed Added Added Added Added Added Added Added Added Added Added Added Added Added
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective Art History (ARTH) Elective Art Studio Art (ARTS) Elective Visual Communication Design (VCD) Elective ARCH 10011 Global Architectural History I ARCH 10012 Global Architectural History II ART 10022 2D Composition ART 10023 3D Composition CCI 12001 Photography CS 13001 Computer Science I: CS 13011 Computer Science IB		Moved to requirement Moved to requirement Removed Added Added Added Added Added Added Added Added Added Added Added Added Added Added
MAGC 43092 Internship MAGC 43096 Individual Investigation TECH 33020 Computer Hardware II		Animation Game Design (AGD) Elective Art History (ARTH) Elective Art Studio Art (ARTS) Elective Visual Communication Design (VCD) Elective ARCH 10011 Global Architectural History I ARCH 10012 Global Architectural History II ART 10022 2D Composition ART 10023 3D Composition CCI 12001 Photography CS 13001 Computer Science I: CS 13011 Computer Science IA CS 13012 Computer Science IB ENG 20021 Introduction to Creative Writing		Moved to requirement Moved to requirement Removed Added Added Added Added Added Added Added Added Added Added Added Added Added Added Added Added Added Added

BS Modeling Animation and Game Creation		B.S. Animation Game Design		Notes
Previously Approved Curriculum		Proposed Curriculum		Notes
		Major Electives continued		
		ENTR 27056 Introduction to Entrepreneurship		Added
		ENTR 37040 Entrepreneurial Tools		Added
		FDM 10023 Fashion Visuals		Added
		FDM 10024 Fashion Visuals Laboratory		Added
		FDM 10140 Foundations of Fashion Drawing		Added
		FDM 20013 History of Costume		Added
		JMC 10009 Elements of Film, TV and Animation		Added
		JMC 20001 Media, Power and Culture		Added
		JMC 20009 Video Audio Production Aesthetics		Added
		JMC 20011 Production Fundamentals		Added
		JMC 23004 Story for Picture		Added
		JMC 23130 Directing for Picture		Added
		JMC 23140 Production I		Added
		JMC 30036 Digital Video Editing		Added
		JMC 33033 Sound for Picture		Added
		JMC 30034 Programming for Digital Media		Added
		JMC 33036 Multimedia Engineering		Added
		JMC 33043 Digital Cinematography		Added
		MUS 21113 Music Production I		Added
		MUS 21114 Music Production II		Added
		MUS 21221 Audio Recording I		Added
		THEA 11303 The Art of Acting		Added
		Concentration Requirements (18 credit hours)		Added
		Choose from the following:	18	
		Animation Concentration (18 credit hours)		
		MAGC 11003 Solid Modeling		Was major requirement
		MAGC 34000 Character Animation		Was major requirement
		MAGC 34001 Animation Project		Was major requirement
		MAGC 43001 Animation Production/Effects		Was major elective
		MAGC 43025 Real-Time Rendering/Animation		Was major requirement
		MAGC Course Elective		Added MAGC elective
		Game Design Concentration (18 credit hours)	]	
		MAGC 22001 Modeling for Architecture		Was major requirement
		MAGC 22005 Multimedia and Game Design		Was major requirement
		MAGC 33010 Competitive Gaming		Was major elective
		MAGC 33030 Games for Education		Was major elective
		MAGC 34005 Environmental Game Design		Was major requirement
		MAGC 43000 Interactive Game Design		Was major requirement
Additional Requirements (54 credit hours)		Additional Requirements (51 credit hours)		Decreased credits
ARTS 14000 Drawing I	3	ARTS 14000 Drawing I	3	
or VCD 14001 Visual Design Literacy				Removed
BMRT 11000 Introduction to Business	3			Removed
or BUS 10123 Exploring Business				Removed
COMM 15000 Intro to Human Communication 3	3	COMM 15000 Intro to Human Communication	3	
ENG 20002 Introduction to Technical Writing 3 or ENG 20021 Intro to Creative Writing	3			Removed Removed

EPC Agenda | 27 January 2020 | Attachment 34 | Page 8 Kent State University | Title and Curriculum Change Request | B.S. in Animation Game Design | Page 6

B.S. Modeling, Animation and Game Creation Previously Approved Curriculum Additional Requirements continued		B.S. Animation Game Design Proposed Curriculum Additional Requirements continued		Notes
MATH 11010 Algebra for Calculus	3	MATH 11010 Algebra for Calculus	3	
MATH 11022 Trigonometry	3	MATH 11022 Trigonometry	3	
UC 10097 Destination Kent State	1	UC 10097 Destination Kent State	1	
Kent Core Composition	6	Kent Core Composition	6	
Kent Core Humanities and Fine Arts	9	Kent Core Humanities and Fine Arts	9	
Kent Core Social Sciences	6	Kent Core Social Sciences	6	
Kent Core Basic Sciences	6-7	Kent Core Basic Sciences	<u>5-7</u>	
		ARTH 22006 Art History: Ancient/Medieval Art	3	Added
		or ARTH 22007 Art History: Renaiss/Modern Art		Added
		or VCD 13000 Design: Principles, Processes/Pract	ice	Added
		or VCD 14000 Visual Design Literacy		Added
		ARTS 14001 Drawing II	3	Added
General Electives	8	General Electives	5	Decreased credits
Minimum Total Credits: 120		Minimum Total Credits: 120		

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 13-Nov-19	Curriculum Bulletin
		Effective Date	Fall 2019	Approved by EPC
Department	GEOL			
College	AS - Arts and So	ciences		
Degree	Minor (non degr	·ee)		-
Program Name	Earth Science	Prog	ram Banner C	ode ESCI
Concentration(s)	Conce	entration(s) Banner	Code(s)	
Proposal	Establish progra	am		
Description of prop	osal:			
This action is to c	reate a new Minor	in Geology entitle	d Earth Scie	nce. This would provide the

benefit of some Earth Science curricula to those students who do not want to pursue a full Earth Science major.

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):

The proposed Minor will have no fiscal or facilities impact. There will be no need for additional staff although course enrollments will probably increase a bit. The audience will be those students who are interested in earth science but do not want to enroll in the Earth Science Major.

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

REQUIRED ENDORSEMENTS	na menenene a na manana kanakata ana nakata si tai dan penenengang ajapatenangan 1,5 (s.) ja penen
Main Ham	11,13,19
Department Chair / School Director	
	//
Campus Dean (for Regional Campuses proposals)	
Mary ann Haley	12,13,19
College Dean (or designee)	
	/ /
Dean of Graduate Studies (for graduate proposals)	
	1 1
Senior Vice President for Academic Affairs and Provost (or designee)	

GEOL

#### Proposal Summary Establish Minor in Earth Science

#### **Description of Action, Including Intended Effect**

The Department of Geology offers a newly revamped BA degree in Earth Science. This action is to create a new minor in Geology entitled Earth Science. This would provide the benefit of some Earth Science curricula to those students who do not want to pursue the full major in Earth Science.

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

The curriculum for the Earth Science minor will involve no additional courses beyond what is available for the major in Earth Science.

#### Fiscal, Enrollment, Facilities and Staffing Considerations

The proposed Minor will have no fiscal or facilities impact. There will be no need for additional staff although course enrollments will probably increase a bit.

#### Evidence of Need and Sustainability if Establishing

The Earth Science BA degree in Geology was recently revamped to better fit the needs of those students interested in how natural processes at the earth's surface (weathering, erosion, uplift, climate, ecosytems, etc) interacts with processes in the subsurface (magmatism. faulting, earthquakes, etc). Non-science and science majors are increasingly interested in how the Earth's four major systems interact: this minor will provide some of that critical knowledge. Additionally, this new minor gives an opportunity for non-Geology majors to pursue an interest in Earth Science that is more focused than the current broad Geology minor.

#### **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 2019 Department Approval
- Fall 2019 A&S CCC Approval
- Fall 2019 EPC/Faculty Senate Approval
- Fall 2020 Effective Date

AEOL

Earth Science minor Kent State University 2020 Catalog College College of Arts and Sciences Department Department of Geology 221 McGilvrey Hall Tel: 330-672-2680 E-mail: geology@kent.edu Web: https://www.kent.edu/geology

The Earth Science minor prepares students to integrate concepts and knowledge of Earth's surface, its interior, and its interactions with life and water. Scientific knowledge about Earth processes and earth-life-water interactions is critical for making informed decisions in science education, public policy, public health, conservation, resource management, and environmental consulting. Students will gain essential knowledge of earth systems science, including the interactions of earth's atmosphere, biosphere, hydrosphere, and lithosphere over both shorter (millennium) and longer (mega-annum) time periods.

Fully offered at: Kent Campus Stark Campus

Admission Requirement: minimum 2.0 GPA is required to declare this minor.

Graduation Requirement: minimum 2.0 GPA in minor is required.

Attribute Legend: DD Diversity-Domestic; DG Diversity-Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts: KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

Please read the sections in the University Catalog on <u>Kent Core</u>, <u>diversity</u>, <u>writing-intensive</u> and the <u>experiential learning requirements</u>.

Attribute	Course		Title	Credits
KBS	GEOL	11040	How the Earth Works	3
	GEOG	41066	Global Climate Change	3
	GEOL	33025	Water and the Environment	3
Two from t	the followi	ng electiv	ves <sup>1</sup>	6-7
	GEOG	49070	GIS	4
	GEOL	44025	Geologic Hazards	3
	GEOL	42030	Remote Sensing (cross-listed with Geography)	3
	GEOL	44074	Paleoceanography	3
	GEOG	31062	Fundamental of Meteorology	3
	GEOG	41073	Conservation of Natural Resources	3

<sup>1</sup> Other relevant courses may be substituted in consultation with an advisor.

**Total Credits** 

SEDL 4

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

 Preparation Date 13-Nov-19
 Curriculum Bulletin \_\_\_\_\_

 Effective Date
 Fall 2019 2-0

 Approved by EPC \_\_\_\_\_\_
 \_\_\_\_\_\_

Department	GEOL		
College	AS - Arts and Sciences		
Degree	Minor (non degree)		
Program Name	Environmental Geology	Program Banner Code	EGEO
Concentration(s)	Concentration(s)	Banner Code(s)	<b>U</b> /
Proposal	Establish program		

Description of proposal:

This action is to create a new Minor in Geology entitled Environmental Geology. This would provide the benefit of some Environmental Geology curricula to those students who do not want to pursue a full Environmental Geology concentration in the major.

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):

The proposed Minor will have no fiscal or facilities impact. There will be no need for additional staff although course enrollments will probably increase a bit. The audience will be those students who are interested in environmental earth science but do not want to enroll in the Geology Major.

Units consulted (other departments, programs or campuses affected by this proposal): **Geography, Biological Sciences**,

Department Chair / School Director	11,13,19
Campus Dean (for Regional Compused proceeds)	//
Muy Ann Haley College Dean (or designee)	12113119
Dean of Graduate Studies (for graduate proposals)	//
Senior Vice President for Academic Affairs and Provost (or designee)	//

GEOL

#### Proposal Summary Establish Minor in Environmental Geology

#### **Description of Action, Including Intended Effect**

This action is to create a new Minor in Geology entitled Environmental Geology. This would provide the benefit of some Environmental Geology curricula to those students who do not want to pursue the full concentration in Environmental Geology.

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

The curriculum for the Environmental Geology minor will involve no additional courses beyond what is available for the concentration in Environmental Geology.

#### Fiscal, Enrollment, Facilities and Staffing Considerations

The proposed Minor will have no fiscal or facilities impact. There will be no need for additional staff although course enrollments will probably increase a bit.

#### Evidence of Need and Sustainability if Establishing

The Environmental Geology concentration was established in Geology in August 2010. Since then about 50% of newly declared Geology majors select the Environmental Geology concentration, but only 20-25% graduate with that concentration in the Geology major. Thus there is a strong interest in Environmental Geology which this minor will help to sustain. Additionally, this new minor gives an opportunity for non-majors to pursue an interest in environmental geology that is more focused than the current geology minor.

#### **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 2019 Department Approval
- Fall 2019 A&S CCC Approval
- Fall 2019 EPC/Faculty Senate Approval
- Fall 2020 Effective Date

GEOL

#### **Environmental Geology minor**

Kent State University 2020 Catalog College College of Arts and Sciences Department Department of Geology 221 McGilvrey Hall Tel: 330-672-2680 E-mail: geology@kent.edu Web: https://www.kent.edu/geology

The Environmental Geology minor prepares students to integrate concepts and knowledge of environmental geology and to communicate these issues to a variety of audiences, including policymakers and the public. Scientific knowledge about Environmental Geology processes is used to inform different areas of formal study such as anthropology, architecture, geography, political science, environmental law, environmental studies, and recreation and park management. Students will gain broad knowledge of geology, and the environmental impacts of anthropogenic-induced change on the earth in the immediate short-term and over longer periods. Competencies focus on human-water-rock interactions at Earth's surface (the critical zone).

Fully offered at: Kent Campus Stark Campus

Admission Requirement: minimum 2.0 GPA is required to declare this minor.

Graduation Requirement: minimum 2.0 GPA in minor is required.

Attribute Legend: DD Diversity-Domestic; DG Diversity-Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts: KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

Please read the sections in the University Catalog on <u>Kent Core</u>, <u>diversity</u>, <u>writing-intensive</u> and the <u>experiential learning requirements</u>.

Attribute	Course		Title	Credits
KBS	GEOL	21062	Environmental Earth Science	3
KBS	GEOL	11040	How the Earth Works or	
KBS	GEOL	21080	All About the Oceans	3
	GEOL	33025	Water and the Environment	3
Two from	the follow	ing electiv	ves <sup>1</sup>	6-7
	GEOL	44025	Geologic Hazards	3
	GEOL	42035	Scientific Methods in Geology	3
	GEOL	42030	Remote Sensing	3
	GEOL	32066	Geomorphology ^	4
	GEOL	44074	Paleoceanography	3
	GEOL	44072	Marine Processes (new F20)	3
	GEOL	41082	Mass Extinctions (new F20)	3
	GEOL	40380	Biogeochemistry (new F20)	3

<sup>1</sup> Other relevant courses may be substituted in consultation with an advisor.

^ Exception to requirement of Geol 11041.

#### **Total Credits**

GEOL

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date 27-Nov-19		Curriculum Bulletin
		Effective Date	Fall 2019 20	Approved by EPC
Department	GEOL			
College	AS - Arts and Scie	ences		
Degree	Minor (non degree	e)		
Program Name	Paleontology	Progra	am Banner Co	de PGEO
Concentration(s)	Concen	tration(s) Banner	Code(s)	
Proposal	Establish program	n		a

Description of proposal:

This action is to create a new Minor in Geology entitled Paleontology. This would provide the benefit of some Paleontology and related curricula to those students who are pursuing majors outside of Geology (both science and non-science).

Does proposed revision change program's total credit hours? 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):

The proposed Minor will have no fiscal or facilities impact. There will be no need for additional staff although course enrollments will probably increase a bit. The audience will be those students who are interested in Paleontology but do not want to enroll in the BA or BS Geology Major.

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

Department Chair / School Director	12,2,2019
Campus Dean (for Regional Campuses proposals)	//
Mary ann Hally College Dean (or designee)	121 131 19
Dean of Graduate Studies (for graduate proposals)	//
Senior Vice President for Academic Affairs and Provost (or designee)	//

GEOL

#### Proposal Summary Establish Minor in Paleontology

#### **Description of Action, Including Intended Effect**

This action is to create a new minor in Geology entitled Paleontology. This would provide the benefit of some focused Paleontology and related curricula to those students who do not want to pursue a full major in Geology or Earth Science.

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

The curriculum for the Paleontology minor will involve no additional courses beyond what is available for the major in Geology.

#### Fiscal, Enrollment, Facilities and Staffing Considerations

The proposed Minor will have no fiscal or facilities impact. There will be no need for additional staff although course enrollments will probably increase a bit.

#### Evidence of Need and Sustainability if Establishing

Paleontology has been a strength in the Department of Geology for over 50 years. Paleontology is highly relevant and visible to the general public and of high interest to science, education, and environmental studies majors. Current scientific issues, such as the proposed 6<sup>th</sup> Mass Extinction and the naming of a new geological time period based upon human activity, the Anthropocene, have directed interest at the impact of humans on the biosphere. Current interest in genomics and evolutionary biology necessitate the need for an historical context based upon the fossil record. Thus, the new minor provides a venue for those with interest in Paleontology and evolution to pursue it in conjunction with complimentary majors in other areas.

#### **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 2019 Department Approval
- Fall 2019 A&S CCC Approval
- Fall 2019 EPC/Faculty Senate Approval
- Fall 2020 Effective Date

GEOL

#### Paleontology minor

Kent State University 2020 Catalog

College College of Arts and Sciences Department Department of Geology 221 McGilvrey Hall Tel: 330-672-2680 E-mail: geology@kent.edu Web: https://www.kent.edu/geology

The Paleontology minor prepares students to integrate concepts in geology and biology to address issues in conservation paleobiology, historical and current causes of extinctions, and evolutionary patterns on geological scales. Scientific knowledge about Paleontology is used to inform different areas of formal study such as biological sciences, conservation biology, anthropology, environmental studies, geography, and museum and natural history education. Students will gain broad knowledge of paleobiology and the interplay between the geosphere and the biosphere over geologic time as well as in the Anthropocene. Competencies focus on evolutionary processes over geologic time applied to interpretation of modern and historic floras and faunas and communication about these issues to policymakers and the public.

Fully offered at: Kent Campus Stark Campus

Admission Requirement: minimum 2.0 GPA is required to declare this minor. Graduation Requirement: minimum 2.0 GPA in minor is required.

Attribute Legend: DD Diversity-Domestic; DG Diversity-Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts: KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

Please read the sections in the University Catalog on <u>Kent Core</u>, <u>diversity</u>, <u>writing-intensive</u> and the <u>experiential learning requirements</u>.

Attribute	Course		Title	Credits
KBS	GEOL	11042	Earth and Life Through Time	3
	GEOL	11043	Earth and Life Through Time Lab	1
	GEOL	34061	Principles of Paleontology	4
Two cours	es from th	e followir	ng electives, one of which must be GEOL	6-7
	ANTH	18630	Human Evolution	3
	ANTH	48810	Human Paleontology	3
	BSCI	30560	Invertebrate Zoology	4
	BSCI	30275	Local Flora	3
	BSCI	40163	Evolution	3
	BSCI	40556	Vertebrate Zoology	4
	GEOL	44070	Sedimentology and Stratigraphy	4
	GEOL	41082	Mass Extinctions (new F20)	3
	GEOL	44072	Marine Processes (new F20)	3
	GEOL	41079	All About Dinosaurs	3
	GEOL	44074	Paleoceanography	3

TEOL

Hi Daniel

I checked in with Scott and Dave, and we all agree this look fine and you have Geography's support. Thanks for checking in. Jen

Dr. Jennifer Mapes Associate Professor Undergraduate Coordinator Department of Geography

Hi Dan,

Thank you- this looks I like an excellent addition. We have a human paleontology course (ANTH 48810) that might be a suitable elective to consider as well.

All best,

Mary Ann

Mary Ann Raghanti, Ph.D.

**Professor and Chair** 

Department of Anthropology

Daniel

IMO, Local Flora is the best fit for Paleo of those two. It focuses on identification and taxonomy, and has a parallel content outline to Vert and Invert Zoo. I am pretty sure students can take Local Flora without Foundations.

Gen Plant Biol requires Foundations and doesn't cover nearly as much taxonomy and ID, so may not be as useful.

Andrea

HI Daniel,

1

GEOL

The UGCC has been discussing your minor proposals and feel that the BSCI electives that would do not have many prereqs would be a better fit.

For Plant sciences I am not certain how relevant they might be to Paleontology, but folks on the UGCC suggested theses plant courses as electives:

#### BSCI 30270 GENERAL PLANT BIOLOGY

#### BSCI 30275 LOCAL FLORA (ELR)

Maybe Andrea can chime in on their fit.

They both list Foundation as another pre-req, but we can ask instructors whether they have approved students that had only met the Diversity pre-requisite.

Thanks for asking us our opinion,

Gail

From: CASE, ANDREA <<u>acase@kent.edu</u>> Sent: Monday, December 2, 2019 5:05 PM To: HOLM, DANIEL <<u>dholm@kent.edu</u>> Cc: Singh, Kuldeep <<u>ckuldeep@kent.edu</u>>; FRAIZER, GAIL <<u>gfraizer@kent.edu</u>> Subject: Re: Proposed minors in Geology

HI Daniel,

Thanks. Just a couple of comments:

Paleo – the BSCI Evolution course has a LOT of hidden prereqs, as it requires Genetics, Biological Diversity, AND Foundations. Our UGCC recommended some elective courses in plant sciences, and we have several that require only Biological Diversity. I can ask which specific ones they recommend if you like.

Env Geol - there is a new GEOL course in Biogeochemistry that seems appropriate for this minor

EOL

Andrea

From: "HOLM, DANIEL" <<u>dholm@kent.edu</u>> Date: Monday, December 2, 2019 at 10:44 AM To: "CASE, ANDREA" <<u>acase@kent.edu</u>> Cc: Kuldeep Chaudhary <<u>ckuldeep@kent.edu</u>> Subject: Proposed minors in Geology

Hi Andrea:

Attached are finalized proposals for two new minors in Geology: Environmental Geology and Paleontology. Please send us an email regarding your approval of these proposed minors.

Many thanks, Daniel

EOL

#### Haley, Mary Ann

From:	HOLM, DANIEL
Sent:	Wednesday, December 04, 2019 4:00 PM
То:	Haley, Mary Ann
Subject:	More support for Paleontology minor

From: Meindl, Richard <rmeindl@kent.edu> Sent: Wednesday, December 4, 2019 3:19 PM To: HOLM, DANIEL <dholm@kent.edu> Subject: New Minor

Hi Dan,

The biological anthropology faculty have examined your proposal for a new minor in Paleontology. We see no encroachment or overlap with any of our programs. We predict that Geology's new minor will be very successful, and you have our approval.

We are happy to see our freshman course ANTH 18630 ("Human Evolution") serving as one of the electives. We would point out that you might want to consider ANTH 48810 ("Human Paleontology") as well. It's taught regularly in Anthropology, and sometimes by a National Academy of Science Fellow, but all of the instructors have won very good reviews by students with different majors.

Best,

Rich

GEOL

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e	Curriculum Bulletin
		Effective Date	select one Fall 2020	Approved by EPC
Department	Modern 8	Classical Language Stu	udies	
College	eslect on	e Arts Science	es	
Degree	BA - Bacl	elor of Arts		
Program Name	German	Program Banner Code	GLCT	
Concentration(s)		Concentration(s) Banner	Code(s)	
Proposal	Establish	program		

Description of proposal:

1. Change name from "B.A. in German Literature, Culture, and Translation" back to the program's former name "B.A. in German" (as it was prior to 2012).

2. Reduce the number of credit hours from 40 to 31. Reduce the number of required courses from 12 (34 credit hours) to 9 (25 credit hours). Keep the number of electives the same at 2 courses (6 credit hours).

3. Specific course changes in the proposed program:

- MCLS 30420: Foreign Languages & Culture Studies will be dropped.
   GER 31215: German Phonetics & Diction will become an elective.
  - For the following two sets of courses, students will choose one of two:
- a) GER 31240: Conversation for Business & Special Purposes OR

GER 41240: Business & Special Texts: German

b) TRST 30230: Approaches to Translation

OR

#### MCLS 21417: Multiculturalism in Today's Germany.

Does proposed revision change program	n's total credit hours?	🛛 Yes	🗌 No
Current total credit hours: 40	Proposed total credit h	ours <b>31</b>	

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

If these changes are approved, German majors will have more room in their schedules to add other programs (second bachelor's, minor, certificate) to their study plan. This potential addition of other programs would increase enrollments in other programs in our own department, in other departments, or in other colleges.

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

We have had ongoing discussions within the Department of Modern & Classical Languages Studies and are following suit with other language units that have already made the shift back to 30-some-hour B.A.s.

# lik

REQUIRED ENDORSEMENTS

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

Taur lenn College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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

11/19



11 151 19

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#### Proposal Summary Revise the Bachelor of Arts Degree Program in German Literature, Culture and Translation [BA GLCT]

#### **Description of Action, Including Intended Effect**

The intended effect of this proposal is to shorten the German major back to its pre-2012 format so students can graduate on time and add a second major, a minor, or a certificate, including teaching licensure.

1. Change name from "B.A. in German Literature, Culture, and Translation" back to the program's former name "B.A. in German" (as it was prior to 2012).

2. Reduce the number of credit hours from 40 to 31. Reduce the number of required courses from 12 (34 credit hours) to 9 (25 credit hours). Keep the number of electives the same at 2 courses (6 credit hours).

3. Specific course changes in the proposed program:

- MCLS 30420: Foreign Languages & Culture Studies will be dropped.
- GER 312215: German Phonetics & Diction will become an elective.
- For the following two sets of courses, students will choose one of two:
  - a) GER 31240: Conversation for Business & Special Purposes OR GER 41240: Business & Special Texts: German
  - b) TRST 30230: Approaches to Translation
     OR
     MCLS 21417: Multiculturalism in Today's Germany.

#### **Rationale:**

1. The current name, German Literature, Culture & Translation, is too long and, at the same time, too narrow. It implies that we do not also offer courses in German language or linguistics in our program. A move back to the more general title "B.A. in German" better reflects the broad range of courses offered and will therefore be helpful in attracting prospective majors looking to attain a high level of language proficiency and a wide exposure to the German culture. Moreover, the name change will help distinguish the B.A. program from the reactivated and revised B.S. in "Translation – German Concentration."

2. The proposed number of credit hours is consistent with the pre-2012 requirements of our German B.A., with the new curricula for the Spanish and French B.A. here at Kent State University, and with practices at most foreign language programs around the country.

MCG

#### Impact on Other Programs, Course Offerings, Students, Faculty, Staff

If these changes are approved, German majors will have more room in their schedules to add other programs (second bachelor's, minor, certificate) to their study plan. This potential addition of other programs would increase enrollments in other programs in our own department, in other departments, or in other colleges.

#### Fiscal, Enrollment, Facilities and Staffing Considerations

We expect the course enrollments to increase as a result of the reduced credit hours and the tightened course rotation.

With the revision of the B.A. in German in 2012, we saw a drastic decline in the number of majors entering our program. We hope that the reduction in overall credit hours and the increased flexibility for meeting the course prerequisites will reverse the decline and increase enrollments, thus enabling us to make more cost-effective use of our current fiscal, physical, and human resources.

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

This is a guestimate. Jessie will let me know what's more feasible.

1. Approval MCLS Curricular Committee, Fall 2019

- 2. Approval of Arts & Sciences Curriculum Committee, Fall 2019
- 3. Approval of EPC, Fall 2019 or Spring 2020
- 4. OBR Approval for name change, Spring 2020
- 5. Effective Date: Fall 2020

TCLS

#### **TILLETT, THERESE**

From: Sent: To: Cc: Subject: LIBBON, STEPHANIE Wednesday, January 8, 2020 2:05 PM TILLETT, THERESE; DUNNE, KEIRAN Haley, Mary Ann; Bell, Aimee Re: Scanned from a Xerox Multifunction Printer

Hi Theresa,

I updated the list of electives. Jessie Carduner shifted this to an open-ended list so that we would have more flexibility if we added new courses or if our students wanted to take a course not on our list. The German faculty are fine with this.

Stephanie

Stephanie E. Libbon, PhD

Associate Professor of German

Modern and Classical Language Studies

Phone:330-672-1811 Fax: 330-672-4009

Office: SFH-109E slibbon@kent.edu

From: TILLETT, THERESE <ttillet1@kent.edu> Sent: Wednesday, January 8, 2020 8:32 AM To: LIBBON, STEPHANIE <slibbon@kent.edu>; DUNNE, KEIRAN <kdunne@kent.edu> Cc: Haley, Mary Ann <mhaley@kent.edu>; Bell, Aimee <dvan@kent.edu> Subject: FW: Scanned from a Xerox Multifunction Printer

Hello, Stephanie and Keiran,

I am reviewing the proposal to revise the German major and I had a question about electives in the program.

In the state paperwork (page 9 of attached), there is a major elective list of specified GER courses (which has been updated with courses added and removed). In the marked-up catalog copy (pages 14-15 of attached), all the specified elective courses are crossed off, replaced by GER 30000 or 40000 and the note "eliminate list of specific courses on next page."

What did the faculty approve – a revised list of elective GER courses or an open-ended elective list of any GER 30000 or 40000 courses?

~ Therese



Mike DeWine, Governor Randy Gardner, Chancellor

### CHANGE REQUEST: TITLE AND CURRICULUM MODIFICATION

Date of submission: [DATE]

Name of institution: Kent State University

Previously approved title: German Literature, Culture and Translation major, Bachelor of Arts degree

Proposed new title: German major, Bachelor of Arts degree

Proposed implementation date of the request: Fall 2020

**Date that the request received final approval from the appropriate institutional committee:** Kent State University Board of Trustees approved on *date to come* 

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

#### **Educator Preparation Programs:**

Leads to licensure: $\Box$  Yes $\boxtimes$  NoLeads to endorsement: $\Box$  Yes $\boxtimes$  No

#### Explain the rationale for title and curricular changes.

This request is to return to the original major name for this degree program. A bachelor's degree in German has been offered at Kent State since 1946.

In the past decade, Kent State's Department of Modern and Classical Languages undertook a review of its undergraduate degree programs to best allocate resources. Historically, the department offered the B.A. degree in German and the B.S. degree in German Translation. In 2012, the department suspended admission to the B.S. degree program and restructured the B.A. major. The revised B.A. degree included the words "literature, culture, translation" in the name and incorporated many of the B.S. courses, which expanded major requirements from 31 to 40 credit hours. In 2014, the department reorganized its translation program by consolidating all its languages into one major, called Translation, with concentrations to represent each language, including German. See Table 1 for the list of past and proposed changes.

1946	1990	2012	2014	2019	
B.A. German	B.A. German	B.A. German Literature, Culture, and Translation	B.A. German Literature, Culture, and Translation	B.A. German proposed	
	B.S. German Translation	Admission suspended	B.S. Translation (German concentration)	B.S. Translation (German concentration)	

Table 1: Offerings of Kent State's German program over the years.

With those changes in place for the B.S. degree, the faculty wish to revert to the original major name and curriculum for the B.A. degree. Having two German "translation" programs has caused confusion among students and advisors as they offer the students different opportunities. In addition, the current title is too long and, at the same time, too narrow, as it implies that the program does not also cover the German language, linguistics, history and other German-related studies.

The B.S. degree in Translation, with a concentration in German, gives students training in an occupational area of translation to be paired with a professional focus, offered through a second major, minor or certificate for which students will be required to declare.

In contrast, the B.A. degree in German provides a more liberal arts perspective. The program allows students to be able to communicate and converse fluently in German and become familiar with the history and culture of the German-speaking world through the analysis of literary and non-literary texts.

#### Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

The CIP code will not change for the B.A. in German. The major is assigned the following:

16.0501 German Language and Literature. A program that focuses on the German language and related dialects. Includes instruction in philology; dialects; and applications to business, science/technology, and other settings.

#### Describe how the title and curricular changes will affect students in the current program.

Students electing to remain in the current program will not be affected adversely by the program's revisions. The department is not eliminating any courses or faculty to support the program. However, the revised program contains a smaller major core (31 credit hours versus the current 40). Students who may benefit from updating their catalog to the revised curriculum will be encouraged to do so.

## Describe any faculty, administrative or support service changes occurring along with the title and curriculum changes.

Depending on the number of teaching assistants allotted each year, the decrease in required courses in the proposed curriculum may lead to a decrease in the number of part-time instructors needed.

## Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Not applicable. The program does not have specialized accreditation.

#### Describe how the effectiveness of the new curriculum will be monitored over time.

Since the previous curricular revisions to the B.A. degree, the number of students enrolled in the degree program has declined. In fall 2010, 17 students were enrolled in the German major, of which nine were new students. In fall 2011, 23 students were enrolled, of which seven were new. In fall 2012 with the new major name and a larger core, only two new students declared the program. New students to the revised program have ranged between three and six students from fall 2013 to fall 2019. See Table 2 below for enrollment trends.

Table 2: Comparison of student enrollment in the fall semester (15th day census)

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
German	17	17	23	15	9	6	2				
GLCT				2	6	5	8	7	9	10	11
Total	17	17	23	17	15	11	10	7	9	10	11

Fall 2012: Admission switch from German to German Literature, Culture and Translation (GLCT).

German Faculty believe the enrollment decline is attributable largely to the increased credit hours required in the revised curriculum. This expansion also had a negative impact on opportunities for students to declare a minor or second major.

Currently, a student must complete 40 credits hours for the major, 37 credit hours of Kent Core (general education) and 6 credit hours of additional coursework for the College of Arts and Sciences. This leaves students only 37 credit hours that could be applied to another area of interest. Moreover, contingent upon their starting proficiency in German, many students may need to complete up to 14 hours of prerequisites in German (Elementary I through Intermediate II), potentially increasing time to graduation and further reducing the number of available electives for a second program.

The department expects to see a reverse in these downward trends after the proposed revisions are implemented. The effectiveness of the new curriculum will be measured by continued monitoring of enrollment trends.

#### Submit a comparison of the currently authorized curriculum and the proposed curriculum.

A shorter, more flexible program, such as is being proposed, will help students who need to complete the prerequisite courses stay on path to timely graduation as well as allow students to declare another major, minor or certificate without increasing their time to graduate.

To reduce the major requirements, two courses are removed and two courses become either/or options. Six credit hours of major electives are unchanged, but students may now take any upper-division German course, instead of choosing from a specified list of courses.

With those changes, the major core is decreased, from 40 to 31 credit hours. To increase flexibility for students to complete prerequisites and/or declare other programs, general electives increase by 9 credit hours. Minimum total credit hours are unchanged at 120.

See table 3 at the end of the document to compare the current and proposed curriculum.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Respectfully,

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University EPC Agenda | 27 January 2020 | Attachment 38 | Page 10 Kent State University | Title and Curriculum Change Request | B.A. degree in German | Page 5

Current Curriculum	Cr	Proposed Curriculum	Cr	Changes
Major Requirements	34	Major Requirements	25	credits decreased
GER 31201 Intensive German Grammar	3	GER 31201 Intensive German Grammar	3	
GER 31211 German Composition/Conversation	3	GER 31211 German Composition/Conversation	3	
GER 31215 German Phonetics and Diction	3	·		removed
GER 31231 Translation Practice: German	1	GER 31231 Translation Practice: German	1	
GER 31303 Introduction to German Literature	3	GER 31303 Introduction to German Literature	3	
GER 31421 German Civilization	3	GER 31421 German Civilization	3	
GER 41211 Advanced German Composition	3	GER 41211 Advanced German Composition	3	
and Conversation		and Conversation		
GER 41216 Contemporary German Culture	3	GER 41216 Contemporary German Culture	3	
GER 41240 Business and Special Texts: German	3	GER 41240 Business and Special Texts: German <i>or</i> GER 31240 Conversation for Business and Special Purposes: German	3	now either/or with former elective
MCLS 21417 Multiculturalism in Today's	3	MCLS 21417 Multiculturalism in Today's	3	two required
Germany		Germany		courses are now
TRST 30230 Approaches to Translation	3	or TRST 30230 Approaches to Translation		either/or
MCLS 30420 Foreign Languages and Culture	3			removed
Studies				
Major Electives	6	Major Electives	6	
Choose from the following:	6	German (GER) Upper-Division Electives	6	specified electives
GER 31240 Conversation for Business and		(30000 or 40000 level)		replaced with any
Special Purposes: German				German course
GER 41095 Special Topics				Cerman course
GER 41096 Individual Investigation				
GER 41230 Advanced Translation Practice				
GER 41330 20th-Century German Authors				
GER 41332 German Literature by Women				
GER 41334 The German Novella				
GER 41338 German Poetry				
GER 41340 History of German Lit to 1750				
GER 41341 History of German Literature				
1750 to the Present				
GER 41365 Classical German Literature				
GER 41731 Survey of German Cinema	00		00	dita in d
Additional Requirements	80	Additional Requirements	89	creatts increasea
UC 10097 Destination Rent State. First Year		UC 10097 Destination Kent State. First Year		
Kent Core Composition	0	Kent Core Composition	0	
Kent Core Mathematics and Critical Reasoning	3	Kent Core Mathematics and Critical Reasoning	3	
Kent Core Humanities and Fine Arts	9	Kent Core Humanities and Fine Arts	9	
Kent Core Social Sciences	6	Kent Core Social Sciences	6	
Kent Core Basic Sciences	6	Kent Core Basic Sciences	6	
Kent Core Additional	6	Kent Core Additional	6	
	0		0	
General Electives	3/	General Electives	46	creatts increased
winimum Total Credit Hours:	120	winimum Total Credit Hours:	120	

#### Table 3: Curriculum comparison between current and proposed curriculum
# GERMAN LITERATURE, CULTURE AND TRANSLATION - B.A.

### **College of Arts and Sciences**

Department of Modern and Classical Language Studies 109 Satterfield Hall Kent Campus 330-672-2150 mcls@kent.edu www.kent.edu/mcls

## Description

The Bachelor of Arts degree in German Literature, Culture and Translation provides instruction designed to develop competence in oral and written communication; insights into language form, usage and meaning; and knowledge of German literature, cultural history and contemporary issues. Additionally, students will be introduced to basic skills in German-to-English translation.

The flexibility of the major makes it easy to combine with a second major, such as History, Global Studies, Political Science or another foreign language. Combined with the Education minor, the German Literature, Culture and Translation major prepares students for multi-age (K–12) teacher licensure in Ohio.

## 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,

21

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 <u>admissions website for new freshmen</u>.

**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 score, or by completing the ESL level 112 Intensive Program. For more information on international admission, visit the <u>Office of</u> <u>Global Education's admission website</u>.

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

## **Program Learning Outcomes**

Graduates of this program will be able to:

- Perform language tasks at intermediate high and advanced low levels of proficiency as described by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. Proficiency, in ACTFL terms, is understood to describe a range of qualities rather than an absolute norm and will vary according to task type, language function, topic, skill (listening, speaking, reading, writing) and so forth.
- **2** Contribute to most informal and some formal conversations with sufficient accuracy, clarity and precision to convey their intended message without misrepresentation or confusion.
- **3** Read a wide variety of texts written for native speakers of German and not edited or adapted for nonnative speakers.
- 4 Compose routine social correspondence and write cohesive summaries, narratives and descriptions of a factual nature in German.

**5** Demonstrate an historical knowledge of German history and culture and understand the diverse nature of culture throughout the ages.

- 6 Discuss cultural differences, distinguishing between fact, opinion and stereotypes.
- 7 Communicate effectively and sensitively to diverse ethnic and cultural groups.
- 8 View concepts, issues, events and themes from the perspectives of diverse ethnic and cultural groups.
- **9** Esteem diversity.

10 Maintain an ongoing assessment of their own cultural values and behaviors.

### **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.	
<u>Diversity Domestic/Global (DIVD/DIVG)</u>	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.	
<u>Kent Core (see table below)</u>	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 (KCMP)

MCLS 23

6

Kent Core Mathematics and Critical Reasoning (KMCR)	3
<u>Kent Core Humanities and Fine Arts (KHUM/KFA) (min one course each)</u>	9
<u>Kent Core Social Sciences (KSS) (must be from two disciplines)</u>	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

### Prerequisite Requirements<sup>1</sup>

GER 11201 ELEMENTARY GERMAN I
-------------------------------

GER 11202 ELEMENTARY GERMAN II

GER 21201 INTERMEDIATE GERMAN I

GER 21202 INTERMEDIATE GERMAN II

### Major Requirements (courses count in major GPA)

<u>GER 31201</u>	INTENSIVE GERMAN GRAMMAR	3
<u>GER 31211</u>	GERMAN COMPOSITION AND CONVERSATION	3
GER 31215	GERMAN PHONETICS AND DICTION	3
<u>GER 31231</u>	TRANSLATION PRACTICE: GERMAN	1
<u>GER 31303</u>	INTRODUCTION TO GERMAN LITERATURE	3
<u>GER 31421</u>	GERMAN CIVILIZATION	3
<u>GER 41211</u>	ADVANCED GERMAN COMPOSITION AND CONVERSATION	3
GER 41216 German busine	CONTEMPORARY GERMAN CULTURE (ELR) (WIC) <sup>2</sup> ss course (course counts in major GPA)	3
<u>GER 41240</u>	BUSINESS AND SPECIAL TEXTS: GERMAN	3
lajor culture or	translation course (Choose ONE; course counts in major GPA)	2
MCLS 21417	MULTICULTURALISM IN TODAY'S GERMANY (DIVG)	3
MCLS 30420	FOREIGN LANGUAGES AND CULTURE STUDIES	3
TRST 30230	APPROACHES TO TRANSLATION	3

6 ACL

Major Electives, choose from the following: GER 30000 OR 40000 (Eliminate list of specific courses on next page) German Upper-Division Electives

GER 31240	CONVERSATION FOR BUSINESS AND SPECIAL PURPOSES: GERMAN
GER 41095	SPECIAL TOPICS
GER 41096	INDIVIDUAL INVESTIGATION
<u>GER 41230</u>	ADVANCED TRANSLATION PRACTICE: GERMAN (ELR) (WIC) <sup>2</sup>
<u>GER 41330</u>	TWENTIETH-CENTURY GERMAN AUTHORS (ELR) (WIC) <sup>2</sup>
<u>GER 41332</u>	GERMAN LITERATURE BY WOMEN
<u>GER 41334</u>	THE GERMAN NOVELLA
<u>GER 41338</u>	GERMAN POETRY
GER 41340	HISTORY OF GERMAN LITERATURE TO 1750
GER 41341	HISTORY OF GERMAN LITERATURE 1750 TO THE PRESENT
GER 41365	CLASSICAL GERMAN LITERATURE (ELR) (WIC) <sup>2</sup>
GER 41731	SURVEY OF GERMAN CINEMA

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

<u>UC 10097</u>	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Compositio	n	6
Kent Core Mathematic	cs and Critical Reasoning	3
Kent Core Humanities	and Fine Arts (minimum one course from each)	9
Kent Core Social Scier	nces (must be from two disciplines)	6
Kent Core Basic Sciences (must include one laboratory)		
Kent Core Additional		6
College General Requ	irements (must be from Kent Core Basic Sciences) <sup>3</sup>	3
College General Requ	irements (must be Kent Core Social Sciences) <sup>4</sup>	3
General Electives (tot credit hours)	al credit hours depends on earning 120 credit hours, including 42 upper-division	37

### **Minimum Total Credit Hours:**

Students who already have some proficiency in German through high school study should take the German Placement Test prior to their first advising appointment so they can enroll in the correct course(s). Students who have completed three or four years of high school German should see a German advisor for placement. Students lacking in sufficient proficiency for the first major courses (GER 31201 and GER 31211) can reach it by taking courses in the prerequisite sequence (GER 11201, GER 11202, GER 21201 and GER 21202) based on their placement score and high school training.

120

<sup>2</sup> A minimum C grade must be earned to fulfill the writing-intensive requirement.

5

- <sup>3</sup> 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.
- <sup>4</sup> One additional course taken from the Kent Core Social Sciences courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Geography (GEOG), Criminology and Justice Studies (CRIM), Peace and Conflict Studies (PACS), Political Science (POL), Psychology (PSYC) or Sociology (SOC). The course may not be from the student's major.

## **GRADUATION REQUIREMENTS**

Minimum Major GPA	Minimum Overall GPA
NALARAN DE LA LE LA LEVEL DE LE LA LEVEL DE LE LA LEVEL DE LEVEL DE LA LEVEL DE LA LEVEL DE LA LEVEL DE LA LEVE	a an an an a star and a
2.000	2.000

All students in the German Literature, Culture and Translation major must take the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview, ACTFL Writing Proficiency Test and the German Outcomes Assessment Test, prior to being cleared for graduation. Information about the exams can be found on the ACTFL Website and the Language Testing International (LTI) website, the exclusive licensee of ACTFL.

Some courses in the Department of Modern and Classical Language Studies are offered on a rotating basis, and course availability may change at any time. Visit the department's website for <u>course</u> <u>offering projections</u> and <u>advising</u> with course planning.

### 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>UC 10097</u>	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Require	ment	3
Kent Core Requirement		3
Kent Core Require	ment	3
General Elective		3
Major translat	ion or culture course	3
	Credit Hours	16 13 MCL
Semester Two		26

	SEMESTER 2	EPC Agenda   27 January 2020   Attachment 38   Page 1		
	MCLS 30420	FOREIGN LANGUAGES AND CULTURE STUDIES	-3-	
	Kent Core Requirem	nent	3	
	Kent Core Requirem	nent	3	
	Kent Core Requirem	nent	3	
	General Elective		3	
		Credit Hours	18. 12	
	Semester Three			
×	GER 31201	INTENSIVE GERMAN GRAMMAR	з	
1	<u>GER 31211</u>	GERMAN COMPOSITION AND CONVERSATION	3	
	GER 31215	GERMAN PHONETICS AND DICTION	3	
	Kent Core Requirem	nent	3	
	General Elective		6	
		Credit Hours	18	
	Semester Four	and an upper division al active	3	
1	GER 31303	INTRODUCTION TO GERMAN LITERATURE	3	
¥	GER 31421	GERMAN CIVILIZATION	3	
	MCLS 21417	MULTICULTURALISM IN TODAY'S GERMANY (DIVG)	-3-	
	College General Rec	uirement	3	
	College General Req	juirement	3	
	General Elective		3	
		Credit Hours	18/5	
	Semester Five			
+	<u>GER 31231</u>	TRANSLATION PRACTICE: GERMAN	1	
1	TRST 30230	APPROACHES TO TRANSLATION	3	
,	Kent Core Requirem	ent	3	
•	General Elective	ent	3	
			2	
	GER 31201 INTE GER 41211 ADV+	NSIVE GERMAN GRAMMAR ANCED GERMAN COMPOSITION AND CONV.	A C	
		Credit Hours	-12 15	
	Semester Six		MALS	
1	GER 31421	German Civilization	3 27	
1	GER 41216	CONTEMPORARY GERMAN CULTURE (ELR) (WIC)	3	

ŀ	Major Elective		
	Kent Core Requirer	nent	3
	General Electives		89
		Credit Hours	-15-15
	Semester Seven		
1-	<u>GER 41211</u>	ADVANCED GERMAN COMPOSITION AND CONVERSATION	-3-
¥	Major Elective	German business course or upper-division elective	3
	Kent Core Requiren	nent	3
	General Electives		18 9
		Credit Hours	18-15
	Semester Eight		
	Note: ACTFL Oral P Assessment Test sh	roficiency Interview, ACTFL Written Proficiency Test and Departmental Outcomes nould be taken in this semester.	
	SER 41240	BUSINESS AND SPECIAL TEXTS: GERMAN	3
	Kent Core Requiren	nent	3
	General Electives		8
		Credit Hours	14

Minimum Total Credit Hours: 120

MCLS 28

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Proparation Dat	a 8-Dec-10	
		Effective Date	Fall 2020	Approved by EPC
		Licenve Date		
Department	<b>Political Science</b>			
College	AS - Arts and Sci	ences		
Degree	<b>BA - Bachelor of</b>	Arts		
Program Name	<b>Global Studies</b>	Prog	ram Banner Co	de GLST
Concentration(s)	Concei	ntration(s) Banner	Code(s)	
Proposal	Revise program			
Description of propa	eal.			
Revise the name of	f the Global Studie	es major to Intern	ational Relation	ons.
Does proposed revis Current total credit h	sion change prograr Iours:	n's total credit hou Proposed total c	urs?   Yes redit hours	🖾 No
Describe impact on staffing consideratio <b>None.</b>	other programs, pol ns; need; audience;	icies or procedure ; prerequisites; tea	es (e.g., duplica acher educatior	tion issues; enrollment and h licensure):
Units consulted (oth <b>None</b>	er departments, pro	grams or campus	es affected by t	this proposal):
REQUIRED ENDORSEMENTS				
Campus Dean (for R	egional Campuses	proposals)		/
Mary Ann College Dean (or de	Haley signee)	•		12/13/19
Dean of Graduate St	udies (for graduate	proposals)		//
Provost (or designee	)			//



Mike DeWine, Governor Randy Gardner, Chancellor

## Change Request: Title Modification

Date of submission: December 8, 2019

Name of institution: Kent State University

Previously approved title: Global Studies major within the Bachelor of Arts degree

Proposed new title: International Relations major within the Bachelor of Arts degree

Proposed implementation date of the request: Fall 2020

**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:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

### **Educator Preparation Programs:**

Leads to licensure:	🗆 Yes	🛛 No
Leads to endorsement:	🗆 Yes	🛛 No

### Explain the rationale for title change.

This is a request to modify the title of the Global Studies major by changing it back to its original title of International Relations. The rationale for reverting back to International Relations is that the program experienced a sharp and significant decline in enrollments immediately following the title change to Global Studies in Fall 2018. Kent State University began offering the baccalaureate in International Relations in 1983 and, historically, the program experienced healthy enrollments. In the 10 year period between 2008 and 2017, for example, the program consistently enrolled approximately 95 students each Fall term.

During the 2017-2018 academic year, the program underwent a set of curriculum revisions, and the title of the program was changed to Global Studies. This title change went into effect for the

25 South Front Street Columbus, Ohio 43215 phone fax

first time in Fall 2018, and the program experienced an immediate 25% decline in enrollment from the 10 year average to 71 students. By the following Fall semester, 2019 the overall count of majors had dropped 44% from the 10 year historical average of 95 students to 53 students. A key factor in this enrollment decline is a sharp decrease in the number of students applying for and enrolling in the major. In the 10 year period between Fall 2008 and Fall 2017, the program admitted an average of 37 new freshman each Fall, of which an average of 15 students enrolled, for an average 42% yield (i.e., the percentage of students who are admitted that ultimately enroll). However, in Fall 2018, the semester in which the title change went into effect, our yield dropped significantly to 26.5%, with only 9 of the 34 newly admitted freshman enrolling in the program. It is important to note that, during this admission period, a percentage of the admitted students applied to the program with the understanding that they were applying to an International Relations program because the title change did not go into effect until late Spring. Though not entirely conclusive, one reasonable inference to draw is that, with the title change to Global Studies, it appears that a number of those students decided to enroll elsewhere. This is supported by the fact that, in Fall 2019, the program admitted just 13 new freshman, of whom only 6 enrolled.

Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

The CIP for the International Relations major should be 45.0901 International Relations and Affairs. Definition: A program that focuses on the systematic study of international politics and institutions, and the conduct of diplomacy and foreign policy. Includes instruction in international relations theory, foreign policy analysis, international law and organization, the comparative study of specific countries and regions, and the theory and practice of diplomacy.

The CIP for the Global Studies major is 30.2001 International/Global Studies. Definition: A program that focuses on global and international issues from the perspective of the social sciences, social services, and related fields.

As noted in the Change Request: Name and Curriculum Modification form submitted on March 20, 2018 in which the department requested the title change to Global Studies, "Either CIP would be appropriate." For the reasons noted above, however, the department is requesting that the CIP code be changed back to 45.0901 International Relations and Affairs.

Describe how the title change will affect students in the current program.

There will be no impact on current students in the program, as they will be able to retain their catalog and remain Global Studies majors. However, current students may elect to update their catalog to be declared as International Relations majors should they choose to do so.

Describe any faculty, administrative or support service changes occurring along with the title change.

4 4

There will be no faculty, administrative, or support service changes associated with this title change.

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.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Respectfully,

Melody J. Tankersley Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

POL

International Relations

## **GLOBAL STUDIES** - B.A.

**College of Arts and Sciences** Department of Political Science 302 Bowman Hall Kent Campus 330-672-2060 polisci@kent.edu www.kent.edu/polisci

## Description



The Bachelor of Arts degree in Global Studies offer an interdisciplinary curriculum that allows students to explore how migration, repression, development, marginalization and resistance, among other processes, are affected by transnational forces. Those forces include capital, labor, ideologies and colonial structures. Students investigate how they can have an impact on these and other global issues.

Coursework in the major is offered from across the social sciences and humanities. Courses are clustered into three areas of research and offer students the chance to learn about several regions of the world, including the Caribbean, Africa, Latin America, Europe, Russia, the Middle East, Southeast Asia and East Asia. Students are also exposed to advanced foreign language and encouraged to study abroad.

### **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.

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**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 score, or by completing the ESL 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.

## Program Learning Outcomes

Graduates of this program will be able to:

- 1. Demonstrate a basic understanding of global economics, politics, geography, literature and societies.
- 2. 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.

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**

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

Por 6 International Relations

Program	<b>Requirements</b>
<b>Major Requi</b>	rements

Code	Title	Credit Hours
Major Requirements	(courses count in major GPA)	
ECON 22060	PRINCIPLES OF MICROECONOMICS (KSS)	3
or HIST 11051	WORLD HISTORY: MODERN (DIVG) (KHUM)	
GEOG 22061	HUMAN GEOGRAPHY (DIVG) (KSS)	3
POL 10504	THE NEW PANGAEA: YOUR ROLE IN OUR GLOBAL COMMUNITY	3
Foreign Language <sup>1</sup>		6-8
<b>Global Economics El</b>	ective, choose from the following:	3
ECON 22061	PRINCIPLES OF MACROECONOMICS (KSS)	
ECON 32084	ECONOMICS OF THE ENVIRONMENT	ST ST ST
ECON 42075	INTERNATIONAL ECONOMIC RELATIONS	
ECON 42076	ECONOMIC DEVELOPMENT	
ECON 42079	EUROPEAN ECONOMIC ISSUES	Construction of the second second
GEOG 31070	POPULATION AND THE ENVIRONMENT	
GEOG 41066	GLOBAL CLIMATE CHANGE	In the second second second
GEOG 44010	GEOGRAPHY OF THE GLOBAL ECONOMY (WIC)	
POL 30003	POLITICAL ECONOMY	and a second second
POL 30810	POLITICS OF THE GLOBAL ECONOMY	
POL 40540	POLITICS OF DEVELOPMENT (DIVG)	and a support of the
<b>Global Politics Electiv</b>	ve, choose from the following:	3
GEOG 17063	WORLD GEOGRAPHY (DIVG) (KSS)	
GEOG 32080	POLITICS AND PLACE (DIVG)	
HIST 31030	NATO:THE ENDURING ALLIANCE	una recontración de
HIST 31035	THE GLOBAL COLD WAR	
HIST 31071	US FOREIGN RELATIONS THROUGH 1898	DE INVERSIÓN MONTA
HIST 31072	US FOREIGN RELATIONS, 1898-1945	22803
HIST 31073	US FOREIGN RELATIONS SINCE 1945	and the second second
HIST 31119	THE SIXTIES: A THIRD WORLD VIEW	NE WE
HIST 31120	COMPARATIVE THIRD WORLD REVOLUTIONS	
HIST 31124	HIGHLIFE HISTORIES: MODERN AFRICAN URBAN EXPERIENCE	
HIST 41060	COMPARATIVE FASCISM	And the second second
PACS 31003	NONVIOLENCE: THEORY AND PRACTICE	
PACS 32030	INTERNATIONAL CONFLICT RESOLUTION (DIVG)	
PACS 32040	CROSS-CULTURAL CONFLICT MANAGEMENT (DIVG)	
PACS 41010	RECONCILIATION VERSUS REVENGE: TRANSITIONAL JUSTICE (DIVG) (WIC) <sup>2</sup>	
PAS 33130	GENDER AND SEXUALITY IN AFRICA AND THE AFRICAN DIASPORA	
PAS 37020	THE MODEL AFRICAN UNION (ELR)	
POL 10500	WORLD POLITICS (DIVG) (KSS)	
POL 30500	INTERNATIONAL RELATIONS THEORY	
POL 30511	PROBLEMS OF INTERNATIONAL ORGANIZATION	
POL 30820	INTERNATIONAL ORGANIZATION AND LAW	
POL 30840	NONGOVERNMENTAL ORGANIZATIONS	100 2
POL 39592	GENEVA INTERNSHIP (ELR)	
POL 40112	POLITICS AND THE MASS MEDIA	
POL 40530	POLITICS OF WAR	
POL 40560	HUMAN RIGHTS AND SOCIAL JUSTICE (DIVG)	

POL 40591	SEMINAR IN INTERNATIONAL RELATIONS- COMPARATIVE POLITICS (WIC) <sup>2</sup>
POI 40620	
POL 40840	
POI 40930	
Global Societies Flec	tive choose from the following:
ENG 31006	WORLD ENGLISHES (DIVG) (WIC) 2
ENG 33012	
or PAS 27100	
ENC 22015	
CING 33013	
ENC 24005	REITIGE AND IDICULATEDATURE 1000
ENG 34005	PRESENT
ENG 34011	WORLD LITERATURE IN ENGLISH (DIVG)
GEOG 37040	GEOGRAPHY OF AFRICA (DIVG)
GEOG 37045	GEOGRAPHY OF THE MIDDLE EAST
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)
HIST 31055	POLITICS, CULTURE AND SOCIETY OF 20TH- CENTURY EUROPE
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 WAB
HIST 31123	HISTORY OF CONTEMPORABY AFRICA
HIST 31130	HISTORY OF AFRICAN CIVILIZATION
HIST 31140	MODERN LATIN AMERICA (DIVG)
HIST 31141	EARLY 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 41129	THE HOLOCAUST: THE DESTRUCTION OF
	EUROPEAN JEWRY, 1938-1945
HIST 41132	HISTORY OF AFRICA, 1880-PRESENT
HIST 42142	AFRO-LATIN AMERICA
PAS 15200	INTRODUCTION TO WEST AFRICAN CULTURES
PAS 22200	INTRODUCTION TO THE AFRICAN ARTS
PAS 23310	NATIVE AMERICAN STUDIES
PAS 24407	CARIBBEAN STUDIES (DIVG)
PAS 33310	LATINOS, THE AFRICAN DIASPORA AND AMERICAN SOCIETY (DIVD)
PAS 34000	INTRODUCTION TO AFRICAN WORLD VIEW
PAS 34100	ISLAMIC WEST AFRICA
PAS 35200	AFRICAN SOCIAL AND POLITICAL SYSTEMS
POL 10004	COMPARATIVE POLITICS (DIVG) (KSS)
POL 30002	POLITICAL THOUGHT
POL 30520	EUROPEAN POLITICS (DIVG)
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POL 30530	ASIAN POLITICS (DIVG)	10 2
POL 30540	AFRICAN POLITICS (DIVG)	
POL 30550	LATIN AMERICAN POLITICS (DIVG)	
POL 30560	MIDDLE EAST POLITICS (DIVG)	
POL 30570	PALESTINE AND ISRAEL	
REL 11020	INTRODUCTION TO WORLD RELIGIONS (DIVG) (ELR) (KHUM)	
Global Economics Electives (30000	s, Global Politics and Global Societies Upper-Division and 40000 level) <sup>3</sup>	12
Additional Requir	ements (courses do not count in major GPA)	and the second second
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Foreign Language	e (see Foreign Language College Requirement below)	14-16
College General F 4	lequirement (must be from Kent Core Basic Sciences)	3
College General F Sciences) <sup>5</sup>	lequirements (must be from Kent Core Social	3
Kent Core Compo	sition	6
Kent Core Mather	natics and Critical Reasoning	3
Kent Core Human	ities and Fine Arts (minimum one course from each)	6-9
Kent Core Social	Sciences (must be from two disciplines) <sup>6</sup>	0-3
Kent Core Basic S	ciences (must include one laboratory)	6-7
Kent Core Additio	nal	6
General Electives hours, including 4	(total credit hours depends on earning 120 credit 2 upper-division credit hours)	33
Minimum Total Ci	redit Hours:	120

1 Students must complete a foreign language offered at Kent State (Arabic, Chinese, French, German, Italian, Japanese, Russian, Spanish) at the Intermediate II level (or equivalent). This also will satisfy the college's foreign language requirement (see Foreign Language College Requirement below for additional information). In addition, students must either complete two upper-division courses in the same language or complete a second language at the Elementary II level (or equivalent). With approval of the political science undergraduate coordinator, students may apply courses taken in a foreign language abroad and/or by a proficiency exam (e.g., ACTFL) to satisfy all or part of the language requirement.

- 2 A minimum C grade must be earned to fulfill the writing-intensive requirement.
- 3 Maximum three courses in one subject area from the four elective groups (Global Economics, Global Politics and/or Global Societies electives lists above)
- 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), Geography (GEOG), Criminology and Justice Studies (CRIM), Peace and Conflict Studies (PACS), Political Science (POL), Psychology (PSYC) or Sociology (SOC). The course may not be from the student's major.
- 6 The credit hours depends on if the student completes major requirement ECON 22060 (Social Sciences) or HIST 11051 (Humanities).

### **Graduation Requirements**

**Minimum Major GPA Minimum Overall GPA** 2.000 2.000

### 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.<sup>1</sup> 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 language <sup>2</sup>
- 2. Elementary I and II of a second language
- 3. Any combination of two courses from the following list:
- · Intermediate I of the same language
- MCLS 10001 INTRODUCTION TO STRUCTURAL CONCEPTS FOR LANGUAGE STUDENTS
- MCLS 20091 VARIABLE CONTENT SEMINAR IN GLOBAL LITERACY; CASE STUDIES
- MCLS 21417 MULTICULTURALISM IN TODAY'S GERMANY (DIVG)
- MCLS 28404 THE LATIN AMERICAN 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
GEOG 22061	HUMAN GEOGRAPHY (DIVG) (KSS)	3
or	or THE NEW PANGAEA: YOUR ROLE IN OUR	
POL 10504	GLOBAL COMMUNITY	
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Foreign Langua	ige	4
Kent Core Requ	irement	3
Kent Core Requ	irement	3
	Credit Hours	14
Semester Two		
GEOG 22061	HUMAN GEOGRAPHY (DIVG) (KSS)	3
	OF THE NEW PANGAEA: YOUR ROLE IN OUR	
Foreign Langua		4
Kent Core Begu	irement	3
Kent Core Requ	irement	3
Kent Core Regu	irement	3
	Credit Hours	16
Semester Three		10
ECON 22060	PRINCIPLES OF MICROECONOMICS (KSS)	3
or	or WORLD HISTORY: MODERN (DIVG) (KHUM)	
HIST 11051		
Foreign Langua	ge	3-4
Kent Core Requ	irement	3
Kent Core Requ	irement	3
Kent Core Requ	irement	3
	Credit Hours	15
Semester Four		
Global Societies	s Elective	3
Foreign Langua	ge	3-4
College General	Requirement (Basic Sciences)	3
College General	Requirement (Social Sciences)	3
Kent Core Requ		3
Compostor Five	Credit Hours	15
Clobal Economi	an Floative	
Global Polition F		3
Global Fontics E	cs. Politics and Societies Linner Division Electives	3
(30000 and 400	00 level) (30000 and 40000 level)	3
Foreign Langua	ge	3-4
General Elective		3
	Credit Hours	15
Semester Six		
Note: Students a	are encouraged to undertake a study abroad	
experience in jui	nior or senior year.	
General Elective	\$	15
	Credit Hours	15
Semester Seven		
Global Economic (30000 and 4000	cs, Politics and Societies Upper-Division Electives 00 level)	9
Foreign Languag	je	3-4

General Elective	3
Credit Hours	15
Semester Eight	
Note: Students are encouraged to undertake a study abroad experience in junior or senior year.	
General Electives	15
Credit Hours	15
Minimum Total Credit Hours:	120

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Mike DeWine, Governor Randy Gardner, Chancellor

## CHANGE REQUEST: TITLE AND CURRICULUM MODIFICATION

Date of submission: January 3, 2020

Name of institution: Kent State University

Previously approved title: [Digital Sciences] within the [Bachelor of Science] degree

Proposed new title: [Emerging Media and Technology] within the [Bachelor of Science] degree

Proposed implementation date of the request: [Fall 2020]

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:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Educator Preparation Programs:

Leads to licensure:	$\Box$ Yes	🛛 No
Leads to endorsement:	🗆 Yes	$\boxtimes$ No

### Explain the rationale for title and curricular changes.

Kent State University created the School of Digital Sciences in 2011 as an interdisciplinary unit with no "home" faculty. In 2017, the school moved into the College of Communication and Information (CCI). The school maintained its interdisciplinary focus, but CCI began the process of hiring permanent faculty so that the school would have a team of faculty who could systematically assess and develop curriculum and create predictable and consistent course and degree offerings and outcomes.

In 2019, a team of six core faculty members with specific and diverse expertise in the discipline began to rigorously assess the curriculum, taking a data-driven approach. A study by the educational research firm Eduventures (produced specifically for the Kent State University School

of Digital Sciences in summer 2019) found that Digital Sciences is not a program or disciplinary name used by any other industry or academic institution beyond Kent State University. The Eduventures data and report (available upon request); internal data around student recruiting and student outcomes; Digital Sciences' faculty analysis of peer programs; and, focus groups with northeast Ohio high school students all led to the conclusion that the school curriculum and name needed to change.

The research showed that the best area for our curriculum shift is in emerging media and technology, with a focus on web development and programming. This is in line with national peers and current industry jobs, both regionally and nationally, and is supported by Bureau of Labor Statistics growth projections (2014-2024 data) in a range of professions that fit under the broad umbrella of emerging media and technology. The curriculum and name change also align with new faculty hire expertise (four newly-hired tenure-stream faculty with expertise in this area have been hired over the past two years, with four additional tenure-stream hires in this area planned between 2020 and 2022) and does not overlap with any existing Kent State degree programs.

The curriculum remains interdisciplinary with a major in emerging media and technology and a required minor from within the College of Communication and Information or in another college, including Aeronautics and Engineering, Applied and Technical Studies, Arts and Sciences, and Business Administration. Students can choose one of the following minors: web development; digital media production; user experience design; computer science; computer forensics and security; game design; modeling and animation; computer engineering technology; computer information systems; management for non-business majors; design; or, organizational communication.

The goal is to create a curriculum that will provide students with a pathway to careers in back-end development for web and mobile applications, especially for those students who opt for the web development minor. However, even if students do not choose the web development minor, the other minors will prepare them for careers across the emerging media and technology fields with a strong major foundation in the areas of web programming, data, creative coding, human-computer interaction, project management and design. As previously noted, careers in emerging media and technology are part of a rapidly growing job market as shown in the recent report compiled by Eduventures and Bureau of Labor Statistics data (2014-2024).

All students will have the opportunity to work in multidisciplinary teams to solve real-world problems and all students will complete an internship. The curriculum not only provides skillsbased training, it also teaches students how emerging media and technology is part of a larger effort to produce systems that create value for users and organizations.

### Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

Yes. The new CIP code is 11.0801:

<u>Web Page, Digital/Multimedia and Information Resources Design.</u> A program that prepares individuals to apply HTML, XML, Javascript, graphics applications, and other authoring tools to the design, editing, and publishing (launching) of documents, images, graphics, sound, and multimedia products on the World Wide Web. Includes instruction in Internet theory, web page standards and policies, elements of web page design, user interfaces, vector tools, special effects, interactive and multimedia components, search engines, navigation, morphing, e-commerce tools, and emerging web technologies. The current Digital Sciences CIP code is 11.0101:

11.0101 Computer and Information Sciences, General. A general program that focuses on computing, computer science, and information science and systems. Such programs are undifferentiated as to title and content and are not to be confused with specific programs in computer science, information science, or related support services.

We propose changing the CIP code to better match and describe the new curriculum.

### Describe how the title and curricular changes will affect students in the current program.

Current students will continue to be supported in their current curriculum and given the opportunity to transition into the new curriculum or apply course substitutions on an individual basis when appropriate.

## Describe any faculty, administrative or support service changes occurring along with the title and curriculum changes.

To coincide with the revision to the program, the name of the school will also change from Digital Sciences to the School of Emerging Media and Technology (EMAT).

The School of Emerging Media and Technology is a multidisciplinary unit that draws full-time faculty from across Kent State. In 2017, the school moved into the College of Communication and Information. Prior to 2017, the school was centrally managed out of the provost's office.

Since 2017, the College of Communication and Information's (CCI's) strategic hiring plan has focused on a cluster-hiring approach with emerging media and technology skills as the top priority. Recent faculty hires in CCI have been formally assigned joint appointments between Emerging Media and Technology (EMAT) and the other four schools within the college (the schools of Communication Studies (Comm); Information (iSchool); Journalism and Mass Communication (JMC); and, Visual Communication Design (VCD)). This provides stability and guarantees that a core of full-time faculty is always available to teach in Emerging Media and Technology. Currently, six full-time, tenure-stream faculty have joint appointments in the school. Additionally, four tenure-stream and one non-tenure track Professional-in-Residence hires are planned between 2020 and 2022. These faculty will all have joint appointments with the School of Emerging Media and Technology and another school in CCI. The new curriculum can be offered with our current faculty only, but the new hires allow us to grow the size of the program and to expand in new areas as they emerge.

Current and Planned EMAT faculty:

- Abraham Avnisan, Assistant Professor, (Fall 2019 start, 75% EMAT/25% JMC)
- Michael Beam, Associate Professor (Fall 2014 start, currently 75% EMAT, 25% Comm)
- Scott Bogoniewski, Interim Director and Professional-in-Residence (Fall 2017 start, 100% EMAT)
- Mina Choi, Assistant Professor (Fall 2019 start, 25% EMAT, 75% Comm)
- David Robins, Associate Professor (Fall 2004 start, currently 75% EMAT, 25% iSchool)
- David Silva, Assistant Professor (Fall 2019 start, 75% EMAT, 25% Comm)
- Tang Tang, Professor, (Fall 2018 start, 25% EMAT, 75% JMC)

Kent State University | Title and Curriculum Change Request | [DEGREE] [MAJOR] | Page 4

- Future hire, Assistant Professor (Projected Fall 2020 start, 25% EMAT, 75% VCD)
- Future hire, Non-tenure track Professional-in-Residence (Projected Fall 2020 start, 100% EMAT)
- Future hire, Open Rank (Projected Fall 2021 start, 75% EMAT, 25% iSchool)
- Future hire, Open Rank (Projected Fall 2021 start, 25% EMAT, 75% JMC)
- Future hire, Assistant Professor (Projected Fall 2022 start, 25% EMAT, 75% iSchool)

## Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Emerging Media and Technology is not subject to any accrediting body.

### Describe how the effectiveness of the new curriculum will be monitored over time.

Graduates of the Bachelor of Science in the Emerging Media and Technology program will be able to:

- 1. Demonstrate competency in the technical skills needed to pursue jobs in emerging media and technology, which includes web development, coding, data, human-computer interaction, creative applications, problem-solving and programming.
- 2. Utilize emerging media technologies to design better experiences, improve existing systems and analyze digital social structures.
- 3. Recognize the rapidly changing nature of emerging media and technology and learn the skills needed to adapt.
- 4. Apply interdisciplinary solutions to solving technical, social, and human problems related to emerging media and technology.
- 5. Employ teamwork and project management as a problem-solving technique.
- 6. Critically analyze the effectiveness of their own work and the work of others.

Annual assessment of these Learning Outcomes at both the course and program levels will include both direct and indirect measures to determine the extent to which students in EMAT meet these Learning Outcomes. Faculty will adjust and adapt the curriculum as appropriate based on the assessment data findings.

### Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Based on the rationale presented above for this curriculum change, we made adjustments to our required courses in the major and eliminated concentrations. Students will now choose a minor instead.

In some cases, we moved courses from elective or concentration requirements to major requirements. This is true of the following two courses:

Kent State University | Title and Curriculum Change Request | [DEGREE] [MAJOR] | Page 5

- (DSCI) EMAT 10010 INTRODUCTION TO EMERGING MEDIA AND TECHNOLOGY \*
- (DSCI) EMAT 10310 MY STORY ON THE WEB \*.

In the table below, these courses are noted by an asterisk.

We created some new courses in order to provide content appropriate for the more directed approach to our curriculum. This is true for the following courses:

- Major Requirements
  - VCD 21000 INTRODUCTION TO WEB DESIGN #
  - EMAT 22110 DATA IN EMERGING MEDIA AND TECHNOLOGY #
  - EMAT 35091 SEMINAR IN EMERGING MEDIA AND TECHNOLOGY #

In the table below, these courses are noted by a superscript #.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
Major Requirements	31	Major Requirements	31
DSCI 15310 COMPUTATIONAL THINKING AND PROGRAMMING	3	(DSCI) EMAT 15310 CREATIVE CODING (Note: Course revised and retitled)	3
DSCI 33310 HUMAN-COMPUTER INTERACTION	3	(DSCI) EMAT 33310 HUMAN-COMPUTER INTERACTION	3
DSCI 41510 PROJECT MANAGEMENT AND TEAM DYNAMICS (WIC)	3	(DSCI) EMAT 41510 PROJECT MANAGEMENT AND TEAM DYNAMICS (WIC)	3
DSCI 40910 CAPSTONE IN DIGITAL SCIENCES (ELR)	3	(DSCI) EMAT 40910 INTERDISCIPLINARY PROJECTS (ELR) (Note: Course retitled)	3
DSCI 49992 INTERNSHIP IN DIGITAL SCIENCES (ELR)	1	(DSCI) EMAT 49992 INTERNSHIP IN EMERGING MEDIA AND TECHNOLOGY (Note: Course retitled)	1
DSCI 13210 DESIGN PROCESSES AND PRINCIPLES	3	VCD 13000 DESIGN: PRINCIPLES, PROCESSES AND PRACTICE (Note: Similar content to DSCI 13210) DI 20100 INTRODUCTION TO DESIGN INNOVATION (Note: Similar content to DSCI	Select one of these two courses for 3
		VCD 21000 INTRODUCTION TO WEB DESIGN #	3
		(DSCI) EMAT 10010 INTRODUCTION TO EMERGING MEDIA AND TECHNOLOGY * (Note: previously elective/concentration, now required for major; Course revised and retitled)	3
		(DSCI) EMAT 10310 MY STORY ON THE WEB * (Note: previously elective/concentration, now required for major)	3
		EMAT 22110 DATA IN EMERGING MEDIA AND TECHNOLOGY <sup>#</sup> (Note: Course revised and retitled)	3
		EMAT 35091 SEMINAR IN EMERGING MEDIA AND TECHNOLOGY #	3
DSCI 41610 DIGITAL SYSTEMS SECURITY	3		
CIS 24053 INTRODUCTION TO COMPUTER	3		
CIS 24065 WEB PROGRAMMING	3		
DSCI 34410 DIGITAL INFORMATION MANAGEMENT AND PROCESSING	3		
TECH 46411 REQUIREMENTS ENGINEERING AND ANALYSIS	3		

Concentration and/or Additional Requirements for Students Not Declaring a Concentration	20	REQUIRED MINOR	18 - 25
5 Concentrations: Digital Systems Analysis Concentration (20) Digital Systems Interaction Concentration (20) Digital Systems Management Concentration (20) Digital Systems Software Development Concentration (20) Digital Systems Telecommunication Networks Concentration (20) Additional Requirements for Students Not Declaring a Concentration: CIS 44043 DATA MANAGEMENT AND BUS INTELL (3) Selection of Digital Science Courses (6) Selection of a list of Approved Electives (9) General Electives (2)		Students in the major will be required to choose a minor from the following list, or another relevant minor or block of courses agreed upon by the student and the faculty advisor. This will drive students to minors in the programs that have been partners. As stated earlier, a preliminary list of these minors is: • Web Development (18) • Design (18) • Digital Media Production (20) • Organizational Communication (18) • User Experience Design (18) • Computer Science (20) • Computer Forensics and Security (18) • Game Design (21) • Modeling and Animation (21) • Computer Engineering Technology (25) • Computer Info Systems (18) • Management for Non-Business Majors (18)	
Additional Requirements (courses do not count in major GPA)	69	Additional Requirements (courses do not count in major GPA)	64 - 71
UC 10097 DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1	UC 10097 DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
College of Communication and Information Core Electives	9	College of Communication and Information Core Electives	9
Kent Core Composition	6	Kent Core Composition	6
Kent Core Mathematics & Critical Reasoning	3	Kent Core Mathematics & Critical Reasoning	3
Kent Core Humanities and Fine Arts	9	Kent Core Humanities and Fine Arts	9
Kent Core Social Sciences	6	Kent Core Social Sciences	6
Kent Core Basic Sciences	6-7	Kent Core Basic Sciences	6-7
Kent Core Additional	6	Kent Core Additional	6
General Electives	23	General Electives	18 - 25
Total	120	Total	120

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Respectfully,

Melody J. Tankersley Senior Vice President for Academic Affairs and Provost (Interim) Kent State University  
 From:
 ROBINS, DAVID

 To:
 Zingrone, Cathy

 Subject:
 Fw: Letter of Support Request for DSCI Curriculum Change

 Date:
 Thursday, December 5, 2019 10:26:15 AM

 Attachments:
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David B. Robins, Ph.D. Associate Professor Associate Director School of Digital Sciences Kent State University Kent, OH 44242-0001 Phone: 330.672.5852 drobins@kent.edu Instagram: davidrobins2155 https://drobins.myportfolio.com/ Design Innovation Team Member https://www.kent.edu/DI



From: Javed I. Khan <javedkent@gmail.com>
Sent: Tuesday, November 5, 2019 4:11 PM
To: ROBINS, DAVID <drobins@kent.edu>; KHAN, JAVED <javed@kent.edu>
Cc: Bogoniewski, Scott <sbogonie@kent.edu>
Subject: Re: Letter of Support Request for DSCI Curriculum Change

Dear Dave and Scott,

This is to let you know that CS is supportive of proposed changes to DSCI program. We hope to continue the collaboration. Best,

-Javed.

### ROBINS, DAVID wrote:

Hello Javed,

Thank you for meeting with us last week regarding curricular changes to the BS program in the School of Digital Sciences. Attached you can find the full proposal. We are requesting a letter or email response of support to include in our proposal to the January EPC meeting. Please provide this letter of support by mid November. Below is a brief outline from our last meeting and highlights of the proposal.

Best,

Dave and the Digital Sciences team

Notes from our meeting:

CS requested that we consider utilizing the following or other CS courses:

- CS 44105 WEB PROGRAMMING I
- CS 44106 WEB PROGRAMMING II

We are proposing the new course in DSCI:

• DSCI 21000 INTRODUCTION TO WEB DESIGN AND DEVELOPMENT.

We wish to put forth the proposal in its original form for the following reasons:

- 1. DSCI 21000 is a prerequisite for three other upper division courses in the Web Development concentration and we need that content early in the program. The CS Web Programming courses are upper division.
- 2. CS 44105, WEB PROGRAMMING I, has the following prerequisites:
  - a. CS 23001
  - b. CS 23001 has the following prerequisites
    - i. CS 13001 or CS 13012
    - ii. CS 13001 has the following prerequisite
      - 1. Minimum of "C" grade in MATH 11010
    - iii. CS 13012 has the following prerequisite
      - 1. Minimum of "C" grade in 13001

- 3. CS has offered to waive prerequisites, but our students would be at a disadvantage in courses where other students are better prepared having taken the prerequisites.
- 4. Our proposed course delivers the content in a creative manner. DS students have varied backgrounds and learning styles. The proposed courses take this into consideration to come up with fresh and innovative solutions that increase engagement and retention of content.
- 5. Future minors or collections of courses can be created in CS for the general concentration.

Please find attached a proposal for curricular changes proposal by the School of Digital Sciences (DSCI). We are proposing the following items, which are elucidated in the proposal:

- 1. Revise the major requirements for the BS in Digital Sciences major.
- 2. Establish a new concentration in the BS in Digital Sciences called Web Development (WD)
- 3. Inactivate the following concentrations:
  - a. Digital Systems Analysis
  - b. Digital Systems Interaction
  - c. Digital Systems Management
  - d. Digital Systems Software Development
  - e. Digital Systems Telecommunication Networks
- 4. Keep current no-concentration option
  - a. Require a minor for this no-concentration option

Our proposal seeks to retain the interdisciplinary nature of DSCI. The new courses proposed are uniquely created to support the new concentration.

The timing of this proposal has to do with faculty hires who began work in CCI in the Fall of 2019 and the interest from students in DS who want to concentrate on web development. There are now four faculty members with a partial appointment in DSCI. They bring expertise in web development and were hired in order to put this curriculum change forward. We have worked diligently since July to bring this proposal into existence.

It is our wish to have these changes in place for the Fall of 2020. The College of Communication and Information Curriculum Committee has approved the proposal in its current state. We are hoping to submit the completed proposal with supporting letters to the College of Communication and Information Curriculum Committee in late November and be on the agenda of the January EPC meeting.

We welcome the opportunity to host you at our weekly meetings that we have to develop this curriculum. Alternatively, we can meet with you at your location. There, we could discuss any concerns or questions you might have.

David B. Robins, Ph.D. Associate Professor Associate Director School of Digital Sciences Kent State University Kent, OH 44242-0001 Phone: 330.672.5852 <u>drobins@kent.edu</u> Instagram: davidrobins2155 <u>https://drobins.myportfolio.com/</u> Design Innovation Team Member <u>https://www.kent.edu/DI</u>



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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

From:ROBINS, DAVIDTo:Zingrone, CathySubject:Fw: DSCI ProposalDate:Thursday, December 5, 2019 10:28:15 AMAttachments:Outlook-bleoh5ry.png

from the College of Applied and Tech Studies at regionals.

David B. Robins, Ph.D. Associate Professor Associate Director School of Digital Sciences Kent State University Kent, OH 44242-0001 Phone: 330.672.5852 drobins@kent.edu Instagram: davidrobins2155 https://drobins.myportfolio.com/ Design Innovation Team Member https://www.kent.edu/DI



From: WARD, WILLIAM III <wward@kent.edu>
Sent: Wednesday, November 20, 2019 7:14 AM
To: ROBINS, DAVID <drobins@kent.edu>
Cc: Bogoniewski, Scott <sbogonie@kent.edu>; WATSON, RUTH <rwatson@kent.edu>; MARSHALL,
SHELLEY <skmarsha@kent.edu>; Paternite, Judy <jpaterni@kent.edu>; Froehlich, Larry
<lfroehli@kent.edu>; Ritchey, Nathan <nritche2@kent.edu>
Subject: DSCI Proposal

### Hi Dave

The Information Technology Faculty have reviewed the Digital Sciences proposal to revise the program and we support the proposal based on the following conditions.

- 1. Digital Sciences continues to allow Information Technology courses to be used in the program.
- 2. Digital Sciences continues to honor Information Technology minors and concentrations.

The Information Technology Faculty appreciate your consultation and look forward to working with Digital Sciences in the future.

If you have any questions or need any further assistance, please contact me.

Thanks Will

William C Ward III Associate Professor, Information Technology Kent State University, Trumbull Campus MBA Baldwin Wallace College MA in Technology Kent State University  
 From:
 ROBINS, DAVID

 To:
 Zingrone, Cathy

 Subject:
 Fw: Request for Support Letter for DSCI Curricular Changes

 Date:
 Thursday, December 5, 2019 10:25:43 AM

 Attachments:
 image001.png Outlook-v5ie1uba.png

David B. Robins, Ph.D. Associate Professor Associate Director School of Digital Sciences Kent State University Kent, OH 44242-0001 Phone: 330.672.5852 drobins@kent.edu Instagram: davidrobins2155 https://drobins.myportfolio.com/ Design Innovation Team Member https://www.kent.edu/DI



From: SANDMANN, ALEXA <asandman@kent.edu>
Sent: Wednesday, November 20, 2019 5:49 PM
To: ROBINS, DAVID <drobins@kent.edu>
Cc: Bogoniewski, Scott <sbogonie@kent.edu>
Subject: RE: Request for Support Letter for DSCI Curricular Changes

Hi, David,

The Educational Technology faculty and I appreciated your meeting with us about this proposal.

With this email, I am supporting the curricular changes to the BS program in the School of Digital Sciences, with three small requests made to the proposal:

- 1. Please list Educational Technology under Interaction, Content, and Development on page 3.
- 2. We would also appreciate Educational Technology being added to page 5 under: "We are in the process of working with the following programs to determine whether there are any concerns or

questions regarding this proposal...."

3. Also, please list a tentative minor on page 7 as "Technologies for Learning and Training" (Educational Technology/TLC/Education)

Thank you very much.

Sincerely, Alexa

Dr. Alexa L. Sandmann Director, School of Teaching, Learning and Curriculum Studies Professor of Literacy; Director of National Writing Project at Kent State University Co-Director of Virginia Hamilton Conference on Multicultural Literature for Youth Kent State University 404 White Hall Kent, OH 44242 330-672-2580 asandman@kent.edu

**TLC's Vision**: Fostering courageous thought, innovative research and practices, and local and global community engagement for a more just world.

**The mission** of TLC is to engage in professional practices—research, scholarship, service, and teaching—that empower learners in educational settings.

From: ROBINS, DAVID <drobins@kent.edu>
Sent: Friday, November 1, 2019 2:21 PM
To: SANDMANN, ALEXA <asandman@kent.edu>
Cc: Bogoniewski, Scott <sbogonie@kent.edu>
Subject: Request for Support Letter for DSCI Curricular Changes

Dear Alexa,

Thank you for meeting with us this week regarding curricular changes to the BS program in the School of Digital Sciences. Attached you can find the full proposal. We are requesting a letter or email response of support to include in our proposal to the January EPC meeting. Please provide this letter of support by mid November. Below is a brief outline from our last meeting and highlights of the proposal.

Best,

Dave and the Digital Sciences team

Please find attached a proposal for curricular changes proposal by the School of Digital Sciences (DSCI). We are proposing the following items, which are elucidated in the proposal:

- 1. Revise the major requirements for the BS in Digital Sciences major.
- 2. Establish a new concentration in the BS in Digital Sciences called Web Development (WD)
- 3. Inactivate the following concentrations:
  - 1. Digital Systems Analysis
  - 2. Digital Systems Interaction
  - 3. Digital Systems Management
  - 4. Digital Systems Software Development
  - 5. Digital Systems Telecommunication Networks
- 1. Keep current no-concentration option
  - 1. Require a minor for this no-concentration option

Our proposal seeks to retain the interdisciplinary nature of DSCI. The new courses proposed are meant to support the new concentration, and are not found in the form we require elsewhere in the university.

The timing of this proposal has to do with faculty hires who began work in CCI in the Fall of 2019. There are now four faculty members with a partial appointment in DSCI. They bring expertise in web development and were hired in order to put this curriculum change forward. We have worked diligently since July to bring this proposal into existence.

It is our wish to have these changes in place for the Fall of 2020. The College of Communication and Information Curriculum Committee has approved the proposal in its current state. We are hoping to submit the completed proposal with supporting letters to the College of Communication and Information Curriculum Committee in late November and be on the agenda of the January EPC meeting.

We welcome the opportunity to host you at our weekly meetings that we have to develop this curriculum. Alternatively, we can meet with you at your location. There, we could discuss any further concerns or questions you might have.

Best, Dave

David B. Robins, Ph.D. Associate Professor Associate Director School of Digital Sciences Kent State University Kent, OH 44242-0001 Phone: 330.672.5852 drobins@kent.edu Instagram: davidrobins2155 https://drobins.myportfolio.com/ Design Innovation Team Member https://www.kent.edu/DI



## **WEB DEVELOPMENT MINOR**

### In Workflow

- 1. DSCI Director (sbogonie@kent.edu)
- 2. CI CCC Agenda Role (czingron@kent.edu)
- 3. Cl Dean (areyno24@kent.edu; czingron@kent.edu)
- 4. Provost (jkellog7@kent.edu; ttillet1@kent.edu; dvan@kent.edu)
- 5. Educational Policies Council (jkellog7@kent.edu; dvan@kent.edu)
- 6. Final Catalog Review (Final Catalog Review@kent.edu)

### **Approval Path**

- 1. Wed, 18 Dec 2019 16:06:25 GMT Scott Bogoniewski (sbogonie): Rollback to Initiator
- Tue, 31 Dec 2019 15:52:38 GMT Scott Bogoniewski (sbogonie): Approved for DSCI Director
- 3. Thu, 02 Jan 2020 14:53:25 GMT Catherine Zingrone (czingron): Approved for Cl CCC Agenda Role
- 4. Thu, 02 Jan 2020 17:54:50 GMT Amy Reynolds (areyno24): Approved for CI Dean

### **New Program Proposal**

Date Submitted:Mon, 23 Dec 2019 15:36:41 GMT

### Viewing:Web Development Minor

### Last edit:Tue, 21 Jan 2020 20:47:38 GMT

Changes proposed by: czingron

### **Reviewer Comments**

**Catherine Zingrone (czingron) (Thu, 12 Dec 2019 20:20:40 GMT):**Scott, under the catalog copy portion, please complete the description of the minor and the program learning outcomes. Thanks.

Scott Bogoniewski (sbogonie) (Wed, 18 Dec 2019 16:06:25 GMT): Rollback: Please update with Dave's notes.

**Catherine Zingrone (czingron) (Mon, 23 Dec 2019 15:39:10 GMT):**Scott, please update the program learning outcomes so that they address the web development minor specifically and the knowledge and skills students will learn in the minor. Also, please read the description for the minor and let me know if this is okay. Thank you.

Catherine Zingrone (czingron) (Thu, 02 Jan 2020 14:53:10 GMT): Approved at CCI CCC meeting on 12.6.19.

### Program Type:

Minor

**College:** College of Communication and Information

### Department/School:

School of Digital Sciences

Level:

Undergraduate

Program Name: Web Development Minor

Degree:

Minor

List the delivered modes for the program:

On-Ground

Fully Offered At: List all campuses/locations and methods (e.g., online, accelerated) for which a student can fully complete the program.

Kent Campus

Lead administrator for this proposal: School of Emerging Media and Technology (EMAT) faculty 1

#### Explain the need for this program:

Web Development is a skill in high demand in the professions and industries we serve. It is also an area in which Kent State does not offer a major or minor. After discussion and consultation (Computer Science; Aeronautics and Engineering; School of Information; College of Business; Applied and Technical Studies), the EMAT faculty suggested a minor as the best way to respond to this need. A major could develop in the future. The minor is a subset of the revised BS curriculum for students wishing to add these skills to any Kent State major.

## Are you establishing new or revising courses for this program? If yes, please explain. (You will also need to submit separate course workflows.)

Yes. VCD 21000, EMAT 22110 and EMAT 32110. Course proposals have been submitted for all of these. \*\*All DSCI course will be revised to EMAT\*\*

Explain the current or future resources needed to support this program (e.g., faculty, staff, facilities, fiscal):

Current faculty are able to support this minor.

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

Several colleges and departments we spoke with about our BS degree revisions encouraged us to offer this minor.

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

#### **Units Consulted**

College of Aeronautics and Engineering

Department of Computer Science

Department of Management and Information Systems

### **Catalog Copy**

### **Effective Catalog:**

2020-2021

### Description: Describe the program as you would to a prospective student.

Web developers are software engineers who understand not only the full technological "stack" that powers modern websites, but who are also conversant in and able to make connections between the design, content and business aspects of web development. Web developers work with content providers, visual designers, and user experience designers. They are coders who use languages such as HTML, CSS, Python, MySQL, PHP as well as frameworks used in web development such as Ruby or React. Web developers are also familiar with Content Management Systems, used to ensure that content and services can be delivered to end users.

The Web Development minor allows students to develop the fundamental skills needed to pursue jobs in web development, web programming, web design and related fields. Students learn technical applications and skills in problem solving, design, user experience, creative applications, and programming. Students have the opportunity to use new and emerging technologies to design engaging multimedia experiences, improve existing systems, and study digital social structures. They will also gain experience working in diverse teams and communicating goals, needs, and processes to peers, clients, and consumers.

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 "demonstrate," "understand," "appreciate," etc.

- 1. Demonstrate competency in the fundamental skills needed to pursue jobs in web development, web programming, web design and related fields.
- 2. Recognize the rapidly changing nature of web development technology and learn the skills needed to adapt.
- 3. Assess the societal and individual impact of new/emerging web and mobile technologies.
- 4. Employ teamwork as a means of solving technical problems related to web development.

#### Program Requirements:

Code	Title	Credit Hours
Minor Requirements		
CCI 46001	RESPONSIVE WEB DESIGN	3
or DSCI 40910	CAPSTONE IN DIGITAL SCIENCES (ELR)	

3

DSCI 15310	COMPUTATIONAL THINKING AND PROGRAMMING	3
EMAT 22110	DATA IN EMERGING MEDIA AND TECHNOLOGY	3
EMAT 32110	MODERN WEB APPLICATION DEVELOPMENT	3
UXD 20001	INTRODUCTION TO USER EXPERIENCE DESIGN	3
VCD 21000	INTRODUCTION TO WEB DESIGN	3
Minimum Total Credit Hours:		18

Minimum Total Credit Hours:

### **Total Credit Hours:**

18

### **Progression Requirements**

### **Graduation Requirements**

Graduation Requirements: (i.e., minimum grade in specific courses, passage of specific exam)

**Minimum Minor GPA** 

2.000

Key: 626
$\mathcal{A}_{i}$ 

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	3	Curriculum Bulletin		
		Effective Date	select one	Approved by EPC		
Department	Aaribusiness					
College	AP - Applied and	Technical Studie	38			
Degree	AAB - Associate	of Applied Busin	688			
Program Name	Agribusiness	Prog	ram Banner Co	de		
Concentration(s)	Conce	ntration(s) Banner	Code(s)			
Proposal	Establish program	m				
This proposal is to establish the Agribusiness major in the Associate of Applied Business on the Tuscarawas Campus.         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):       This should have a positive impact on enrollment, attracting new students, Tech-Prep agribusiness students, etc. The Tuscarawas Campus currently offers the Bachelor of Science in Agribusiness degree. No negative impact on other programs, policies or procedures.         Units consulted (other departments, programs or campuses affected by this proposal):						
			DODREMENT			
O Scoli	9		Doksemente			
Department Chair /	School Director			1 + 1 2020		
Diadley	Q P.A.			RIDC, Q, I		
Campus Deanctor R	legional Campuses	proposals)		10 2020		
College Dean (of de	signee)	R		1 18 12020		
Dean of Graduate Si	tudies (for graduate	proposals)		//		
Provost (or designed	)			//		
	-					

### INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

Date of submission:	To come
Name of institution:	Kent State University
Primary institutional contact for this request:	Therese E. Tillett Associate Vice President of Curriculum Planning and Administration Office of the Provost 330-672-8558 ttillet1@kent.edu
Name of program:	Agribusiness major, Associate of Applied Business degree
Classification of Instructional Program (CIP):	01.0102 Agribusiness/Agricultural Business Operations. A program that prepares individuals to manage agricultural businesses and agriculturally related operations within diversified corporations. Includes instruction in agriculture, agricultural specialization, business management, accounting, finance, marketing, planning, human resources management, and other managerial responsibilities.
Proposed start date:	Fall 2020 Start date is contingent upon final approval from the Ohio Department of Higher Education and the Higher Learning Commission.
Type of request:	$\Box$ New degree designation at Kent State $\boxtimes$ New major within an existing degree at Kent State

### Delivery options:

- ⊠ Campus-based (Tuscarawas Campus)
- □ Online/hybrid delivery
- $\Box$  Flexible or accelerated delivery
- $\hfill\square$  Offering the program at a new offsite location
- $\Box$  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:

 $\boxtimes$  No  $\square$  Yes

### Provide a brief description of the request.

The College of Applied and Technical Studies proposes to establish an Associate of Applied Business degree in Agribusiness, to be offered on-ground at the Tuscarawas Campus. The college has offered a Bachelor of Science degree in Agribusiness since fall 2015 on the Tuscarawas Campus. An undergraduate Agribusiness minor was established on the campus for fall 2019.

After discussions with several stakeholders, program faculty have decided that offering an associate degree, in conjunction with the bachelor's degree, will increase enrollment in the program. Enrollment in the bachelor's degree has grown since inception and has stayed consistent for the past two years at 14-15 students. These stakeholders include current students, local farm communities, members of the Ohio Farm Bureau Federation and part-time faculty in the program who work in agricultural fields.

### Explain the academic unit's rationale for making the request.

Agribusiness program faculty have observed anecdotally that prospective students interested in the agribusiness program seem less willing to commit to a four-year degree. While the tuition cost for Kent State's program is less than for similar bachelor's degree programs offered in Ohio (e.g., agricultural business at Wilmington College, agribusiness and applied economics at Ohio State University), the program length may not work for students in the region who wish to begin employment as soon as possible.

Prospective students to the agribusiness program typically come from family farms and have planting, harvesting and maintenance duties on their own operation. They seek the program because they want to learn issues related to agricultural marketing, new techniques in farm management and global issues occurring in agriculture. However, due to costs and time to completion, these students opt to pursue short-term career-technical programs in agricultural mechanics or agricultural and diesel technology, which do not culminate in a degree.

Program faculty believe that there is sufficient student interest in the region to justify offering an associate degree. The proposed associate degree will meet the goals of students who are not able to undertake a four-year degree program on the onset, while also creating a seamless pathway for them to move into the bachelor's degree when they are ready.

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

There is no expectation that additional resources will be needed since the curriculum for the proposed associate degree will be a subset of the bachelor's degree program, and agribusiness faculty will teach for both programs. Currently, there are one full-time and three part-time faculty members who teach agribusiness courses for the B.S. degree program.

### **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

	Preparation Date	Preparation Date		
	Effective Date	Fall 2020	Approved by EPC	
Department				
College	AP - Applied and Technical Studie	8		
Degree	AAB - Associate of Applied Busine	88		
Program Name	Business Management Technology	v Progr		
Concentration(s)	Concentration(s) Banner (	Code(s)	Dunio Code Diniti	
Proposal	Revise program			

Description of proposal:

Revise the Business Management Technology AAB degree, includes revising the Major requirements, revising the Business Admin concentration requirements, changing the name of the General Management, Entrepreneurship and Manufacturing concentration to Management and Entrepreneurship. A new concentration will be added in Logistics and Supply Chain Mgmt.

Does proposed revision change program's total credit hours? 🗌 Yes 🛛 No Current total credit hours: 62-63 Proposed total credit hours 62-63

**Revise program** 

Describe impact on other programs, policies or procedures (e.g., duplication issues; enroliment 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 Campus Faculty Councils, College of Applied and Technical Curriculum Committee, **EPC, Faculty Senate** 

**REQUIRED ENDORSEMENTS** / School Difector an (for Regional Campuses proposals

11 1251 19

Dean of Graduate Studies (for graduate proposals)

designee)

Provost (or designee)

College Dean for

### Proposal Summary Revise the Business Management Technology AAB degree

#### **Description of Action, Including Intended Effect**

Revise the Business Management Technology, Associate of Applied Business degree, including the following changes:

- Major Requirements:
  - delete BMRT 31006 Human Resource Management and add IT 11000 Introduction to Office Productivity Apps;
- Business Administration Concentration Requirements:
  - Delete ENG 30063 Professional Writing, add 3 hours of electives from BMRT courses, this reduces the concentration by 3 hours;
- Change the name of the "General Management, Entrepreneurship and Manufacturing" Concentration to "Management and Entrepreneurship"
  - Revise BMRT 21008 "Case Studies in Management Technology" to "Case Studies in Management and Entrepreneurship"
  - Revise BMRT 31009 "Seminar in Management Technology" to "Seminar in Management and Entrepreneurship"
  - o Delete ENG 20002, or 30063, or OTEC 26638
  - o Delete IT 11000, since it moved to the Major Requirements;
  - o Add BMRT 21020 Introduction to Entrepreneurship
  - o Add 3-6 hours of general electives
- Add concentration in Logistics and Supply Chain Management; 3 new courses have been developed BMRT 22000 Global Logistics, BMRT 22050 Seminar in Logistics and Supply Chain, BMRT 22020 Sustainable Business

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

None

#### Fiscal, Enrollment, Facilities and Staffing Considerations

No changes required

### Evidence of Need and Sustainability if Establishing

Interest in the new concentration from regional campuses.

## **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

BMRT faculty, Regional Campus faculty councils, College of Applied and Technical Studies Curriculum Committee, EPC, Faculty Senate

### CURRICULUM REVISIONS

Major Requireme	ents (courses count in major GPA)						
ACTT 11000	Accounting I: Financial	4					
BMRT 11000	Introduction to Business	3					
BMRT 11009	Introduction to Management Technology	3					
BMRT 21011	Fundamentals of Financial Management	3					
BMRT 21050	Fundamentals of Marketing Technology	3					
BMRT 21052	Professional Selling Techniques	3					
BMRT 31006	Human Resource Management	3					
<u>IT 11000</u>	Introduction to Office Productivity Apps	<u>3</u>					
Additional Requi	rements (courses do not count in major GPA)						
BMRT 21000	Business Law and Ethics I	3					
COMM 15000	Introduction to Human Communication (KADL)	3					
ECON 22060	Principles of Microeconomics (KSS)	3					
UC 10097	Destination Kent State: First Year Experience	1					
Kent Core Compo	osition <sup>4</sup>	<del>6</del> <u>3</u>					
Kent Core Mather	matics and Critical Reasoning <sup>1</sup>	3					
Kent Core Humar	nities or Fine Arts	3					
Kent Core Basic S	ciences	3					
General Elective (	total credit hours depends on earning 60 credit hours)	<u>4</u>					
Concentrations							
Choose from the	following:	15 <del>-18</del>					
Business Adm	Business Administration						
Logistic and Supply Chain Management							
<mark>General</mark> Mana	gement <del>,</del> and Entrepreneurship <del>and Manufacturing</del>						
Marketing/Sales							
Minimum Total C	Credit Hours:	<u>60</u> <del>62-65</del>					
<sup>1</sup> Students planni	ing to pursue an B.B.A. degree are recommended to take M	<u>IATH 10010</u>					

or MATH 11012 or MATH 12002.

<sup>4</sup>-3 credit hours are required for Kent Core (University Requirements). This program requires a total of 6 credit hours to earn the degree.

### **BUSINESS ADMINISTRATION CONCENTRATION REQUIREMENTS**

#### Concentration Requirements (courses count in major GPA)

ACTT 11001	Accounting II: Managerial	4
BMRT 21004	Business Analytics I	3
ECON 22061	Principles of Macroeconomics (KSS)	3
ENG 30063	Professional Writing <sup>1</sup>	3
<del>IT 11000</del>	Introduction to Office Productivity Apps	3
Additional Req	uirements (courses do not count in major GPA)	
General Elective	<u>85</u>	<u>5</u>
Minimum Total	Credit Hours:	15 <del>16</del>

<sup>4</sup> Students who have successfully completed ENG 30061 may substitute these courses for ENG 30063.

### LOGISTICS AND SUPPLY CHAIN MANAGEMENT CONCENTRATION REQUIREMENTS

Concentration Requirements (courses count in major GPA)						
<u>BMRT 22000</u>	Global Logistics new		<u>3</u>			
BMRT 22099	Capstone in Logistics and Supply Chain Management	new	<u>3</u>			
<u>BMRT 31005</u>	Purchasing and Supply Management		<u>3</u>			
<u>BMRT 32020</u>	Lean Sustainability new		<u>1</u>			
Concentration Ele	ective, choose from the following:		<u>3</u>			
Accounting Te	echnology (ACTT) Course					
<u>Business Man</u>	agement Technology (BMRT) Course					
Information Technology (IT) Course						
Insurance Studies (INS) Course						
Office Techno	logy (OTEC) Course					
Additional Requi	rements (courses do not count in major GPA)					
General Elective 2						
Minimum Total Credit Hours: 15						

GENERAL MANAGEMENT, AND ENTREPRENEURSHIP AND MANUFACTURING CONCENTRATION REQUIREMENTS

#### Concentration Requirements (courses count in major GPA)

BMRT 21008	Case Studies in Management and Entrepreneurship Technology	3				
BMRT 21020	Introduction to Entrepreneurship	<u>3</u>				
BMRT 31009	Seminar in Management and Entrepreneurship Technology	3				
ENG 20002	Introduction to Technical Writing <sup>1</sup>	3				
or ENG 30063	Professional Writing Technology					
or OTEC 26638	Business Communications					
IT 11000	Introduction to Office Productivity Apps	3				
or IT 12000	Intermediate Office Productivity Apps					
<del>or IT 21010</del>	Workgroup Productivity Software					
Concentration Bu	siness and Manufacturing Elective, choose from the following:	3				
Accounting (Ad	<del>CCT) Course</del>					
Accounting Te	chnology (ACTT) Course					
Agribusiness (/	AGRI) Course					
Business (BUS)	Course					
Business Management Technology (BMRT) Course						
Economics (EC	<del>ON) Course</del>					
Engineering Technology (ENGT) Course						
Entrepreneurs	n <del>ip (ENTR) Course</del>					
Finance (FIN) C	Course					
Information Te	chnology (IT) Course					
Insurance Stud	lies (INS) Course					
<b>Manufacturing</b>	Technology (MFGT) Course					
Management a	and Information Systems (MIS) Course					
Marketing (MK	( <del>TG) Course</del>					
Office Technol	ogy (OTEC) Course					
Additional Requir	rements (courses do not count in major GPA)					
General Elective		<u>3</u>				
Minimum Total C	redit Hours:	15				

<sup>4</sup>—Students who have successfully completed ENG 30061 may substitute these courses for ENG 30063.

<b>Concentration Re</b>	equirements (courses count in major GPA)	
BMRT 21008	Case Studies in Management and Entrepreneurship Technology	3
<u>BMRT 21053</u>	Advertising in Business	<u>3</u>
BMRT 31009	Seminar in Management and Entrepreneurship Technology	3
<u>BMRT 36415</u>	Customer Service	<u>3</u>
<del>ENG 20002</del>	Introduction to Technical Writing <sup>1</sup>	3
or ENG 30063	Professional Writing	
or OTEC 26638	Business Communications	
<del>IT 11000</del>	Introduction to Office Productivity Apps	3
<del>or IT 12000</del>	Intermediate Office Productivity Apps	
<del>or IT 21010</del>	Workgroup Productivity Software	
Business Retail Ele	ectives, choose from the following:	6
BMRT 21053	Advertising in Business	
BMRT 36415	Customer Service	
Concentration Ele	ctive, choose from the following:	<u>3</u>
Accounting Te	chnology (ACTT) Course	
<u>Business Mana</u>	agement Technology (BMRT) Course	
Information Te	echnology (IT) Course	
Insurance Stud	<u>lies (INS) Course</u>	
Office Technol	ogy (OTEC) Course	
Minimum Total C	redit Hours:	<u>15</u> <del>18</del>

### MARKETING/SALES CONCENTRATION REQUIREMENTS

<sup>1</sup>-Students who have successfully completed ENG 30061 may substitute these courses for ENG 30063.

### INSTRUCTIONAL OFFERINGS

#### LEGEND:

OL:	100% Online	GC:	Geauga Campus	TU:	Tuscaraw
AC:	Ashtabula Campus	SA:	Salem Campus	TW:	Twinsburg
EC:	East Liverpool Campus	TR:	Trumbull Campus		

- vas Campus
  - g Location

Major Requirements		OL	AC	EC	GC	SA	TR	τu	тw
ACTT 11000	Accounting I: Financial								
BMRT 11000	Introduction to Business								
BMRT 11009	Introduction to Management Technology								
BMRT 21011	Fundamentals of Financial Management								
BMRT 21050	Fundamentals of Marketing Technology								
BMRT 21052	Professional Selling Techniques								
IT 11000	Introduction to Office Productivity Apps								
Additional Req	uirements								
BMRT 21000	Business Law and Ethics I								
COMM 15000	Introduction to Human Communication								
ECON 22060	Principles of Microeconomics								
UC 10097	Destination Kent State: First Year Experience								
Kent Core Com	position								
Kent Core Math	nematics and Critical Reasoning								
Kent Core Hum	anities or Fine Arts								
Kent Core Basic	Sciences								
Business Admi	nistration Concentration Requirements								
ACTT 11001	Accounting II: Managerial								
BMRT 21004	Business Analytics I								
ECON 22061	Principles of Macroeconomics								
Logistics and S	upply Chain Management Concentration Requirements								
BMRT 22000	Global Logistics new								
BMRT 22099	Capstone in Logistics and Supply Chain Management new								
BMRT 31005	Purchasing and Supply Management								
BMRT 32020	Lean Sustainability <i>new</i>								
Management a	nd Entrepreneurship Concentration Requirements								
BMRT 21008	Case Studies in Management and Entrepreneurship								
BMRT 21020	Introduction to Entrepreneurship								
BMRT 31009	Seminar in Management and Entrepreneurship								
Marketing/Sale	es Concentration Requirements								
BMRT 21008	Case Studies in Management and Entrepreneurship								
BMRT 21053	Advertising in Business								
BMRT 31009	Seminar in Management and Entrepreneurship								
BMRT 36415	Customer Service								
Concentration	Electives								
Accounting Technology (ACTT) Course									
Business Manad	gement Technology (BMRT) Course								
Information Tee	chnology (IT) Course								
Insurance Studi	es (INS) Course								
Office Technology (OTEC) Course									

## **BUSINESS MANAGEMENT TECHNOLOGY - A.A.B.**

College of Applied and Technical Studies cats@kent.edu www.kent.edu/cats

### Description

The Associate of Applied Business degree in Business Management Technology provides students with a core consisting of communication, management, accounting, marketing, e-commerce, economics and liberal arts courses. Students may have the opportunity to participate in internships, which help to link theory with hands-on practice.

The Business Management Technology major comprises the following concentrations:

- The Business Administration concentration articulates with the Bachelor of Business Administration degree at Kent State.
- The General Management, Entrepreneurship and Manufacturing concentration comprises coursework in management, productivity applications and professional/business communication.

Transportation and worehousing,

- The Marketing/Sales concentration comprises coursework in management, productivity applications, business retail and professional/business communication.
- The Legistics and Supply chain manasement. Fully Offered at: Conprises coursework ip guichesiss
- uny onereu al.
- Ashtabula Campus
- · East Liverpool Campus
- Salem Campus
- Trumbull Campus
- Tuscarawas Campus
- Twinsburg Regional Academic Center

### **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.

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

For more information on admissions, contact the Regional Campuses admissions offices.

### **Program Learning Outcomes**

Graduates of this program will be able to:

- 1. Apply lessons learned by integrating business simulations into appropriate courses using Excel, Mylab or other simulation software
- 2. Discuss various aspects of teams in business: team dynamics, different types of teams, meeting rules and management

- 3. Research and share how businesses are currently working to improve their products, services and overall organizations
- 4. Understand business concepts and vocabulary
- 5. Demonstrate knowledge acquired by emphasizing public speaking, ethical problem solving, teamwork and multimedia presentations
- 6. Write in a formal and informal style
- 7. Demonstrate ability to work effectively in teams
- 8. Demonstrate knowledge of business and economic principles, concepts and vocabulary
- 9. Interpret local, state, national and international markets and regulations
- 10. Use appropriate technology for business applications, as well as review future technology needs
- 11. Identify, assess and solve specific problems for actual organizations, or address problems presented in a case-study
- 12. Distinguish between ethical and unethical business practices, and show an appreciation for diversity in the workplace

### **University Requirements**

 $(\mathbf{I})$ 

All students in an applied or technical associate 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.

Code	Title	Credit
		Hours
Destination K	ent State: First Year Experience	1
Course is r excluding (	not required for students with 25 transfe College Credit Plus, or age 21+ at time o	er credits, If admission.
Kent Core (see	e table below)	15
Total Credit H	our Requirement	60
Some asso credit hour	ciate degrees require students to comp s	lete more than 60

### **Kent Core Requirements**

Kent Core Composition (KCMP)	3
Kent Core Mathematics and Critical Reasoning (KMCR)	3
Kent Core Humanities and Fine Arts (KHUM/KFA)	3
Kent Core Social Sciences (KSS)	3
Kent Core Basic Sciences (KBS/KLAB)	3
Total Credit Hours:	15
Math 11010 or Math 11012 or	must Take

## **Program Requirements**

### Major Requirements

Code	Title	Credit Hours
Major Requireme	nts (courses count in major GPA)	
ACTT 11000	ACCOUNTING I: FINANCIAL	4
BMRT 11000	INTRODUCTION TO BUSINESS	3
BMRT 11009	INTRODUCTION TO MANAGEMENT TECHNOLOGY	3
8MRT 21011	FUNDAMENTALS OF FINANCIAL MANAGEMENT	3
BMRT 21050	FUNDAMENTALS OF MARKETING TECHNOLOGY	3

1

1

2 Kent State University Catalog 2019-2020 EPC Agenda | 27 January 2020 | Attachment 43 | Page 8

## IT 11000 Juto to office productivity apps

Code

**BMRT 21008** 

**BMRT 31009** 

ENG 20002 or ENG-30063

IT 11000

of OTEC 26638

OC 11 12000 OLIT 21010

BMRT 21053

BMRT 36415

Minimum Total Credit Hours:

BMRT 21052	PROFESSIONAL SELLING TECHNIQUES	3
BMRT 91006	HUMAN RESOURCE MANAGEMENT	3
Additional Requir	ements (courses do not count in major GPA)	
BMRT 21000	BUSINESS LAW AND ETHICS I	3
COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL)	3
ECON 22060	PRINCIPLES OF MICROECONOMICS (KSS)	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	١
Kent Core Compo	36	
Kent Core Mathen	natics and Critical Reasoning	3
Kent Core Basic S	ciences	3
Kent Core Human	ities or Fine Arts	3
Concentrations		
Choose from the f	following:	-16-15-18-
Business Adm	inistration	10
General Manag	gement, Entrepreneurship and Manufacturing	
Marketing/Sal	25	
Minimum Total Cr	edit Hours:	62-65 60-65
T		

Minimum Total Credit Hours:	15-18
Office Technology (OTEC) Course	
Matketing (MKTG) Course	
Management and Information Systems (MIS) Course	
Manufacturing Technology (MEGT) Course	
Insurance Studies (INS) Course	
Information Technology (IT) Course	
Einance (FIN) Course	
Entrepreneurship (ENTR) Course	
Engineering-Technology (ENGT) Gourse	
Economics (ECON) Course	
Business Menagement Technology (BMRT) Course	
-Dusinees (DDS) Course	

Students who have successfully completed ENG 30061 may substitute these courses for ENG 30063.

CASE STUDIES IN MANAGEMENT

INTRODUCTION TO OFFICE PRODUCTIVITY

INTERMEDIATE OFFICE PRODUCTIVITY APPS

WORKGROUP PRODUCTIVITY-SOFTWARE

SEMINAR IN MANAGEMENT RECHNOLOGY PRIVES

APPS BMRT, ACTT, OTEC, INS, FT

INTRODUCTION TO TECHNICAL-WRITING

enternewship

clectures

....

Credit

Hours

3

3

- 3

1

3

3 .

18

1-6

### **Marketing/Sales Concentration Requirements**

Title

Concentration Requirements (courses count in major GPA)

Business Retail Electives, choose from the following:

TECHNOLOGY-

PROFESSIONAL WRITING

ADVERTISING IN BUSINESS

Students who have successfully completed ENG 30061 may

CUSTOMER SERVICE

BUSINESS COMMUNICATIONS

-3 credit hours are required for Kent Core (University Requirements). This-program requires a total of 6 credit hours to earn the degree.

### **Business Administration Concentration Requirements**

Code	Title	Credit Hours
<b>Concentration Requi</b>	rements (courses count in major GPA)	
ACTT 11001	ACCOUNTING II: MANAGERIAL	4
BMRT 21004	BUSINESS ANALYTICS I	3
ECON 22061	PRINCIPLES OF MACROECONOMICS (KSS)	3
ENG 30053	PROFESSIONAL WRITING	
IT 11000	INTRODUCTION TO OFFICE PRODUCTIVITY	3,
Gen Electiv	APPS	3-6
Minimum Total Cred	it Hours: 16	-18 13
substitute the Seneral Mana Manufacturing	gement, Entrepreneurship and Gonsentration Requirements	0
Code	Title	Credit Hours
<b>Concentration Requi</b>	rements (courses count in major GPA)	4
BMRT 21008	CASE STUDIES IN MANAGEMENT and Entre	pre ruesh
BMRT 31009	SEMINAR IN MANAGEMENT TECHNOLOGY	chip 3
ENG 20002	INTRODUCTION TO TECHNICAL WRITING	73
or.ENG-30069	PHOFESSIONAL WRITING BMPT 21000	JAR4
or DIEC 26638	-BUSINESS COMMUNICATIONS INT'E ENTRE	
IT-11000	APPS 3MRT, ACTT, OTEC, I	VS, IT

Business and Manufacturing Elective, choose from the following: elec

COURSES FOR ENG. 30063.	substitute these cou	substitute these courses for ENG 30063. Graduation Requirements			
ement <sub>/</sub> Entrepreneurship <del>and</del> Concentration Requirements	Graduation Require				
Title Cred Hour	it Minimum Major GPA 's 2.000	Minimum Overall GPA 2 000			
ments (courses count in major GPA)	de P	2.000			
CASE STUDIES IN MANAGEMENT and Enterrors	3 Logistres and	Supply Chain Munuse			
HITRODUCTION TO TECHNICAL WRITING	3 BMRT 22050 BMRT 22050	Global 10915tics Seminar in 10215tics an SUPPLY Chain			
INTRODUCTION TO OFFICE PRODUCTIVITY APPS BMRT, ACTT, OTEC, INS, IT	BMRT 22020 BMRT 31005	Sustainable Business			
WORKGROUP PRODUCTIVITY SOFTWARE General	A A A A A A A A A A A A A A A A A A A	AND A CRAMPIC CONFICT			
cturing Elective, choose from the following: electives	3-6	MARAL BART, ACT, O			
Course	Aut min can	to another aller of			
logy (ACTT) Course		and the second of the second of			
i) Course	AN TOTAL	AC REALESTAND			

6 n electives

Accounting Technology (ACTT) Course Agribusiness (AGRI) Course

OF IT\_12000

or-IT-21010

Accounting (ACCT) Course

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date		Curriculum Bulletin
	Effective Date	Fall 2020	Approved by EPC
Department			
College	AP - Applied and Technical Studie	8	
Degree	AAB - Associate of Applied Busine	888	
Program Name	Business Management Technolog	y Proq	am Banner Code BMRT
Concentration(s)	Concentration(s) Banner	Code(s)	

Description of proposal

Proposal

To request authorization to offer the AAB in BMRT at the Geauga Campus

Offer program at another campus or off site

Does proposed revision change program's total credit hours? Current total credit hours: 62-63 Proposed total credit hours 62-63

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 Campus Faculty Councils, College of Applied and Technical Curriculum Committee, EPC, Faculty Senate

**REQUIRED ENDORSEMENTS** Department Chair / School Director (for Regional Campuses proposals) Gamous Dean College Dean (ef designee

Dean of Graduate Studies (for graduate proposals)

Provost (or designee)

11,25,19

11,25,2019



### **Ohio** Department of Higher Education

John R. Kasich, Governor John Carey, Chancellor

### Change Request: New Program Offering at an Existing Campus

Date of submission: 11/25/19

Name of institution: Kent State University

Name of program: Associate of Applied Business degree in Business Management Technology

Name of campus at which program is offered: Ashtabula, East Liverpool, Salem, Trumbull, Tuscarawas, Twinsburg Regional Academic Center

Name of additional campus at which program will be offered: Geauga Campus

Proposed start date: Fall 2020

### 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

### 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 January XX 2020.

### Program is educator preparation and leads to teacher licensure or endorsement:

Not applicable.

## 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.

This will be an ongoing degree that is offered at every AAB granting site in the Regional College system. Geauga should be added as it was inadvertently left out during the last update. Geauga has a large cohort of students in the AAB.

### SECTION I: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM

### Academic and Administrative Leadership and Services

## 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. Change Request: New Program at Existing Campus | Kent State University | Associate of Applied Business degree in Business Management Technology

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 program coordinator of the Business Management Technology program oversees all curricular and academic aspects of the Associate of Applied Business degree in Business Management Technology.

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.

The campus has the necessary classroom facilities to provide all lecture components of the curriculum, face to face or on-line as needed.

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 Geauga Campus houses a full academic library with access to computers, information literacy instruction, interlibrary loan, KentLINK and OhioLINK.

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.

Degree/Major (Concentration) Available on Campus Comments for Chancellor's Staff

11

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Change Request: New Program at Existing Campus | Kent State University | Associate of Applied Business degree in Business Management Technology

	Full	Partial	
Associate of Applied Business degree in Business Management Technology	✓		All concentrations will be offered fully at the Geauga Campus. All required courses in the concentrations will be offered on-ground or available on-line.
			offered on-ground or available on-

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	x	x
Hybrid/blended	x	x
Online	x	x

### **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. <u>A copy of each faculty member's CV must be included as an appendix.</u>

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 (UC 10097 Destination Kent State: First Year Experience) and general electives, which are offered—on-ground and online—on all Kent State University 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*
Joseph Muscatello	Ē	DBA Cleveland State 2002	25	Human resource management, Professional Selling, Business Analytics, Business Computations,	14
Doug Brady	l,	MBA Kent State 1988	31	Economics Micro/Macro, Business Analytics,	3
Robert Antenucci	F	PhD Kent State	12	Finance, Marketing, Intro to Mgmt, Intro to Business	4
Steve Craun	Р	MBA SUNY 1978, CPA State of Ohio	6	Accounting Financial and Managerial	2

<sup>\*</sup> Number of courses instructor will teach each year at all campuses.

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Change Request: New Program at Existing Campus | Kent State University | Associate of Applied Business degree in Business Management Technology

Instructor name and rank	Full/ part time	Degree title, institution, year	Years teaching/ experience	Course(s) instructor will teach in proposed program	Courses taught*

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.

Adjunct staffing will be added on an as needed basis. Full time faculty will be added as enrollment warrants

### 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.

The program is running at all AAB granting Regional Campuses, Geauga included. No new needs assessment or market analysis was performed

#### 4.2 Indicate the projected enrollments for the program over the next three years.

	2019-2020	2020-2021	2021-2022
First-year students	18	22	25
Second-yea	19		
	15		

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 Geauga campus has an advisory committee and they are aware of our AAB degrees. This request is to fix an oversight

### APPENDICES

#### Appendix Description

- A Joseph Muscatello CV
- B Doug Brady CV
- C Robert Antenucci CV
- D Steve Craun CV
- Ε
- F
- G

**Commitment to Program Delivery at Campus** 

Change Request: New Program at Existing Campus | Kent State University | Associate of Applied Business degree in Business Management Technology

| 4

Kent State University is dedicated to the delivery of the Associate of Applied Business degree in Business Management Technology at the Geauga 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.

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

Melody Tankersley, PhD Interim Senior Vice-President and Provost Kent State University

### **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

	Preparation Date		Curriculum Bulletin	
	Effective Date	Fail 2020	Approved by EPC	
Department				
College	AP - Applied and Technical Studie			
Degree	AAB - Associate of Applied Busin	888		
Program Name	Business Management Technolog	iv Progr	am Banner Code BMRT	
Concentration(s)	Concentration(s) Banner	Code(s)		
Proposal	Offer program online or hybrid	- (-7		

**Description of proposal:** 

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

Does proposed revision change program's total credit hours? 

Yes 
No Current total credit hours: 62-63 Proposed total credit hours 62-63

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and stalfing considerations; need; audience; prerequisites; teacher education licensure): No impact on other programs

Units consulted (other departments, programs or campuses affected by this proposal): Regional Campus Faculty Councils, College of Applied and Technical Curriculum Committee, **EPC, Faculty Senate** 

### **REQUIRED ENDORSEMENTS**

Chair / School Director Dean (for Regional Campuses proposale Campuš

NOR College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

Provost (or designee)

11,25,19 11,252019



1 1

## Ohio

## 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/hybrid<sup>1</sup> delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission:	December, 13, 2019]
---------------------	---------------------

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery: All Associate of Business degrees and all concentrations

### 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, 2020

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

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

### Educator preparation program that leads to licensure or endorsement: No

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.

<sup>&</sup>lt;sup>1</sup> 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 faceto-face meetings.

#### 3. CURRICULUM

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

The AAB concentrations will be offered fully on line, hybrid, in addition to onsite. Kent State campuses: Ashtabula, East Liverpool, Geauga, Salem, Trumbull and Tuscarawas

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 on line and hybrid program is equivalent to the on-ground program

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.

- 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.
- 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.
- 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.
- 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)
BMRT 11000 Intro to business	x	x	x	yes	
BMRT 11009 Intro to mgmt	x	x	x	yes	
ACTT Accounting I Financial	x	X	X	yes	
BMRT 21011 Fund of Finance	X	X	X	yes	
BMRT 21050 Fund of marketing	X	X	X	yes	
BMRT 21000 Bus law and ethics	X	X	X	yes	
ECON 22060 Microeconomics	X	X	X	yes	
IT11000 Intro to office productivity	x	x	X	yes	
KSU core courses in math, science, composition, humanities, social science	x	x	X	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.

- The position of lead faculty/coordinator for the AAB is elected every year by the BMRT 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 BMRT 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 2019-2020 academic year, the lead faculty for the AAb degree is Associate Professor Dr. Joseph R. Muscatello. See appendix A for curriculum vitae
- 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 an 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.

Name of	Course Experience	Number of
instructor Rank or title Full-	teaching distance	courses instructor
time /	education	will
part-	teach in courses/	teach/year
time on diploma,	proposed professional	(include
institution, year	program	traditional and

Joseph Muscatello	DBA Cleveland State 2002	f	25	Human resource management, Professional Selling, Business Analytics, Business Computations	12 years, Kent and Quality matters training	8
Doug Brady	MBA Kent State 1988	f	31	Economics Micro/Macro, Business Analytics,	12 years Kent and Quality matters training	10
Robert Antenucci	PhD Kent State	f	12	Finance, Marketing, Intro to Mgmt, Intro to Business	4 years Kent and Quality matters training	10
Steve Craun	MBA SUNY 1978, CPA State of Ohio	f	6	Accounting Financial and Managerial	3 years Kent and Quality matters training	10

### **APPENDICES**

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### **Appendix Description**

- A Joseph Muscatello CV
- B Doug Brady CV
- C Robert Antenucci CV
- D Steve Craun CV

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

### Dr. Joseph R. Muscatello, CFPIM 1920 Ridgehurst Drive Wickliffe, Ohio 44092 440 944-0869 440 263-7545 cell

#### **ACADEMIC VITA**

### **EDUCATION**

Cleveland State University, DBA, May 2002- Major: Operations Management and Statistics Minor: Strategic Management

Dissertation: An Exploratory Study of the Implementation of Enterprise Resource Planning (ERP)

Baldwin-Wallace College, MBA, June 1988- Majored in Strategy

Bowling Green State University, BSBA, May 1985- Majored in Procurement and Materials

### ACADEMIC TEACHING EXPERIENCE

Kent State University- Associate Professor 2011-Present Assistant Professor 2004-2010

Courses of Instruction: TECH= Technology BMRT= Business Management & Related Technology MIS= Management & Information Systems

At Kent I have received excellent student evaluations, both face to face and on line. I have received numerous 'difference maker' notes from students.

#### Case Western Reserve University, Part-time Instructor, 2000-2004

Courses of Instruction: OPMT= Operations Management

At CWRU I received excellent student evaluation ratings from 4.30-4.71 on a 5-point scale. After teaching one course at CWRU, I was offered a contract for the next 2 semesters based upon student evaluations and several unsolicited graduate student recommendations

#### Cleveland State University, Full-time Visiting Professor 2003, Part-time Instructor, 1994- 2002

Courses of Instruction: OMS= Operations Management & Statistics MIS= Management Information Systems

At Cleveland Sate University I have received student evaluation scores between 4.40-4.93 on a scale of 5.00. This places me in the top 5% of all professors, including full time faculty, in the College of Business. I managed the majority of internships and independent studies for the OMS department from 1996-2003

### **GRANTS, AWARDS, AND FUNDING**

As a board member of the Catholic Youth Organization (CYO), 2015- present, and Catholic Charities of Lake and Geauga Counties, 2014- present, I have helped raise over \$500,000 for these organizations.

- Chik-fil-A (2013)- Awarded \$750 (Gifts in Kind)
- Boler School (2013- Awarded \$100
- Kent Geauga (2013)- Funded \$1000 (MWDSI)
- FJM (2012)- Awarded \$1500 (Gifts in Kind)
- Kent Foundation (2011)- Applied for \$9,300
- GAR Foundation (2010)- Applied for \$50,000
- Kent Foundation (2010)- Applied for \$20,000
- Community Outreach (2009)- Secured \$34,000 (Via State of Ohio funding)
- Emerald Fields of Troy (2007)- Awarded \$900,000 (As a Founding Board Member)

### **PUBLICATIONS IN REFEREED JOURNALS**

(Nominated for Kent State researcher of the year award, 2010)

- Muscatello, Parente and Swinarski (2018), Aligning Supply Chain Logistics Costs via ERP Coordination, International Journal of Information System Modeling and Design, Vol TBA
- Muscatello, Parente and Swinarski (2016), The Impact of ERP Alignment on Logistics Costs: A Work System Theoretical Approach, *International Journal of Enterprise Information Systems*, Vol 12, No. 3
- Muscatello and Stoll (2014), The Value of Business Education, *Business Technology Educator*, Vol. LXXIII
- Stoll and Muscatello (2014), Teaching Excel Solver to All Business School Majors, *Business Technology Educator*, Vol. LXXIII
- Muscatello and Chen (2012), Application of Radio Frequency Identification (RFID) in Supply Chains: Benefits and Challenges," *"International Journal of Data Analysis and Information Systems*, Vol. 4, No. 2
- Muscatello (2011), "Improving Business Student Engagement Using Technology," Business Technology Educator, Vol. XI

- Muscatello (2009), "Forecasting Accuracy Improvement through Process Redesign: A Case Study," *Journal of Business Forecasting*, Vol. 28, No. 2
- Muscatello and Chen (2008), "Enterprise Resource Planning (ERP) Implementations: Theory and Practice" *International Journal of Enterprise Information Systems*, Vol 4, No. 1
- Lindeman and Muscatello (2006), "Internet Investing: A New Application of Technology in the Classroom," *Business Technology Educator*, Vol. LXV
- Muscatello (2006), "The Usefulness of Reengineering for Enterprise Resource Planning (ERP) Systems Implementations: A Comparison of Practitioners and Consultants Beliefs," *Saudi Computer Journal: Applied Computing and Informatics*, Vol. 2.
- Muscatello and Parente (2005), "Enterprise Resource Planning (ERP): A Post Implementation Cross Case Analysis," *Information Resources Management Journal*, Vol. 18, No. 7

Honored by IGI publications as one of the best information management articles and was included in the book Strategic Information Systems: Concepts, Methodologies, Tools, and Applications by M. Gordon Hunter

- Muscatello, Small and Chen (2003), "Towards a theory of ERP implementation issues in medium size manufacturers," *International Journal of Operations and Production Management*, Vol 23 No. 8.
- Muscatello (2003), "The potential use of knowledge management and training: A review and direction for future research," *Business Process Management Journal*, Vol. 9, No. 3

Selected as a top knowledge managements paper and included in the book: Knowledge Management and Organizations, <u>Emerald Group Publishing</u>

• Tukel, Rom and Muscatello (2002), "MRP in a job shop environment using a resource constrained project scheduling model," *Omega*, Vol. 30, No.4.

Honored by Decision Sciences as one of the top 25 articles downloaded by researchers during 2002-2004

- Muscatello and Heshizer (2002), "Safety teams: Government and business want them and use them, but are they legal?" *Journal of Safety Research*, Vol. 33.
- Muscatello and Coccari, (2000), "Savings with a formal forecasting system: A case study," *Journal of Business Forecasting*, Vol. 19, No. 1, Spring.

### **PUBLICATIONS IN REFEREED BOOKS**

- Muscatello, Parente and Swinarski (2017), "Improving Logistics Costs Through ERP Alignment," Enterprise Information Systems and the Digitalization of Business Functions" IGI Global
- Muscatello and Chen (2010), "Critical Success Factors in Enterprise Resource Planning Systems," Organizational Advancements Through Enterprise Information Systems, <u>IGI Global</u>

- Muscatello and Sherman (2007), "Reverse Auctions: A Topology and Synopsis of Current Research Efforts," Best Practices in On-Line Procurement Assessments, <u>IGI Publishing</u>. \*Noted as a "Premier Reference Source" by the Editor.
- Muscatello and Parente (2007), "A Post Implementation Case Study and Review of Enterprise Resource Planning (ERP) Implementations: An Update", **Innovative Technologies for Information Resources Management**, Vol. 7.
- Muscatello and Emens (2007), "Do reverse auctions violate professional standards and codes of conduct? Best Practices for On-Line Procurement Auctions, <u>IGI Publishing</u> \*Noted as a "Premier Reference Source" by the Editor.

### **PUBLICATIONS IN REFEREED PROCEEDINGS**

- Stoll and Muscatello (2015) "Case Studies in CPFR" Mid-West Decision Science Institute Proceedings
- Muscatello, Parente, and Swinarski (2014) "The Impact of ERP Alignment on Logistics Costs: A Work System Theoretical Approach" Mid-West Decision Science Institute Proceedings
- Muscatello, Ruscitto and Lindeman (2013) "Towards a Theory of Why Business School Graduates Need Increasing Quantitative Analysis Skills" Mid-West Decision Science Institute Proceedings
- Muscatello (2013) "Can Traditional Business Process Theories be used to Achieve Benefits in RFID?" Mid-West Decision Science Institute Proceedings
- Muscatello, Stoll and Lindeman (2012) "Towards a Theory of Information Technology Project Abandonment: Discussion of Project Personnel" Mid-West Decision Science Institute Proceedings
- Lindeman and Muscatello (2012) "Using Bolinger Bands as an Aide to Decision Making in Investment Analysis," Mid-West Decision Science Institute Proceedings
- Muscatello, Swinarski and Parente (2011) "A Comparison of Critical Success Factors in Single and Multisite ERP Implementations," Decision Science Institute Proceedings
- Muscatello (2010), "A Survey of Ethical Abuses in Reverse Auctions," 21<sup>st</sup> Century Management Conference Proceedings
- Muscatello (2010), "ERP implementation effectiveness as measured by logistic performance," Midwest Decision Science Institute Proceedings
- Muscatello (2008), "Why Do ERP Implementations Fail? A Focus Group Study With Heavyweight ERP Implementation Experts," Mid-West Decision Science Institute Proceedings
- Small, Chen and Muscatello (2001), "Towards a theory of ERP implementation issues in medium size manufacturers," **Decision Science Institute Proceedings**

• Muscatello and Coccari, (2000), "Savings with a formal forecasting system: A case study, Published in the proceedings of the Society of Business and Economics International Meeting

### **ACADEMIC PRESENTATIONS**

- Stoll and Muscatello (2015) "Case Studies in CPFR" Mid-West Decision Science Institute Proceedings
- Muscatello, Parente, and Swinarski (2014) "The Impact of ERP Alignment on Logistics Costs: A Work System Theoretical Approach" Mid-West Decision Science Institute Proceedings
- Muscatello, Ruscitto and Lindeman (2013) "Towards a Theory of Why Business School Graduates Need Increasing Quantitative Analysis Skills" Mid-West Decision Science Institute Proceedings
- Muscatello (2013) "Can Traditional Business Process Theories be used to Achieve Benefits in RFID?" Mid-West Decision Science Institute Proceedings
- Muscatello, Stoll and Lindeman (2012) "Towards a Theory of Information Technology Project Abandonment: Discussion of Project Personnel" Mid-West Decision Science Institute
- Lindeman and Muscatello (2012) "Using Bolinger Bands as an Aide to Decision Making in Investment Analysis," Mid-West Decision Science Institute
- Muscatello (2011), A Comparison of Critical Success Factors in Single and Multisite ERP Implementations," Mid-West Decision Science Institute
- Muscatello (2010), "A Survey of Ethical Abuses in Reverse Auctions," 21<sup>st</sup> Century Management Conference
- Muscatello (2010), "ERP implementation effectiveness as measured by logistic performance," Mid-West Decision Science Institute
- Muscatello (2008), "Why Do ERP Implementations Fail? A Focus Group Study With Heavyweight ERP Implementation Experts," Mid-West Decision Science Institute
- Muscatello (2005), "Project Management Skill Set," Kent State Symposium
- Small, Chen and Muscatello (2001), "ERP implementation issues" Decision Sciences Institute Regional Meeting
- Muscatello and Coccari, (2000), "Savings with a formal forecasting system: A case study," Society of Business and Economics International Meeting
- Small, Chen and Muscatello (2000), "Towards a theory of ERP implementation issues in medium size manufacturers," Journal of Operations Management Round Table Discussions

### ACADEMIC AND PROFESSIONAL SERVICE

#### Kent State University Geauga, Assistant Professor 2004-2010, Associate Professor 2010-Present

- Lead Faculty for Business Management and Related Technology Major 2009-Present
- Faculty Chair Geauga 2012-2014
- Selected to 1UC 2014-2015
- Lead Faculty for Applied Business AY 2014-15
- Chair of Econ search committee 2018
- Member of Dean's search committee 2015
- Board Member Catholic Charities Lake and Geauga Counties 2014-Present
- Board Member CYO Cleveland 2015-Present
- Vice-President of Planning and Development Midwest DSI (2011-2017, re-elected)
- Designed and implemented 7 new courses in Insurance for Kent Salem's new major, Insurance Studies
- Chair and host of the Midwest DSI Meeting 2013
- Certified Web Instructor- Quality Matters 2011
- Interim Director of Outreach for Kent Geauga 2009
- Chair of Symposium, Research and Journal Editor for the Midwest DSI 2008 Meeting
- Reviewer for Decision Sciences, 2006-Present
- Reviewer for International journal of Production Research 2009-present
- Reviewer for the International Journal of Operations and Quantitative Management 2008
- Reviewer for the International Journal of Operations and Production Management, 2004-present
- Reviewer for the Journal of End User Computing 2007
- Appointed Regional Director of chapter development for the Midwest Region of APICS, 2007
- APICS instructor and certified CFPIM by APICS 1985- Present
- Chair of 2 faculty and 4 administrative searches
- Member of the Geauga Campus Finance Committee 2004-Present
- Member of the University Commencement Committee 2006-present
- Chair of the 2+2 Committee (Maintains Associations with Lakeland and CCC) 2004-05
- Liaison between students and the business community for internships and permanent job placement.
- Academic advisor for business and technology students
- Assisted the Associate Dean with part-time instructor recruitment
- Recruited guest speakers for the Geauga Leadership Breakfast (GEL) Breakfast meetings
- Consulted with W.W. Grainger and Mar-Bal, Inc., through the Kent outreach center
- Work closely with the Kent outreach center on new business development
- Board member of Emerald Rose Assisted Living (2004-2010)
- Elected in 2004 to the Wickliffe, Ohio School Board

#### Cleveland State University, Part-time Instructor, 1994-2002, Visiting Professor 2003

- Chair of the OMS department curriculum review committee for 2003
- Member of the MBA curriculum review committee for 2003
- Chair of the International review committee for the Associate Dean's office
- Designed and implemented Just in Time Manufacturing courses at the undergraduate and graduate level
- Designed and implemented Case Studies in Operations Management courses at the undergraduate and graduate level
- Managed guest speakers, plant tours and software demonstrations for several departments of the College of Business

- Academic liaison between the Cleveland APICS chapter and the Student APICS chapter
- Academic advisor for student resume book
- Managed Internships for the OMS, CIS and MLR departments
- Liaison between the business community and OMS graduates.
- Recruited 15 new companies to interview at Cleveland State University. Helped place over 25 students in various corporations in the Cleveland area.
- Fund Raising
- Assisted the Dean and Associate Deans in developing and implementing professional management training seminars
- Master of Ceremonies for professional management training seminars

### **BUSINESS PRESENTATIONS**

- "The Future of Manufacturing: Innovation and Globalization" (2016) APICS Cleveland Chapter Meeting Feb
- "Strategic Planning and Innovation" (2015) Catholic Charities
- "APICS Certification" (2008-2018) Eaton Corporation
- "There's no Luggage Rack on a Hearse!" (2011). Kent Geauga Health care Symposium
- "Change Management" (2010). American Greetings Symposium
- "Change Management" (2009). Euclid Chamber of Commerce
- "Change Management" (2008). APICS Cleveland Chapter Meeting, May.
- "Creativity is R&D" (2007). American Greetings Symposium.
- "Change Management" (2007) Midwest Region APICS Meeting, December.
- "Six-Sigma and Lean: The Pro's, The Con's, The Marriage" (2007). APICS Cleveland Chapter Meeting, September.
- "Lean and its relationship to Six-Sigma" (2006) Purchasing Management Association of Cleveland
- "Using Six-Sigma and Lean" (2005). Geauga Executive Leadership Council
- "Project Management Tools for Success" (2005). Kent State University Geauga Outreach Program
- "Critical Success Factors for ERP Installations" (2004). APICS Cleveland Symposium Keynote Speaker
- "Supply Chain Management and the Need for Timely and Accurate Information" (2002). APICS Cleveland Student Chapter
- "Internet E-Commerce and the Effects on the Supply Chain," (2000). Penn State University-Erie, PA. Manufacturing Symposium Keynote Speaker
- "Internet E-Commerce and the Effects on the Supply Chain," (1999). APICS Cleveland Chapter
- "Lean Manufacturing" (1998). Manufacturing Symposium of Ohio
- "Why implement ERP?" (1997). Cleveland's Advanced Manufacturing Center (CAMP)
- "Train, Train and Train some more," (1996). Manufacturing Symposium of Ohio
- "The Pitfalls of ERP," (1995). Symix Users Group, Columbus, Ohio
- "Developing a strong manufacturing team," (1994). APICS Cleveland Student Chapter
- "Cycle Counting," (1991). BPCS Users Group, Akron, Ohio
- "Systems and Manufacturing," (1990). APICS Cleveland Chapter
- "Training and education of a work force," (1988). Cleveland State University
- "Issues in MRPII implementations," (1988). University of Melbourne, Australia

### PANEL DISCUSIONS

• Project Management (2001). Penn State University-Erie, PA. Manufacturing Symposium

### **PROFESSIONAL INSTRUCTION**

APICS Certified at the Fellow level 1990-present. Master trainer (candidate) for the CPIM designation, teaching every subject. Selected as the in-house trainer for Eaton, American Greetings, Swaglok, Sherwin-Williams, Polyone, Avery Dennison, Moen, and Alcoa

Six-Sigma Champion. Trainer for The Ohio Crankshaft Company

### **JOSEPH R. MUSCATELLO**

#### Resume

Manufacturing Executive with domestic and international experience in operations management, materials management, re-engineering project management, and industrial engineering. I have managed in union and non-union environments and developed and implemented many process improvements in the shop floor, production and material planning, quality, forecasting, budgeting, distribution and warehousing and financial areas. I am a veteran project manager of 9 ERP/MRPII system installations, a Six-Sigma Champion and Lean Manufacturing. Having worked in repetitive, process and job shop industries, I can develop excellent training and education programs for all levels of an organization from shop floor personnel to executive management. Other areas of expertise include Supply Chain Management, ISO9000, continuous improvement, and safety and health teams. I am APICS certified at the fellow level (CFPIM) and teach APICS certification courses for the Cleveland APICS Chapter. My unique blend of project management skills and executive level management experience has made me an excellent problem solver who can isolate key issues and develop and implement solutions to complex problems.

#### **BUSINESS EMPLOYMENT HISTORY**

January 2010-Present	Owner of Lifestyle Simplfied
August 2003-Present	Owner of <u>Fina-Day, Inc., A Property Management Company</u> Owner of <u>The Muscatello Group</u>
November 2004- January 2006	Owner of Amelia Grace Assisted Living Center
August 2001- August 2003	Infiniti Systems Group- Vice-President of Business Consulting
August 2000- August 2001	Answerthink Consulting- Director of Supply Chain Consulting Developed "Lean Manufacturing" Practice
January 1999- August 2000	Cap Gemini, Ernst & Young- Director- Midwest Supply Chain Group
February 1997- January 1999	Alcon Industries- Vice-President of Operations (via CGEY for 6 months)
January 1996- February 1997	Pioneer- Standard Electronics- Manager of Projects and Planning
November 1987- January 1996	<u>Ferro Corporation</u> - Operations Manager Group Materials and Systems Manager Engineering Manager Business Systems Analyst- International
November 1985- November 198	7 <u>Abex Corporation</u> - Production Control Manager Plant Engineer
June 1985- October 1985	Frito-Lay Inc Production Supervisor

#### **CERTIFICATES & TRAINING**

- Six Sigma Champion
- Certified Fellow Production and Inventory Management (CFPIM) APICS
- Project Management, Cap Gemini Ernst & Young
- Reengineering "Train the trainer" Bekeart and Assoc.
- Effective supervisor interaction- Dr. Harry J. Martin and Assoc

Appendix B

### **Douglas Brady**

Kent State University Economics MAIN BUILDING (GEAUGA) 167 (440) 834-4187 Email: dbrady@kent.edu AACSB Qualifications: Other Scholarly Academic Breakdown: AACSB Sufficiency: Supporting Faculty / Staff Rank: Part-Time Instructor Tenure Status: NA Graduate Faculty: No Graduate Faculty Status:

### Education

MBA, Kent State University, 1988. Major: Economics and Marketing

BA, Kent State University, 1986. Major: Political Science

#### Licensures and Certifications

NASD Series 7 license, Metlife State Street Securities. (December 1988 - Present).

### Academic, Military and Professional Positions

#### Academic

Adjunct Faculty, Kent State University. (June 1995 - Present).

#### Professional

Economics Editor for a National Blog. (2011 - Present).

Consulting in Marketing & Statistics. (2008 - Present).

### Consulting

Management Consulting, Amy Pennell, LLC, Kent, Ohio. (December 1, 2011 - Present).

Technical/Professional Work, Clavco Products, Toledo, Ohio. (February 1, 2001 - Present).

Management Consulting, Hambden Twp. Trustees, Hambden Twp., Ohio. (April 2000 - Present).

Technical/Professional Work, C4P, Chicago, Illinois. (June 1, 2009 - February 15, 2016).

### TEACHING

### Teaching Experience (Fall 2012 - Present only)

#### Kent State University

ECON 22060, PRINCIPLES OF MICROECONOMICS, 4 courses. ECON 22061, PRINCIPLES OF MACROECONOMICS, 7 courses. MIS 10123/BMRT 11000, EXPLORING BUSINESS/INTRODUCTION TO BUSINESS, 2 courses. MIS 24056/BMRT 21004, FUND-BUS STATISTICS/INTRO-BUS STATISTICS, 18 courses.

### SERVICE

### General Service

College

Program Development, Member. (August 2006 - Present).

### **OTHER**

#### Development Activities Attended

- Continuing Education, "What can StatCrunch do for your Business Statistics course?," Pearson, Chardon, Ohio (Webinar). (April 20, 2017).
- Continuing Education, "ExcelNow! for the Business Statistics Course," McGraw Hill, Chardon, Ohio (Webinar). (April 19, 2017).
- Continuing Education, "Economics Webinar: Taking Economics from the Ivory Tower to the Living Room with John List," Pearson, Chardon, Ohio (Webinar). (April 14, 2017).
- Continuing Education, "Economics Webinar: Theory vs. Practice and Modularity in Teaching with Pierre Yared and Nicholas Vincent," Pearson, Chardon, Ohio (Webinar). (April 13, 2017).

- Continuing Education, "Economics Webinar: Integrating Economic Growth into the Principles Classroom," Pearson, Chardon, Ohio (Webinar). (April 12, 2017).
- Continuing Education, "Workshop: Teaching Techniques," Kent State -- Geauga Branch, Burton, Ohio. (February 9, 2017).
- Continuing Education, "Deaf Awareness," Kent State: Beyond Compliance Offerings, Kent, Ohio. (February 2, 2017).
- Continuing Education, "Dealing with Invisible Conflict," Kent State: Beyond Compliance Offerings, Kent, Ohio. (February 2, 2017).
- Continuing Education, "Green Dot 2017," Kent State: Beyond Compliance Offerings, Kent, Ohio. (February 2, 2017).
- Continuing Education, "Mental Health First Aid -- Project AWARE Kent," Kent State: Beyond Compliance Offerings, Kent, Ohio. (February 2, 2017).
- Continuing Education, "Step Up, Speak Out," Kent State: Beyond Compliance Offerings, Kent, Ohio. (February 2, 2017).
- Continuing Education, "Webinar: Campus Security Authorities," Kent State: Beyond Compliance Offerings, Kent, Ohio. (February 2, 2017).
- Continuing Education, "Workshop: Encouraging Critical Thinking," Kent State Geauga Campus, Burton, Ohio. (November 16, 2016).
- Continuing Education, "Online Course Development -- Macroeconomics," Kent State -- Geauga Branch, Burton, Ohio. (July 1, 2016 October 15, 2016).
- Workshop, "Fall 2016 Convocation," Kent State Geauga Campus, Burton, OH. (August 24, 2016).
- Continuing Education, "Workshop: Professional Development: Advanced Blackboard Learn Workshop," Kent State -- Geauga Branch, Burton, Ohio. (August 22, 2016).
- Continuing Education, "Workshop: Blackboard Basics," Kent State Geauga Campus, Burton, Ohio. (August 16, 2016).
- Continuing Education, "Webinar: Managing Your Online Files," Kent State University, Kent, Ohio. (March 2016).
- Continuing Education, "Workshop: Professional Development: Communication Effectiveness," Kent State University, Kent, Ohio. (February 23, 2016).
- Continuing Education, "Online Course Development -- Business Statistics," Kent State Geauga Campus, Burton, Ohio. (July 1, 2015 December 1, 2015).
- Continuing Education, "Webinar: Digital Tools for Statistics," Macmillan Higher Education, Chardon, Ohio (Webinar). (October 13, 2015).
- Continuing Education, "Webinar: Digital Tools for Economics," Macmillan Higher Education, Chardon, Ohio (Webinar). (October 1, 2015).
- Workshop, "Fall 2015 Convocation," Kent State Geauga Campus, Burton, Ohio. (August 20, 2015).
- Continuing Education, "Developing an Online Course," Kent State Geauga Campus, Burton, Ohio. (August 19, 2015).

- Continuing Education, "Developing an Online Course," Kent State Geauga, Burton, Ohio. (August 17, 2015).
- Continuing Education, "Workshop: Blackboard Grading System," Kent State Geauga Campus, Burton, Ohio. (January 2015).
- Continuing Education, "Professional Development: Principles of Conflict Management," Kent State University, Kent, Ohio. (January 28, 2015).
- Workshop, "ALICE Training," Kent State -- Geauga Branch, Burton, Ohio. (September 2014).
- Continuing Education, "Workshop: Management Skills Using DiSC to Direct and Delegate (Pt 2 of 3)," Kent State, Kent, Ohio. (September 29, 2014).
- Conference Program, "Webinar-Title IX Overview," Kent State, Burton, Ohio Campus. (September 22, 2014).
- Continuing Education, "Management Skills Getting the Most of Your Management Style Using DiSC (Pt 1 of 3)," Kent State, Kent Ohio. (September 3, 2014).
- Continuing Education, "Workshop: Syllabus Requirement including COB specifics," Geauga Campus, Burton, Ohio. (August 20, 2014).
- Workshop, "ALICE Training," Kent State Geauga Campus, Burton, Ohio. (March 2014).
- Continuing Education, "Workshop:Integrating Technology into the Classroom 10 sessions," KSU, Twinsburg, Ohio. (2011 - 2013).
- Faculty Convocation, "Classroom Management," Geauga Campus, Kent State University, Burton, Ohio. (August 21, 2013).

Appendix C

### **Robert Antenucci**

4314 Mahoning Ave. Warren, OH 44483

rantenuc@kent.edu Office: 330.675.8826

### Education

Ph.D. Business Administration, Finance, Management Minor, Kent State University (2013), Dissertation: Impact of Corporate Governance, Excess CEO Compensation, and CEO Stock Option

Grants on Firm Performance during Recessionary Periods

MBA Finance, University of Chicago (1988)

B.S. Chemical Engineering, Business Minor, Case Western Reserve University (1982)

### Academic Experience

2016 - PresentAssistant ProfessorBusiness Management Technology, Kent State Trumbull2010 - 2016Assistant Professor
	M&IS and Finance, M&IS Department, Kent State Trumbull
2005 - 2009	Teaching Fellow
	Finance Department, College of Business, Kent State University
2003 - 2005	Adjunct Faculty
	Department of Accounting and Finance, Williamson College of Business,
	Youngstown State University

### **Honors and Awards**

Sigma Alpha Pi National Society of Leadership and Success Honorary Award for Faculty Outstanding Service (April 2016)

International Honor Society of Beta Gamma Sigma (April 2014)

American Cancer Society's St. George National Award recognition for years of distinguished volunteer service (November 2010)

Dean's Best Paper Recipient (co-author) The Effect of Business Process Patents on the Innovation of Financial Products and the Profitability of Financial Institutions, (July 2010)

Dean's Best Paper Recipient (sole author), International Volatility Transmission and Stock Market Contagion, (May 2009)

Golden Key International Honour Society (October 2009)

Mahoning Valley Outstanding Small Business Philanthropist (November 1999)

University of Chicago Dean's List (1986-1988)

Case Western Reserve University William H. Schuette Award for Outstanding Senior Chemical Engineer (1982)

**Scholarly Activity** 

4

### A. Refereed Articles and Conference Proceedings:

The Weakening Relationship between Corporate Governance and Firm Performance published in the AURCO Journal, Volume 25, Spring 2019, Pages 1-23.

*The Weakening Relationship between Corporate Governance and Firm Performance*, published in the Society of Business, Industry, and Economics Annual Conference proceedings, April 2018.

Investor Perception and Business Method Patents: A Natural Experiment published in the Journal of Economic Analysis and Policy, Volume 54, June 2017, Pages 26-48.

### **B.** Conference Presentations and Proceedings:

A Review of the Social Welfare of Business Process Patents presented at the Society of Business, Industry, and Economics Annual Conference (April 2019)

The Weakening Relationship between Corporate Governance and Firm Performance, presented at the Midwest Decision Science Institute Annual Conference (April 2018) and Society of Business, Industry, and Economics Annual Conference (April 2018, published in conference proceedings) Does Stronger Corporate Governance lead to Improved Firm Performance during Recession? presented at the Association for University Regional Campuses of Ohio Conference (April 2018)

Investor Perception and Business Method Patents: A Natural Experiment, presented at the Canadian Economics Association Annual Conference, Toronto, Ontario, Canada (May 2015) Impact of Excess CEO Compensation and Firm Performance during Recessionary Periods presented at the Eastern Finance Association Conference Annual Meeting (April 2015)

Investor Perception of the Effects of Business Process Patents on the Profitability of Financial Institutions: an Event Study of the State Street Court Case co-author, presented at Southern Finance

Association Annual Meeting (November 2010)

The Effect of Business Process Patents on the Innovation of Financial Products and the Profitability of Financial Institutions, co-author, presented at Southern Finance Association Annual Meeting (November 2009)

International Volatility Transmission and Stock Market Contagion, presented at the Eastern Finance Association Annual Meeting (May 2009)

### C. Current Research / Working Papers:

Impact of Excess CEO Compensation and Firm Performance during Recessionary Periods under revision

Social Welfare of Business Process Patents working paper

Financial Service Patents working paper

### D. Conference Programs, Peer Review Research & Scholarly Service

Finance Division of the Administrative Sciences Association of Canada Annual Conference, Peer

Reviewer for publication in conference proceedings for Finance Division submissions (March

2019) Midwest Decision Science Institute Annual Meeting, Accounting and Finance Session

Chair (April

2018)

Finance Division of the Administrative Sciences Association of Canada Annual Conference, Peer

Reviewer for publication in conference proceedings for Finance Division submissions (March 2018)

Pearson Publishing Company reviewer for *Personal Finance Experience*, Rhodes, Weitzel, and Pratt (July 2017)

Southern Finance Association Annual Meeting Conference Program (November 2009) Discussant for *Does Deposit Insurance Retard the Development of Financial Markets?* Financial Management Association International Annual Meeting Conference Program (October 2009) Discussant for *Down Markets and the Excess Cash Theory of Dividends* 

McGraw-Hill Connect Reviewer (October 2009)

Eastern Finance Association Annual Meeting Conference Program (May 2009) Discussant for Why Do Financially Distressed Firms Increase (or Initiate) Dividends?

Cengage Online Homework Content Reviewer, Eastern Finance Association Annual Meeting (April 2009)

Pearson Publishing Company Reviewer for Principles of Finance, Titman, Keown & Martin (April, 2009)

Midwest Finance Association Annual Meeting Conference Program (March 2009) Discussant for Capital Structure and Moral Hazard Within Entrepreneurial Firms Fixed Income and Derivative Price training; assisted ACF Consultants Ltd with training for Merrill Lynch interns (June 2007) Eastern Finance Association Annual Meeting Conference Program (April 2007) Discussant for

Why did Turkey get the Cold Shoulder from EU: Cultural or Macro Factors?

### **Teaching:**

#### A. Kent State University

Personal Financial Planning Personal Finance Fundamentals of Financial Management Business Finance Financial Policy Individual Investment Analysis and Strategies Operations Management Leadership Business Policy & Strategy

#### B. Youngstown State University

1

Corporate Finance (undergraduate and MBA) Personal Finance

### C. Kent State University Graduate Teaching Assistant

Intermediate Finance Investments

### Service and Administration

### A. Kent State University Service

Kent State Trumbull AURCO Representative and AURCO 2019 Conference Faculty Ambassador (2019-present) Kent State College of Applied and Technical Studies Advisory Committee (formerly Regional College Advisory Committee 2016-present) Someplace Safe (2019-present) developing content to be delivered by Kent State Trumbull Faculty in a Train-the-Trainer environment Kent Trumbull BMRT Coordinator (2016-present) Kent Trumbull Community Relations Committee (2010-2016 and 2017-present; Committee Chair 2018-2019) Kent Trumbull Volunteer Fair (2015-present) Kent Trumbull Job Fair and Backpack to Briefcase (2013-2019)

Kent Trumbull M&IS Faculty Search Committee Chair (2018)

Dean's Council (Internship Program and Young Entrepreneur's Roundtable; 2017-2018) Kent Trumbull Teaching Convivium (2016-2017)

Kent Trumbull Educational Resources Committee (2016-2017)

Kent Trumbull Faculty Co-advisor for Sigma Alpha Pi National Society of Leadership and Success (2015-2016)

Kent Trumbull Higher Learning Commission Review (2014)

Kent Trumbull Faculty Council (2010-present; Council meeting notes 2010-2011)

Kent State Graduate Student Representative on College of Business Graduate Council 2007-2009)

Kent State Library Statistical Software Focus Group (Fall 2008)

Kent State College of Business MBA International Case Competition: Judge (Spring 2008) Kent State Graduate Orientation Leader (2008-2010)

Kent State College of Business Doctoral Student Management Organization President (2006-2007)

### B. Community Service

American Cancer Society Northeast Ohio Board of Directors (Volunteer Leadership Council; 2015present)

American Cancer Society National Relay Leadership Team (2015-2017)

Junior Achievement (May 2017)

American Cancer Society National Training Team (2006-2016)

American Cancer Society Volunteer Stakeholder for American Cancer Society's Research Grant Peer Review Program (2011-2013)

American Cancer Society Ohio Division Market Leadership Task Force (2008-2009)

American Cancer Society Ohio Division Relay For Life Leadership Council (Volunteer Co-Chair; 2000-2009)

American Cancer Society Warren Relay for Life, Co-Chair (1998-2003)

American Cancer Society Ohio Division Board of Directors, Finance and Audit Committees (20072009)

Blessed Sacrament Church Expansion Project Coordinator (2006)

Trumbull Memorial Hospital Foundation Board of Directors (2003-2004)

American Cancer Society Trumbull County Unit Board of Directors, Chairman (2002-2003), Treasurer (2001-2002)

St. Cyril and Methodius Finance Committee (2000-2002)

### **Professional Experience**

1997 – 2007	Chief Executive Officer / Chief Operating Officer Antenucci, Inc. Mechanical Contractors, Warren, OH
1989 - 1997	Project Manager
1990 – 2005	Antenucci, Inc. Mechanical Contractors, Warren, OH Management Trustee Local 225 and Local 396 Health & Welfare Fund, Security Fund, Pension
1994 - 1998	Chairman of the Board of Trustees

	Local 225 Health & Welfare Fund, Youngstown, OH
1987 - 1989	Strategic Planning Analyst
	Amoco Oil Company, Chicago, IL
1983 - 1987	Process Design Engineer
	Amoco Oil Company, Chicago, IL
1982 1983	Technical Support Engineer
	Amoco Oil Company, Whiting, IN

Appendix D

### STEVEN E. CR.AUN, CPA

### 9212 FAIRMOUNT ROAD PO 365 NOVELTY, OHIO 44072

## (RESIDENCE) (440)-338-5108 (OFFICE) (440) -338-8292 (CELL) (440)-725-2625

ACADEMIC

1967—1971 Ohio State University B Sc. Mathematics

1995—1978 State University of New York at Buffalo MBA Accounting and Finance

11981 State of Ohio Certified Public Accountant

**EMPLOYMENT** 

1971—1975 United States Air Force

- 197 5—1990 Union Carbide Corporation Controllership & Internal Audit Functions covering manufacturing and distribution in eight states
- 1991 —Now Craun and Associates, Inc Certified Public Accounting Firm

Kent State University Part Time Faculty, Accounting Technology

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSA ary 2020 | Attachment 44 | Page 1

		Preparation Date		Curriculum Bulletin	
		Effective Date	Fall 2020	Approved by EPC	
Department	Information Tec	hnology			
College	AP - Applied and	d Technical Studi	es		
Degree	AAB - Associate	of Applied Busir	ness		
Program Name	Cybersecurity	Prog	ram Banner C	ode	
Concentration(s)	Conce	entration(s) Banne	r Code(s)		
Proposal	Establish progra	am			
Description of prop This proposal is to	osal: o establish a majo	r, Cybersecurity,	in the AAB d	egree.	
Does proposed rev Current total credit	ision change progra hours:	am's total credit ho Proposed total o	ours?   Yes Credit hours	s 🗌 No	
Describe impact on staffing consideration	other programs, po ons; need; audienc	olicies or procedur e; prerequisites; te	es (e.g., duplic acher educatio	cation issues; enrollment and on licensure):	

No impact on other Associate degree programs. The focus of the existing Associate of Applied Business in Information Technology is on computer support. Supporting computer infrastructures relies on securing them. As the proposed AAB in Cybersecurity major will be designed to provide job opportunities and articulate into the existing Bachelor of Science in Information Technology (BSIT).

Units consulted (other departments, programs or campuses affected by this proposal): Regional Campus Faculty Councils, CATS Curriculum Committee, EPC, Faculty Senate

REQUIRED ENDORSEMENTS	1 2020
Department Chair / School Director	
IKan A Stocker (Ashtabula)	1,21,2020
Campus Dean (for Regional Campuses proposals)	
Desan a tocker (PATS)	1 191 19090
College Dean (or designee)	
V	//

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Dean of Graduate Studies (for graduate proposals)

Provost (or designee)

### INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

Date of submission:	To come
Name of institution:	Kent State University
Primary institutional contact for this request:	Therese E. Tillett Associate Vice President of Curriculum Planning and Administration Office of the Provost 330-672-8558, ttillet1@kent.edu
Name of program:	Cybersecurity major, Associate of Applied Business degree
Classification of Instructional Program (CIP):	11.1003 Computer and Information Systems Security/Information Assurance. A program that prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting.
Proposed start date:	Fall 2020 Start date is contingent upon final approval from the Ohio Department of Higher Education and the Higher Learning Commission.
Type of request:	$\Box$ New degree designation at Kent State $\boxtimes$ New major within an existing degree at Kent State
Delivery entire -	

### Delivery options:

- ⊠ Campus-based
- $\boxtimes$  Online/hybrid delivery
- $\Box$  Flexible or accelerated delivery
- $\hfill\square$  Offering the program at a new offsite location
- $\hfill\square$  Offering the program at an existing offsite location
- □ Program contains off-campus experiences (e.g., internship, clinical, student teaching)

### The institution will be seeking specialized accreditation for the program:

 $\boxtimes$  No  $\square$  Yes

### Provide a brief description of the request.

Kent State University proposes the establishment of an Associate of Applied Business (A.A.B.) degree in Cybersecurity. The program will be administered by the university's College of Applied and Technical Studies 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 Bureau of Labor Statistics projects that the job outlook for information security analysts (those who plan and carry out security measures to protect an organization's networks and systems) will grow by an astounding 32 percent in the next 10 years.<sup>1</sup> Cybersecurity Ventures, a researcher and publisher covering the global cyber economy, announced that the employment rate has dropped to zero percent and predicts that there will be 3.5 million unfilled cybersecurity positions by 2021.<sup>2</sup>

The proposed Cybersecurity degree will complement the existing computer-related degree programs at Kent State University and respond to a national need for more graduates trained to provide a secure infrastructure.

The College of Applied and Technical Studies currently offers an Information Technology major within the A.A.B. and B.S.I.T. degrees. Those degree programs focus on educating future computer support specialists. The proposed Cybersecurity associate degree major will be designed to articulate as a seamless pathway into the B.S.I.T. degree, which offers a concentration in applied computer security and forensics. Both the proposed Cybersecurity major and the B.S.I.T. degree will be/are offered fully online in addition to hybrid (online/on-ground) at Kent State's regional campuses. In fall 2019 (15<sup>th</sup>-day census), there were 274 students enrolled in the B.S.I.T. degree, of which 83 students are enrolled in the Applied Computer Security and Forensics concentration.

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

There is no anticipated need for additional faculty or staff to support this degree program. Six of Kent State's regional campuses, as well as the Regional Academic Center, will offer the cybersecurity coursework for the proposed degree. This coursework can also be used for the existing A.A.B. degree in Information Technology. Approximately 12 full-time faculty members teach the major courses (on-ground and online) for the information technology programs.

<sup>&</sup>lt;sup>1</sup> Bureau of Labor Statistics: U.S. Department of Labor (2018). Retrieved from <u>www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm</u>.

<sup>&</sup>lt;sup>2</sup> Morgan, S. (21 December 2018). Top 5 cybersecurity jobs that will pay \$200,000 to \$500,000 in 2019. Cybercrime Magazine. Retrieved from <u>https://cybersecurityventures.com/career-news</u>.

1 1

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	)	Curriculum Bulletin		
Effective Date	Fall 2020	Approved by EPC		

#### Department

College	AP - Applied and Technical Studies	
Degree	AAS - Associate of Applied Science	
Program Name	Environmental Health and Safety Program Banner Code EVHS	
Concentration(s)	Concentration(s) Banner Code(s)	
Proposal	Offer program at another campus or off site	

Description of proposal:

The purpose of this proposal is to extend the Associate of Applied Science in Environmental Health and Safety to the East Liverpool Campus. Currently, the Environmental Health and Safety major is offered and will continue to be offered at the Trumbuli Campus.

Does proposed revision change program's total credit hours? Current total credit hours: 64 Proposed total credit hours 64

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): East Liverpool Faculty Council, Trumbuli Faculty Council, CATS Curriculum Committee, EPC, Faculty Senate

Jun July - TRUMBALL CHAMPLES	9,6,19
Department Chair / School Director	
Mar M. Non - Exer Livenpoor Cutripors	9 15 119
Campus Dean (for Regional Campuses proposals)	Jar Jar
NAT & D	10,25,19
College Dean (or designee)	
	1 1
Dean of Graduate Studies (for graduate proposals)	/
	2

Provost (or designee)



**Board of Regents** 

University System of Ohio

### Change Request: Offering Existing Program at Regional Campus

Date of submission: February 13, 2019

Name of institution: Kent State University

Name of campus: East Liverpool Campus

Program to be delivered at the site: AAS degree in Environmental Health and Safety

Proposed start date: Fall 2019

### Primary institutional contact for this request:

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

Date that the request received final approval from the appropriate institutional committee: Final approval by the Educational Policies Council, a sub-committee of the Faculty Senate, on [date]

### **Educator Preparation Programs:**

Program leads to licensure:NoProgram 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.

The Kent State University Trumbull Campus has offered the Associate of Applied Science in Environmental Health and Safety since 1991; it was known as Environmental Safety Management Technology when first offered. The East Liverpool Campus Dean, in conjunction with the Columbiana County Educational Service Center's Business Advisory Council, seeks to bring more educational opportunities to Columbiana County. Environmental Health and Safety has been identified by businesses and industry in the region as a possible critical workforce development piece. The East Liverpool Campus requests to extend the Trumbull degree program to its campus and to offer this degree on an ongoing basis.

### SECTION 1: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM(S)

### Academic and Administrative Leadership and Services

2

Offering Existing Environmental Health and Safety AAS at East Liverpool Campus | Kent State University |

### 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 in academic or administrative leadership to accommodate this new program. East Liverpool is an established regional campus of Kent State University with a Dean/Chief Administrator Officer who reports to the Vice President for System Integration. The campus also has a full range of support personnel who are supervised by an Assistant Dean. These personnel include a Director of Enrollment Management and Student Services, a Business Manager, a Facilities Manager, and an IT Manager. These positions supervise staff in the library, computer technology, learning center, disability services, admissions, registration, financial aid, and advising. A Tenured Faculty Member in Biological Sciences at the East Liverpool Campus will oversee all curricular and academic aspects of the AAS in Environmental Health and Safety Program.

# 1.2 Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar, etc.) 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 anticipated changes needed in East Liverpool's administrative services to accommodate this new program. It already provides a full range of administrative services including admissions and financial aid.

# 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, etc.) 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 anticipated changes needed in East Liverpool's academic student services to accommodate this new program. It already provides a full range of academic student services including advising, tutoring, disability services, counseling, and the library.

### **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 and provide a timeline for implementing the changes.

There are no anticipated required changes in East Liverpool's resources and facilities to accommodate this new program. It already has the necessary classroom and laboratory facilities to provide all components of the curriculum. It already offers much of the curriculum – especially in Biological Sciences and Chemistry – and thus has the necessary supplies and equipment for those courses. It has study areas including quiet study spaces and the Lang Library Loft; tutoring services also take place in the loft. The campus also has social areas including the Slak Shak and multiple computer labs. Courses unique to the Environmental Health and Safety Program may require the purchase of some specialized materials and supplies (such as respirators and personal protective equipment). The campus has the necessary funds to purchase any additional materials.

Offering Existing Environmental Health and Safety AAS at East Liverpool Campus | Kent State University |

## 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 anticipated requires changes in East Liverpool's l library resources required to implement this new program. The onsite East Liverpool Campus library currently houses 15,000 volumes and reference materials. It also provides study spaces, tutoring spaces, information literacy instruction, and computer facilities. Like all Kent State University library facilities, it also provides access to interlibrary loan, Ohio LINK, and Kent LINK.

### 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 as there is already a full-service library onsite.

### **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 in Environmental Health and Safety	~		The program will be an extension of the existing degree program at the Kent State Trumbull 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 Environmental Health and Safety courses will be delivered at the East Liverpool Campus through in-person, traditional instruction. Kent Core courses are available in both an in-person and an online format. There will be no difference in delivery format from what is offered at the Trumbull Campus.

### **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 that the courses listed below in the matrix are the Major Requirements in the degree program. Additional University Requirements include Destination Kent State: First Year Experience

Offering Existing Environmental Health and Safety AAS at East Liverpool Campus | Kent State University |

4

and Kent Core Requirements. These University Requirements are already offered on all Kent State University campuses including East Liverpool.

See the 2018-9 University Catalog for the program requirements: http://catalog.kent.edu/colleges/re/environmental-health-safety-aas/#programrequirementstext

A copy of each full-time faculty member's CV is included as Appendix A.

Name of instructor	Rank or title	Degree, Title, Institution, Year	Years teaching/ experience	Courses individual will teach in proposed program	Campuses Taught*
Qunxing Ding	Associate Professor/ Program Coordinator	PhD Molecular Genetics, China Agricultural University, 1994	24 years	BSCI 10001 Human Biology BSCI 10110 Biological Diversity BSCI 10120 Biological Foundations EVHS 10004 Toxicology EVHS 20092 Environmental Technology Internship	6
Farid Fouad	Associate Professor	PhD Chemistry, Northeastern University	13 years	CHEM 10050 Fundamentals of Chemistry CHEM 10055 Molecules of Life	8
Open Position	Adjunct faculty	Bachelors required. Masters preferred	2 + years	EVHS 10001 Environmental Technology I EVHS 10010 Industrial Hygiene I	2
Open Position	Adjunct faculty	Bachelors required. Masters preferred	2 + years	EVHS 20001 Environmental Law	1
Open Position	Adjunct faculty	Bachelors required. Masterspreferred	2 + years	EVHS 20004 Environmental Health and Safety I EVHS 20008 Environmental Health and Safety Administration	2

\*Number of courses instructor will teach per year at all campus locations.

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 extend the degree to the East Liverpool Campus, two currently employed Tenured Faculty Members will teach the Biology and Chemistry courses. The Biology Faculty Member will also serve as the Program Coordinator. The campus will also develop a pool of qualified adjunct faculty to teach specialized Environmental Health and Safety courses. Several local professionals in the field have tentatively expressed interest.

After the initial two years of operation, the East Liverpool Campus will review the need for hiring additional full-time faculty members if enrollment warrants. Each academic year, the campus reviews its budget and considers new position requests recommended by the Faculty Council.

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Offering Existing Environmental Health and Safety AAS at East Liverpool Campus | Kent State University |

### **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.

The campus did not perform a full needs assessment or market analysis. Rather it collected anecdotal evidence from local employers and from the Columbiana County Educational Service Center's Business Advisory Council, all of which identified Environmental Health and Safety as a possible critical workforce development piece missing in Columbiana County. This evidence is based in part on existing plants and facilities in the region and proposed projects could only increase the need.

4.2 Indicate the projected enrollments for the program at this site over the next three years.

	2019-20	2020-2021	2021-22
First-year students	10	15	20
Second-y	8	15	

## 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.

The East Liverpool Campus Dean met with the Columbiana County Educational Service Center's Business Advisory Council and with various business and industry leaders in the area. These include John Avdellas, former President of Heritage-Thermal Services (East Liverpool, Ohio); Tammy Williams, Human Resources Administrator at Ergon-West Virginia (Newell, West Virginia); and Mitchell Baisucci, Environmental Health and Safety Manager at Marsh Bellofram (Newell, West Virginia). All of these constituencies identified a need for training and continued education in Environmental Health and Safety.

### 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 East Liverpool Campus currently offering an Associate Degree in Environmental Health and Safety.

### **APPENDICES**

### Appendix Description

A Full-Time Faculty Curriculum Vitae

6

Offering Existing Environmental Health and Safety AAS at East Liverpool Campus | Kent State University |

### **Commitment to Program Delivery at Site**

Kent State University is committed to supporting the AAS degree in Environmental Health and Safety at its East Liverpool 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 Provost and Senior Vice President for Academic Affairs Kent State University



**Columbiana County Port Authority** 

7860 Lincole Place A; Lisbon, Ohio 44432 Phone: 330-424-1800 | Fax: 330-424-4909 Email: <u>ccpa@ccpa-ohioriver.com</u> Website: <u>www.ccpa-ohioriver.com</u>

November 1, 2019

David M. Dees, Ph.D. Dean, Kent State University at East Liverpool 400 E. 4<sup>th</sup> Street East Liverpool, OH 43920

Dean Dees:

I would like to express my support for Kent State University to expand the Associate of Applied Science in Environmental Health and Safety to the East Liverpool Campus. I am hoping this letter indicates the need for advanced health and safety training opportunities in Columbiana County.

The Associate of Applied Science in Environmental Health and Safety provides students with a working knowledge of the source, nature and scope of conditions that are, or could be hazardous to the environment. Given the ever-expanding manufacturing opportunities in Columbiana County, the knowledge and skills developed from these learning experiences could be applied in several settings and truly expand the workforce opportunities for individuals in our area.

The manufacturing industry in Columbiana County is constantly expanding. Specifically, in the past year Columbiana County has had several multi-million dollar expansions, resulting in the creation of over 100 new jobs. The need for advanced health and safety training opportunities is extreme. With the availability of this program, it will allow for a better prepared workforce to fill the needs of the manufacturers.

As you can see, there are be plenty of opportunities for this program to help improve the lives of our citizens. Please let me know if I can provide additional assistance to help facilitate this degree program coming to Kent State East Liverpool.

Sincerely,

tive Director

November 4, 2019

David Dees Dean, Kent State University at East Liverpool 400 E. 4<sup>a</sup> Street East Liverpool, OH 43920

Dean Dees:

I would like to express my support for Kent State University to expand the Associate of Applied Science in Environmental Health and Safety to the East Liverpool Campus. I am hoping this letter indicates the need for advanced health and safety training opportunities in Columbiana County.

The Associate of Applied Science in Environmental Health and Safety provides students with a working knowledge of the source, nature and scope of conditions that are, or could be hazardous to the environment. We believe this education will not only benefit the student, but also have a positive impact on promoting safety and environmental protection in our local communities. We are consistently seeking technicians to support various departments in order to support our service offerings growth. Although we have our own customized training program for employees, this new initiative will provide students a competitive advantage by understanding the importance of promoting a "live safe" mindset and culture. Safety and environmental health are critical factors in today's national and global economies.

I would like to pledge our support for such a program. We are able to host field experiences, share training modules, evaluate internship programs, and potentially hire graduates. We would also be willing to provide experienced employees to assist with teaching as adjunct instructors.

Please let me know if I can provide additional assistance to help facilitate this degree program coming to Kent State East Liverpool.

Sincerely,

Mall

John Avdellas National Accounts Manager Ross Environmental Services, Inc.

November 21, 2019

David Dees Dean, Kent State University at East Liverpool 400 E. 4<sup>a</sup> Street East Liverpool, OH 43920

Dean Dees:

I would like to express my support for Kent State University to expand the Associate of Applied Science in Environmental Health and Safety to the East Liverpool Campus.

The Associate of Applied Science in Environmental Health and Safety provides students with a working knowledge of the source, nature and scope of conditions that are, or could be hazardous to the environment. Ergon WV has several employees on staff that utilize the concepts learned in A.A.S. courses. Even though we are currently fully staffed, if a vacancy does come up, we will be happy to consider one of the A.A.S. graduates. The wide range of topics (such as industrial hygiene, environmental technology, environmental issues) in this degree will benefit Ergon since these candidates will have a good foundation in the EHS field.

I would like to pledge our support for such a program. Ergon will consider hosting your graduates as interns once they complete their second year. Also as mentioned above, we will be willing to interview your graduates and offer them positions if they meet the job requirements. If a need for periodic instructional presentations in the topics of EHS at your campus arises, please get in touch with me and we can evaluate if one of our employees can assist for a short period of time. In addition, if you are in need for instructional equipment, Ergon is willing to review your needs and assess whether we can help.

Please let me know if I can provide additional assistance to help facilitate this degree program coming to Kent State East Liverpool.

Sincerely,

Jack Azar ESHT Manager Ergon West Virginia, Inc.

### Environmental Health and Safety Environmental Scan Kent State University at East Liverpool and Salem

In order to assess the need for an environmental health and safety associate degree at Kent State University at East Liverpool and Salem, an environmental scan of environmental health and safety employment and education was conducted. Environmental health and safety occupation employment is projected to grow in Ohio. The number of environmental health and safety associate degrees awarded grew in Ohio by approximately 248 percent from 2008 to 2016 in Ohio.

The research includes data from the following sources:

- Ohio Board of Regents
- U.S. Bureau of Labor Statistics

Environmental Health and Safety Occupation Employment in Columbiana County Region

According to the U.S. Bureau of Labor and Statistics, the Columbiana County region employs 340 in environmental health and safety occupations. The location quotient indicates a higher employment rate than other areas.

Occupation (SOC code)	Employment	Location Quotient
Occupational Health and Safety Specialist (29-9011)	290	1.40
Occupational Health and Safety Technicians (29-9012)	50	1.21

**Environmental Health and Safety Employment Projections and Job Openings in Ohio** As shown in the table below, the U.S. Bureau of Labor and Statistics is projecting employment growth.

Occupation (SOC code)	2016	2026	Number	Percent	Annual Job Openings (2016-2026)
Occupational Health and Safety Specialist (29-9011)	4,039	4,259	220	5.4%	228
Occupational Health and Safety Technicians (29-9012)	839	883	44	5.2%	47

### **Ohio Environmental Health and Safety Degrees**

According to the Ohio Board of Regents, Ohio Universities have been awarding degrees as shown in the table below. From 2008 to 2016, the growth of associate degrees awarded was 248 percent.

Discipline Area	2008	2009	2010	2011	2012	2013	2014	2015	2016	% Change 2008 to 2016
L	University Main and Regional Campuses - Associate Degree									
Environmental Health and Safety	52	39	63	86	145	131	121	126	129	248%

Therese -

Please see below for answers to your questions contained in your e-mail of October 31, 2019 regarding the proposed A.A.S degree in Environmental Health and Safety at the East Liverpool Campus.

1. The proposal states East Liverpool already "offers much of the curriculum," which makes it sound like it's a majority. From my review, East Liverpool currently offers only the Kent Core courses in the program – and none of the major courses.

Not all the EVHS and major courses were listed in the proposal with an instructor. Who will be teaching these courses?

Dr. Qunxing Ding, TT Faculty at East Liverpool, will serve as the Program Coordinator and will teach 5 courses that are required in the program: BSCI 10001 Human Biology; BSCI 10110 Biological Diversity; BSCI 10120 Biological Foundations; EVHS 1004 Toxicology; and EVHS 20092 Environmental Technology Internship. Dr. Farid Fouad, also TT Faculty at East Liverpool, will teach CHEM 10050 Fundamentals of Chemistry and CHEM 10055 Molecules of life.

The remainder of the EVHS courses you listed, EVHS 21010 Industrial Hygiene II, EVHS 22095 Special Topics, EVHS 30002 Environmental Issues II, EVHS 30020 Hazardous Waste Operations/Emergency Response, and EVHS 40006 Fire Prevention and Control are all electives, of which students need to choose 2 courses. We will rotate when these will be offered, and they will be taught by adjuncts who have specialized training in these areas. We have several specialists already identified in our community who are willing to teach.

Both Public Health courses you listed, PH 10001 Introduction to Public Health and PH 30007 Prevention and Control of Diseases, are currently offered on-line throughout the regional system or on-line through the Kent campus.

2. Requirement GEOG 17063 World Geography has not been offered at East Liverpool, and it's not mentioned in the proposal. How will students complete that requirement?

The Salem Campus offers GEOG 17063 World Geography which could be taught via Zoom technology from the Salem Campus to the East Liverpool Campus. The Kent Campus also offers this course online.

3. The proposal states there was no needs assessment done. Can you provide anything at all – e.g., letters of support, job listings, Ohio Jobs data – that can supporting the viability of this program at East Liverpool and the projected enrollment? Why did the Business Advisory Council of the Columbia County Educational Services Center choose this program over other programs?

Attached please find three letters of support from John Avdellas, National Accounts Manager Ross Environmental Services Inc., Penny J. Traina, Executive Director of the Columbiana County Port Authority, and Jack Azar, EHST Ergon West Virginia. Two letters, Traina and Avdellas express the need for advanced health and safety training in Columbiana County. Ms. Traina references the growing manufacturing industry in the county, while Mr. Avdellas would be willing to support us by providing adjuncts, sponsoring internships, and potentially hiring our graduates. Mr. Azar's letter addresses how the subject matter in the curriculum is relevant to the field and that his company would be interested in hosting internships, and, when possible, providing employment opportunities.

The counties in Pennsylvania and West Virginia that border the Kent State East Liverpool Campus are projecting an increase in manufacturing and industrial jobs related to the Associate of Applied Science in Environmental Health and Safety. According to labor market data, Beaver, Washington, and Green counties in Pennsylvania are projecting the most significant increase in manufacturing related jobs, due to the construction of the Shell Polymers ethylene cracker plant in Beaver County. Employment opportunities in chemical, plastics, and rubber manufacturing are expected to increase between 5% and 7.8%. These jobs will be located within a 30 to 40-minute drive from the city of East Liverpool.

Additionally, manufacturing and industrial sites in the northern panhandle of West Virginia are projecting a job market increase of approximately 1.5% according to Imi.workforcewv.org. Hancock County, West Virginia is directly across the Ohio River from Kent State East Liverpool and is already home to several area facilities that could possibly employ graduates of this program.

Marshall Hill, Outreach Program Coordinator/Research at the Kent State Stark Campus conducted an environmental scan of environmental health and safety employment and education. Using data from both the Ohio Department of Higher Education and the U.S. Bureau of Labor Statistics, he found that the outlook for such a program in Columbiana County is promising.

Specifically, the Columbiana County region currently employs 340 persons in environmental health and safety occupations. The location quotient indicates a higher employment rate than in other areas (Table 1), and employment openings in this area in the next 10 years is projected to grow. (Table 2)

Occupation (SOC code)	Employment	Location Quotient
Occupational Health and Safety Specialist (29-9011)	290	1.40
Occupational Health and Safety Technicians (29-9012)	50	1.21

Table 1

Table 2

Occupation (SOC code)	2016	2026	Number	Percent	Annual Job Openings (2016-2026)
Occupational Health and Safety Specialist (29-9011)	4,039	4,259	220	5.4%	228
Occupational Health and Safety Technicians (29-9012)	839	883	44	5.2%	47

Other universities have capitalized upon this trend, as there has been a 248% growth rate in associate degrees awarded in Environmental Health and Safety since 2008. (Table 3)

Table 3										
Discipline Area	2008	2009	2010	2011	2012	2013	2014	2015	2016	% Change 2008 to 2016
L	University Main and Regional Campuses - Associate Degree									
Environmental Health and Safety	52	39	63	86	145	131	121	126	129	248%

4. The proposal states there will be no anticipated changes with this new offering. However, you plan on hiring adjuncts, which I assume is an additional cost, and Qunxing Ding will now be teaching EVHS courses and serving as a program coordinator. So, who will be covering his current course load?

Dr. Ding will be teaching the Biology components of the degree. These courses, with the exception of EVHS 10004 and EVHS 20092, are currently offered at the East Liverpool Campus. This should not impact his load until such time as the program grows large enough to warrant extra sections. Adjuncts will be hired to teach the specialized EVHS courses. However, as their pay is much less, we are anticipating having enough students enrolled to cover the cost of the instructor.

I hope that your questions have been satisfactorily answered. If not, or if you need further information, please feel free to contact me.

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Prep	Curriculum Bulletin			
	Effec	tive Date	Fail 2020	Approved by EPC	
Department	Computer Science				
College	AS - Arts and Sciences	6			
Degree	BA - Bachelor of Arts				
Program Name	<b>Computer Science</b>	Prog	ıram Banner C	ode AS-BA-CS	
Concentration(s)	Concentration	n(s) Banne	r Code(s)		
Proposal	Offer program at anoth	er camous	or off site		

#### Description of proposal:

We are proposing to offer the Bachelor of Arts in Computer Science at the Stark campus. Thank you for reviewing this proposal.

Currently the Stark campus offers only the minor in Computer Science (CS). Over the years, due to the students' request, the number of CS courses offered at the Stark campus that are part of the BA in Computer Science program has grown tremendously, up to the point that the Stark campus is ready to offer the Bachelor of Arts in Computer Science.

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):

The BA in CS is particuarly tailored for those students who want to complete a double major or expand their knowledge in a related area. With the presence of multiple degrees at the Stark campus and due to the daily interaction of faculty and students from different departments on campus, the BA is an attractive degree. A range of 10.39%-23.19% with an average of 17.27% of the Stark students interested in completing a degree in CS at KSU have chosen the BA as their preferred degree in CS at the Stark campus in the past 5 years.

According to the Bureau of Labor and Statistics the Computer Science industry is projected to grow much faster that other industries over the next decade, with some occupations growing faster than others. "Employment of Software Developers is expected to grow 24% in the year 2016-2026 [https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm]], much faster than the average for all occupations". This program offering is a response to the increasing demand in the field.

The institution of the BA in Computer Science at the Stark campus will not only benefit the Stark campus and help serve the local community, but at the same time will help the Kent campus feed both the CS grad program with our best students, as well as the CS undergrad program with students who, along their educational path want to change or add another concentration to their degree or take courses from the large selection of electives that are offered at the Kent campus.

An environmental study has been performed to see the effect of the program on the local community area. The environmental study has been attached to this application for your perusal (see page 6 of BA-CS-Stark-Attachment File.pdf).

The number of students in Computer Science at the Stark campus has grown by 59.4% since Fall 2011 with 41 students in Fall 2011 versus 102 students in Fall 2018. Between Fall 2017 and Fall 2018 the number of Computer Science students remained steady, even with the decrease of

overall enrollment at the campus, with 103 students in Fall 2017 versus 102 students in Fall 2018 (see graph on page 1 of the attachment file (BA-CS-Stark-Attachment File.pdf) for more details).

The course rotation currently in place is able to satisfy that requirements of the Bachelor of Arts in Computer Science. The course rotation is on page 2 of the attachment file (BA-CS-Stark-Attachment File.pdf). All the remaining non-CS courses required for the completion of the degree are currently already offered at Stark. This course rotation will permit the students entering the degree either in Fall or in Spring to complete the BA degree in 4 years. A semester-by-semester plan of study to ensure a timely graduation for KSU-Stark students entering the BS in CS in Fall or Spring that reflects the roadmap of the BA in CS from the catalog (from http://catalog.kent.edu/colleges/as/cs/computer-science-bs/#roadmapstext) is available on page 3 of the attachment file (BA-CS-Stark-Attachment File.pdf).

The entire current course rotation has been performed with 2 CS tenure track Stark faculty, one full time adjunct instructor and 3-4 rotating GA Ph.D. students from the Department of Computer Science at the Kent campus. No additional staffing is required at this time.

I will be glad to provide any additional file or information regarding the implementation of the CS Bachelor of Arts in Computer Science at Stark on request.

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

The curriculum committee and the entire faculty of the Department of Computer Science has been consulted. Both committees have approved the proposal. The Dean of the Stark campus and the faculty of the Department of Mathematics at the Stark campus, through the person of Dr. Kasturiarachi, has been consulted and they strongly supported the proposal.

No other programs or campuses are expected to be affected by this proposal.

REQUIRED ENDORSEME	NTS
	12,01,19
Department Chair / School Director	
Menise a Sear Assit	11 121 19
Campus Dean (for Regional Campuses proposals)	
Many linn Haley	12,120,19
College Dean (or designee)	
	, ,
Dean of Graduate Studies (for graduate proposals)	

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



**Board of Regents** 

University System of Ohio

### Change Request: Offering Existing Program at Regional Campus

Date of submission: 11/01/2019

Name of institution: Kent State University

Name of campus: Stark Campus

Program to be delivered at the site: Computer Science within the Bachelor of Arts degree

Proposed start date: Fall 2020

### Primary institutional contact for this request:

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

Date that the request received final approval from the appropriate institutional committee: Final approval by the Educational Policies Council, a sub-committee of the Faculty Senate, on *date pending* 

### **Educator Preparation Programs:**

Program leads to licensure:NoProgram 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.

Computer Science is the fastest growing major on the Stark campus and has garnered steady student interest throughout. Between fall 2013-fall 2018 the enrollment on campus has increased – specifically, 79, 76, 82, 83, 103, and 101 respectively. The environmental scan points to a strong workforce demand through the year 2026. The scan also highlights the affordability of our program compared to other universities in Stark County. Additionally, Computer Science, is one of the STEMM disciplines covered by the Choose Ohio First (COF) grant for student merit scholarships, with guaranteed funding from the Ohio Department of Higher Education (ODHE) through AYs 2016-2021, and the possibility of future renewal.

With two dedicated faculty members, Dr. Angela Guercio (Coordinator) and Dr. Younghun Chae, all coursework for the Bachelor of Arts in Computer Science can be delivered at Kent State University at Stark. A faculty member in applied mathematics teaches the sections of Discrete Structures and there are other fulltime members in applied mathematics who could teach other select courses. Currently there is a request for a new TT hire in Computer Science for AY 2020-2021.

Proposal to offer existing B.S. in Computer Science at the Stark Campus |Kent State University | 2

The proposed Computer Science major at the Stark Campus has some unique features:

- 1. The program will be primarily anchored at the Stark Campus for students who consider the campus as their entry point to Kent State University. These students will complete the degree at the Stark Campus.
- 2. By having the full Bachelor of Arts degree in Computer Science, the STEMM fields will be strengthened. As a true interdisciplinary subject, the BA in Computer Science will offer the students a signature experience on campus with all non-CS coursework is very well supported by other degree programs available on campus.

### 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. 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 senior vice president for academic affairs, and a full range of support personnel who are supervised by an assistant dean for academic affairs 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, disability services, admissions, registration, financial aid, advisement, registrar, bursar and tutoring.

The chair of the Computer Science Department, Dr. Javed Khan, oversees all curricular and academic aspects of the Bachelor of Arts in Computer Science.

1.2 Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar, etc.) 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. 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 resources center, disability 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, etc.) 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 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 and provide a timeline for implementing the changes.

There are no changes in resources and facilities. This is an established regional campus which already provides the resources and the facilities to host the courses required for the establishment of the program. We have two large computer labs, open computer pods in each building, and two designated technology enhanced classroom where computer science courses are scheduled. All campus computers have the dedicated software for student access. A specialized lab for computer science research is currently under development.

## 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 program. The Stark campus houses a full academic library with access to computers, information literacy instruction, interlibrary loan, KentLINK and OhioLINK. The library has 3-D printers, a high-end poster printer, and iPads and professional cameras for student use.

## 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**

	Available	on Campus			
Degree/Major (Concentration)	Full	Partial	<b>Comments for Chancellor's Staff</b>		
BA degree in Computer Science	~		All required courses required for the degree together with a set of elective courses will be offered on-ground at the Stark Campus. The number of electives will be sufficient to complete the degree. The BA would be an attractive option for students who desire to double major in STEMM disciplines.		

2.1 Using the chart below, please list the degree program/general education program that is being added for delivery at the site.

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 courses offered at the Stark Campus for the degree programs in consideration are face-to-face.

### **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 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 all Kent State University campuses.

The 2019-2020 University Catalog for the program requirements are provided in the link below:

BA in CS program requirements: http://catalog.kent.edu/colleges/as/cs/computer-science-ba/#programrequirementstext

A copy of each full-time faculty member's CV must be included as Appendix A.

Instructor name and rank	Full/ part time	Degree title, institution, year	Years teaching/ experience	Course(s) instructor will teach in proposed program	Courses taught*
Angela Guercio, Associate Professor	FT	Ph.D. Computer Science, Kent State University 2004	33	CS 13001 CS I CS 33101 Struct. of Progr. Languages CS 35201 Comp Comm. Networks CS 33901 Software Engineering CS 44105 Web Programming I CS 44106 Web Programming II CS 49901 Capstone Project CS 46901 Design and Analysis of Algorithms CS 33192 Human Interface Computing CS 49998 Research (No load) CS 33192 Internship in CS (No load)	8
Younghun Chae, Assistant Professor	FT	Ph.D. Computer Science, University of Rhode Island, 2016	4	CS 23001 CS II CS 33211 Operating Systems CS 35101 Computer Architecture CS 33007 Intro to Database Design CS 47205 Information Security CS 45203 Computer Network Security CS 47221 Intro to Cryptology CS 47207 Digital Forensic CS 43203 System Programming CS 49998 Research (No load) CS 33192 Internship in CS (No load)	8

\*Number of courses instructor will teach per year at all campus locations.

Proposal to offer existing B.S. in Computer Science at the Stark Campus |Kent State University | 5

Instructor name and rank	Full/ part time	Degree title, institution, year	Years teaching/ experience	Course(s) instructor will teach in proposed program	Courses taught*
Aloysius Bathi Kasturiarachi, Associate Professor	FT	Ph.D. Mathematics, University of North Carolina at Chapel Hill, 1993	32	CS 23022 Discrete Structures for CS	1
Open Position	PT/ FT	Part-Time Instructor Currently there is a request for a new TT CS hire for AY 2020-2021.		CS 33007 Intro to Database CS 44001 CS III	1

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.

Currently there is a request for a new TT CS hire for AY 2020-2021. The new hire will cover the courses that have been currently offered by part-time instructors. We will seek a TT hire with research expertise in areas of high interest, such as Big Data, Data Science, and AI, thus increasing the number of electives offered at the campus and continue to offer attract options for students. The Stark Campus has approximately 100 students in the CS major currently and has a steady enrollment projection for future years. Helping this trend is the Choose Ohio First scholarships through ODHE that are available for Stark Campus students.

### **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.

Please refer to the Environmental Scan in Appendix B.

### 4.2 Indicate the projected enrollments for the program at this site over the next three years.

The numbers below are provided for computer science majors in all concentrations. Currently, approximately 25% of the computer science students at Stark seek a BA degree in CS.

	2020-2021	2021-2022	2022-2023
First-year students	28	30	32
Second-y	ear students	24	26
	Т	22	

## 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.

The decision to propose this program was reached after extensive consultations with appropriate curricular and administrative bodies on Campus and in the College of Arts and Sciences (e.g., campus Academic Planning Committee, campus dean, college dean; the Undergraduate Curriculum Committee and the Department of Computer Sciences).

In addition, several business groups and government agencies have networked with our students. The office of Career Services and Internships at the Stark Campus will oversee the placement of computer science majors in internships throughout local companies, including Timken, DieBold-Nixdorf, Progressive Insurance, and Patriot Software.

## 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 three private universities that offer degrees in computer science. There are no public institutions that offer computer science degrees in Stark County.

- Malone University
- University of Mount Union
- Walsh University

### APPENDICES

### Appendix Description

- A Faculty curricula vitae
- **B** Environmental Scan

### Commitment to Program Delivery at Site

Kent State University is committed to supporting the Computer Science program at its Stark Campus. If the university decides in the future to either eliminate the degree program or close the campus, Kent State University 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 Provost and Senior Vice President for Academic Affairs

### BA in CS at Stark [AS-BA-CS] Attachment Material

This file contains:

- 1) The trend of CS students enrollment total at KSU-Stark between Fall 2011 and Fall 2018;
- 2) The Computer Science (CS) Course Rotation at Stark;
- 3) The roadmap of BA in Computer Science concentration [AS-BA-CS].

Use the links for easy access to the attachments.



### CS Course Rotation at KSU-Stark Current CS rotation, future CS course rotation, and staffing

**LEGEND - Staffing** 

Dr. A. GUERCIO, FTT Dr. A. KASTURIARACH, FTT

Dr. Y. CHAE, FTT

PT INSTRUCTOR GUERCIO/CHAE FTT (NO LOAD)

FA17	SP18	FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22	FA22	SP23	FA23	SP24	FA24	SP25
CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI
CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2
DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS
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INTSHP	INTSHP	INTSHP	INTSHP	INTSHP	INTSHP	INTSHP	INTSHP	INTSHP	INTSHP	INTSHP	INTSHP	INTSHP	INTSHP	INTSHP	INTSHP
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ICRYP	INSEC	DFOR	SYSP	ICRYP	INSEC	DFOR	SYSP	ICRYP	INSEC	DFOR	SYSP	ICRYP	INSEC	DFOR	SYSP

**LEGEND – Course Abbreviation** 

lower level upper level electives concentration specific

Abbreviation	Full Course Name (credit)	Frequency
INTRO	CS 10051 - INTRO TO COMPUTER SCIENCE (KMCR) (4)	
CS1	CS 13001 - COMPUTER SCIENCE I - PROGRAMMING AND PROBLEM SOLVING (4)	
CS2	CS 23001 - COMPUTER SCIENCE II - DATA STRUCTURES AND ABSTRACTION (4)	every
DS4CS	CS 23022 - DISCRETE STRUCTURES FOR COMPUTER SCIENCE (3)	semester
CA	CS 35101 - COMPUTER ARCHITECTURE (3)	
HIC	CS 32301 - HUMAN INTERFACE COMPUTING (3)	
OS	CS 33211 - OPERATING SYSTEMS (3)	
ALG	CS 46101 - DESIGN AND ANALYSIS OF ALGORITHMS (3)	1
PL	CS 33101 - STRUCTURE OF PROGRAMMING LANGUAGES (3)	
NET	CS 35201 - COMPUTER COMMUNICATION NETWORKS (3)	every other
SE	CS 33901 - SOFTWARE ENGINEERING (3)	semester
DB	CS 33007 - INTRO TO DATABASE SYSTEM (3)	
CS3	CS 44001 - COMPUTER SCIENCE III - PROGRAMMING PATTERNS (4)	
CAPS	CS 49901 - CAPSTONE PROJECT (ELR) (WIC) (3)	
INTSHP	CS 33192 - INTERNSHIP IN COMPUTER SCIENCE (ELR) (1-3)	every
RES	CS 49998 - RESEARCH (ELR) (1-15)	semester
NETSEC	CS 45203 - COMPUTER NETWORK SECURITY (3)	
DFOR	CS 47207 - DIGITAL FORENSICS (3)	
ICRYP	CS 47221 - INTRODUCTION TO CRYPTOLOGY (3)	
INSEC	CS 47205 - INFORMATION SECURITY (3)	every 4
SYSP	CS 43203 - SYSTEMS PROGRAMMING (3)	semesters
WP1	CS 44105 - WEB PROGRAMMING I (3)	]
WP2	CS 44106 - WEB PROGRAMMING II (3)	

### **ROADMAP OF BA in COMPUTER** SCIENCE

#### [AS-BA-CS]

http://catalog.kent.edu/colleges/as/cs/computer-scienceba/#roadmaptext

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.

Plan of Study Grid							
	<u>CS 13011</u>	COMPUTER SCIENCE IA: PROCEDURAL PROGRAMMING					
1	<u>&amp; CS 13012</u>	and COMPUTER SCIENCE IB: OBJECT ORIENTED PROGRAMMING	4				
	<u>or</u> <u>CS 13001</u>	or COMPUTER SCIENCE I: PROGRAMMING AND PROBLEM SOLVING					
	<u>UC 10097</u>	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1				
	Kent Core Requirement						
	Kent Core Requirement						
	Kent Core Requirement						
	Credit Hours						
		Semester Two					
!	<u>CS 23022</u>	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	3				
	College General Requirement						
	Kent Core Requirement						



Kent Core Requirement			3		
	Kent Core Requirement				
	Credit Hours				
		Semester Three			
!	<u>CS 23001</u>	COMPUTER SCIENCE II: DATA STRUCTURES AND ABSTRACTION	4	CS 23001 CS II '	CS 23001 CS II
1	<u>C\$ 35101</u>	COMPUTER ARCHITECTURE	3	CS35101 COMPUTER ARCHITECTURE	CS35101 COMPUTER ARCHITECTURE
	Foreign Langu	lage	4		
	College Genera	al Requirement	3		
	Kent Core Req	uirement	3		
		Credit Hours	17		
		Semester Four			
1	<u>CS 33101</u>	STRUCTURE OF PROGRAMMING LANGUAGES	3	Kent Core Requirement	CS33101 STRUCT OF PROGRAMM LANGUAGES
!	<u>CS 33211</u>	OPERATING SYSTEMS	3	CS33211 OPERATING SYST. >	Kent Core Requirement
	Computer Science Upper-Division Elective (CS 30000 or 40000 level)			CS Upper-Division Elective (CS 30000 or 40000 level)	CS Upper-Division Elective (CS 30000 or 40000 level)
	Foreign Language				
	Kent Core Requirement				
	<b>Credit Hours</b>				
Semester Five					
	Computer Science Upper-Division Electives (CS 30000 or 40000 level)			2 CS Upper-Division Electives (CS 30000 or 40000 level)	2 CS Upper-Division Electives (CS 30000 or 40000 level)
Foreign Language	3				
---	----	---	--		
Kent Core Requirement	3	CS33101 STRUCT OF PROGRAMM * LANGUAGES	CS33211 OPERATING SYST.		
Kent Core Requirement	3				
Credit Hours	15				
Semester Six					
Computer Science Upper-Division Electives (CS 30000 / or 40000 level)	3	CS Upper-Division Elective (CS 30000 or 40000 level)	CS Upper Division Electives (CS 30000 or 40000 level)		
Foreign Language	3				
Kent Core Requirement	3				
Kent Core Requirement	3				
General Elective	3				
Credit Hours	15				
Semester Seven					
Computer Science Upper-Division Elective (CS 40000 level)	3	CS Upper-Division Elective (CS 40000 level)	CS Upper-Division Elective (CS 40000 level)		
General Electives	12		CS 49901 CAPSTONE PROJECT (ELR) (WIC) + 9 credit General Electives		
Credit Hours	15				
Semester Eight					
! CS 44901 SOFTWARE DEVELOPMENT PROJECT (ELR) (WIC)	4	CS 49901 CAPSTONE PROJECT (ELR) (WIC)	3 credit General Elective		
Computer Science Upper-Division Elective (CS 40000 level)	3	CS Upper-Division Elective (CS 40000 level)	CS Upper-Division Elective (CS 40000 level)		

ė.

General Electives	6	
Credit Hours	13	
Minimum Total Credit Hours:	120	

#### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date		Curriculum Bulletin
	Effective Date	Fall 2020	Approved by EPC
Department	Computer Science		
College	AS - Arts and Sciences		
Degree	BS - Bachelor of Science		<u> </u>
Program Name	Computer Science (no concentratio	n) Progr	am Banner Code AB-BS-CS
Concentration(s)	Concentration(s) Banner C	ode(s)	
Proposal	Offer program at another campus or off site		

#### Description of proposal:

I am proposing to offer the Bachelor of Science in Computer Science at the Stark campus. Thank you for reviewing this proposal.

Currently the Stark campus offers only the minor in Computer Science (CS). Over the years, due to the students' request, the number of CS courses offered at the Stark campus that are part of the BS in Computer Science program has grown tremendously, up to the point that the Stark campus is ready to offer the complete Bachelor of Science in Computer Science.

Does proposed revision change program's total credit hours? 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):

According to the Bureau of Labor and Statistics the Computer Science industry is projected to grow much faster that other industries over the next decade, with some occupations growing faster than others. "Employment of Software Developers is expected to grow 24% in the year 2016-2026 [https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm]], much faster than the average for all occupations". This program offering is a response to the increasing demand in the field.

The institution of the BS in Computer Science at the Stark campus will not only benefit the Stark campus and ,help serve the local community, but at the same time will help the Kent campus feed both the CS grad program with our best students, as well as the CS undergrad program with students who, along their educational path want to change or add another concentration to their degree or take courses from the large selection of electives that are offered at the Kent campus.

An environmental study has been performed to see the effect of the program on the local community area. The environmental study has been attached to this application for your perusal (see page 6 of BS-CS-Stark-Attachment File.pdf).

The number of students in Computer Science at the Stark campus has grown by 59.4% since Fall 2011 with 41 students in Fall 2011 versus 102 students in Fall 2018. Between Fall 2017 and Fall 2018 the number of Computer Science students remained steady, even with the decrease of overall enrollment at the campus, with 103 students in Fall 2017 versus 102 students in Fall 2018 (see graph on page 1 of the attachment file (BS-CS-Stark-Attachment File.pdf) for more details).

The course rotation currently in place is able to satisfy that requirements of the Bachelor of Science in Computer Science. The course rotation is on page 2 of the attachment file (of BS-CS-Stark-Attachment File.pdf). All the remaining non-CS courses required for the completion of the degree are currently already offered at Stark. This course rotation will permit the students

#### Page 2 of 2

entering the degree either in Fall or in Spring to complete the BS degree in 4 years. A semesterby-semester plan of study to ensure a timely graduation for KSU-Stark students entering the BS in CS in Fall or Spring that reflects the roadmap of the BS in CS from the catalog (from http://catalog.kent.edu/colleges/as/cs/computer-science-bs/#roadmapstext) is available on page 3 of the attachment file (of BS-CS-Stark-Attachment File.pdf).

The entire current course rotation has been achieved with 2 CS tenure track Stark faculty, one full time adjunct instructor and 3-4 rotating GA Ph.D. students from the Department of Computer Science at the Kent campus. No additional staffing is required at this time.

I will be glad to provide any additional file or information regarding the implementation of the CS Bachelor of Science in Computer Science at Stark on request.

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

The curriculum committee and the entire faculty of the Department of Computer Science has been consulted. Both committees have approved the proposal. The Dean of the Stark campus and the faculty of the Department of Mathematics at the Stark campus, through the person of Dr. Kasturiarachi, has been consulted and they strongly supported the proposal.

No other programs or campuses are expected to be affected by this proposal.

REQUIRED ENDORSE	MENTS
Department Chair / School Director	11 27 19
Alexist a Alexinit	11 12 19
Mary ann Haley	12120119
College Defan (or designee)	

Dean of Graduate Studies (for graduate proposals)

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

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#### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation	Date	Curriculum Bulletin	
Effective Da	te Fall 2020	Approved by EPC	
Computer Science			
AS - Arts and Sciences			

College	AS - Arts and Sciences	
Degree	<b>BS - Bachelor</b> of Science	
Program Name	<b>Computer Science</b>	Program Banner Code AS-BS-CS
Concentration(s)	information Security	Concentration(s) Banner Code(s) INSE
Proposal	Offer program at another c	ampus or off site

#### Description of proposal:

Department

I am proposing to offer the Bachelor of Science in Computer Science with the concentration in Information Security at the Stark campus. Thank you for reviewing this proposal.

Currently the Stark campus offers only the minor in Computer Science (CS). Over the years, due to the students' request, the number of courses offered that are part of the BS in Computer Science has grown immensely on our campus up to the point that Stark is ready to offer a complete Bachelor in Computer Science. Since the hiring of Dr. Y. Chae, whose research expertise is in security, many of the newly offered elective courses in CS at Stark are in the security area. Consequently a Bachelor of Science in Computer Science with the Concentration in Information Security is the appropriate choice.

Does proposed revision change progr	am's total credit hours?	🗌 Yes	🛛 No
Current total credit hours: 120	Proposed total credit	nours 120	

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

Currently "security" is one of the most attractive topics both in research as well as in industry. With the complete conversion of data into digital format, there is an extreme need to protect data from attacks and guarantee privacy. Consequently, Information Security is becoming a necessity in almost every kind of business. The Bureau Labor of Statistics

https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm indicates that job market for Information Security Analysts is expected to grow by 28% in the next decade - much faster than the average job growth. This fast growing field will soon require businesses to actively seek professionals with such expertise. This program offering is a response to increasing demand in the field.

The institution of the BS in Computer Science with the concentration in Information Security at the Stark campus will not only benefit the Stark campus and help serve the local community, but at the same time will help the Kent campus feed both the CS grad program with our best students, as well as the CS undergrad program with students who, along their educational path, want to change or add another concentration to their degree or take courses from the large selection of electives that are offered at the Kent campus.

An environmental study has been performed to see the effect of the program on the local community area. The environmental study has been attached to this application for your perusal (see page 7 of BS-CS-INSE-Stark-Attachment File.pdf).

The number of students in Computer Science at the Stark campus has grown by 59.4% since Fail 2011 with 41 students in Fail 2011 versus 102 students in Fail 2018. Between Fail 2017 and Fail 2018 the number of Computer Science students remained steady, even with the decrease of overall enrollment at the campus, with 103 students in Fail 2017 versus 102 students in Fail 2018

(see graph on page 1 of the attachment file (BS-CS-INSE-Stark-Attachment File.pdf) for more details).

The course rotation currently in place is able to satisfy the requirements of the Bachelor of Science in Computer Science with the concentration in Information Security. The course rotation is on page 2 of the attachment file (BS-CS-INSE-Stark-Attachment File.pdf). All the remaining non-CS courses required for the completion of the degree are currently offered at Stark. This course rotation will permit the students entering the degree either in Fall or in Spring to complete the BS degree in CS with the concentration in Information Security in 4 years. A semester-by-semester plan of study to ensure a timely graduation for KSU-Stark students entering the BS in CS with the concentration Security in Fall or Spring that reflects the roadmap of the BS in CS with the concentration in Information Security from the catalog (from http://catalog.kent.edu/colleges/as/cs/computer-science-bs/#roadmapstext) is available on page 3 of the attachment file (BS-CS-INSE-Stark-Attachment File.pdf).

To avoid or minimize duplications with CS security electives offered at the Kent campus, the CS courses on security at Stark have been offered either in a semester when they were not offered at the Kent campus or in a face-to-face format, when an online version was available, to provide an alternative format.

The entire current course rotation has been performed with 2 CS tenure track Stark faculty, one full time adjunct instructor and 3-4 rotating GA Ph.D. students from the Department of Computer Science at the Kent campus. No additional staffing is required at this time.

I will be glad to provide any additional file or information regarding the implementation of the CS Bachelor of Science in Computer Science with the concentration in Information Security at Stark on request.

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

The curriculum committee, the coordinator of the concentration in Information security Dr. Ghazinour, and the entire faculty of the Department of Computer Science has been consulted. All of them have supported and approved the proposal. The Dean of the Stark campus and the faculty of the Department of Mathematics at the Stark campus, through the person of Dr. Kasturiarachi, has been consulted and they strongly supported the proposal.

No other programs or campuses are expected to be affected by this proposal.

REQUIRED ENDORSEMENTS	]
Department Chair / School Director	11-191-19
Campus Dean (for Regional Campuses proposals)	11 12, 19
May an Huy College Dean (or designee)	12,20,19
Dean of Graduate Studies (for graduate proposals)	//
Executive Vice President for Academic Affairs and Provost (or designee)	//



**Board of Regents** 

University System of Ohio

#### Change Request: Offering Existing Program at Regional Campus

Date of submission: 11/01/2019

Name of institution: Kent State University

Name of campus: Stark Campus

**Program to be delivered at the site:** Computer Science within the Bachelor of Science degree (No concentration and Information Security concentration only)

Proposed start date: Fall 2020

#### Primary institutional contact for this request:

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

Date that the request received final approval from the appropriate institutional committee: Final approval by the Educational Policies Council, a sub-committee of the Faculty Senate, on *date pending* 

#### **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.

Computer Science is the fastest growing major on the Stark campus and has garnered steady student interest throughout. Between fall 2013-fall 2018 the enrollment on campus has increased – specifically, 79, 76, 82, 83, 103, and 101 respectively. The environmental scan points to a strong workforce demand through the year 2026. The scan also highlights the affordability of our program compared to other universities in Stark County. Additionally, Computer Science, is one of the STEMM disciplines covered by the Choose Ohio First (COF) grant for student merit scholarships, with guaranteed funding from the Ohio Department of Higher Education (ODHE) through AYs 2016-2021, and the possibility of future renewal.

With two dedicated faculty members, Dr. Angela Guercio (Coordinator) and Dr. Younghun Chae, all coursework for the Bachelor of Science in Computer Science can be delivered at Kent State University at Stark. A faculty member in applied mathematics teaches the sections of Discrete Structures and there are other fulltime members in applied mathematics who could teach other select courses. Currently there is a request for a new TT hire in Computer Science for AY 2020-2021.

The proposed Computer Science major at the Stark Campus has some unique features:

- 1. The program will be primarily anchored at the Stark Campus for students who consider the campus as their entry point to Kent State University. These students will complete the degree at the Stark Campus.
- 2. By having the full Bachelor of Science degree in Computer Science, the STEMM fields will be strengthened. As a true interdisciplinary subject, lower division computer science courses will provide attractive elective choices for students in several STEMM disciplines.
- 3. The strong collaborative partnership between the two campuses will allow students who start at the Stark Campus and desire to pick a different concentration in CS, to seamlessly transfer to the Kent Campus after several semesters.

#### 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. 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 senior vice president for academic affairs, and a full range of support personnel who are supervised by an assistant dean for academic affairs 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, disability services, admissions, registration, financial aid, advisement, registrar, bursar and tutoring.

The chair of the Computer Science Department, Dr. Javed Khan, oversees all curricular and academic aspects of the Bachelor of Science in Computer Science.

1.2 Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar, etc.) 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. 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 resources center, disability 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, etc.) 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 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 and provide a timeline for implementing the changes.

There are no changes in resources and facilities. This is an established regional campus which already provides the resources and the facilities to host the courses required for the establishment of the program. We have two large computer labs, open computer pods in each building, and two designated technology enhanced classroom where computer science courses are scheduled. All campus computers have the dedicated software for student access. A specialized lab for computer science research is currently under development.

# 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 program. The Stark campus houses a full academic library with access to computers, information literacy instruction, interlibrary loan, KentLINK and OhioLINK. The library has 3-D printers, a high-end poster printer, and iPads and professional cameras for student use.

## 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.

	Available o	on Campus	
Degree/Major (Concentration)	Full	Partial	Comments for Chancellor's Staff
BS degree in Computer Science (No concentration)	*		All required courses for the degree together with a set of elective courses will be offered on-ground at the Stark Campus. The number of electives will be sufficient to complete the degree. Students are welcome to take additional electives at the Kent Campus.
BS degree in Computer Science (Information Security concentration)	~		The only specific concentration that will be offered at the Stark Campus is in Information Security. All required courses in the concentration together

	with a set of elective courses will be
	offered on-ground at the Stark
E Contraction of the second seco	Campus. The number of electives will
	be sufficient to complete the degree
	within the concentration. Students are
	welcome to take additional electives at
	the Kent 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 courses offered at the Stark Campus for the degree programs in consideration are face-to-face.

#### **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 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 all Kent State University campuses.

The 2019-2020 University Catalog for the program requirements are provided in the link below: BS in CS program requirements:

http://catalog.kent.edu/colleges/as/cs/computer-science-bs/#programrequirementstext (no concentration)

http://catalog.kent.edu/colleges/as/cs/computer-science-bs/#ISC (concentration in Information Security)

A copy of each full-time faculty member's CV must be included as Appendix A.

\*Number of courses instructor will teach per year at all campus locations.

Instructor name and rank Full/ part time Full/ Degree title, institution, year 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*
Angela Guercio, Associate Professor	FT	Ph.D. Computer Science, Kent State University 2004	33	CS 13001 CS I CS 33101 Struct. of Progr. Languages CS 35201 Comp Comm. Networks CS 33901 Software Engineering CS 44105 Web Programming I CS 44106 Web Programming II CS 49901 Capstone Project CS 46901 Design and Analysis of Algorithms CS 33192 Human Interface Computing CS 49998 Research (No load) CS 33192 Internship in CS (No load)	8
Younghun Chae, Assistant Professor	FT	Ph.D. Computer Science, University of Rhode Island, 2016	4	CS 23001 CS II CS 23001 CS II CS 33211 Operating Systems CS 35101 Computer Architecture CS 33007 Intro to Database Design CS 47205 Information Security CS 45203 Computer Network Security CS 47221 Intro to Cryptology CS 47207 Digital Forensic CS 43203 System Programming CS 49998 Research (No load) CS 33192 Internship in CS (No load)	8
Aloysius Bathi Kasturiarachi, Associate Professor	FT	Ph.D. Mathematics, University of North Carolina at Chapel Hill, 1993	32	CS 23022 Discrete Structures for CS MATH 20011 Decision-Making under Uncertainty	2
Open Position	PT/ FT	Part-Time Instructor Currently there is a request for a new TT CS hire for AY 2020-2021.		CS 33007 Intro to Database Design CS 44001 CS III	1
FT Faculties of the Department of Mathematics in rotation. All of them who teach the courses in consideration have extended years of teaching experience. For example, faculty who will teach them in Spring 2020 are Dr. Cynthia Barb Ph.D., Dr. Oliver Ruff Ph.D., Dr. Janice Kover Ph.D., Dr. Relja Vulanovic Ph.D., Dr. J. Alexopoulos Ph.D.	FT	Ph.D.	7-35	MATH 12002 Analytic Geometry and Calc I (KMCR) MATH 12013 Brief Cal II (or equivalent MATH 12003) MATH 21002 Applied Linear Algebra	1-2

# 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.

Currently there is a request for a new TT CS hire for AY 2020-2021. The new hire will cover the courses that have been currently offered by part-time instructors. We will seek a TT hire with research expertise in areas of high interest, such as Big Data, Data Science, and AI, thus increasing the number of electives offered at the campus and continue to offer attract options for students. The Stark Campus has approximately 100 students in the CS major currently and has a steady enrollment projection for future years. Helping this trend is the Choose Ohio First scholarships through ODHE that are available for Stark Campus students.

#### **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.

Please refer to the Environmental Scan in Appendix B.

4.2 Indicate the projected enrollments for the program at this site over the next three years.

	2020-2021	2021-2022	2022-2023
First-year students	28	30	32
Second-y	ear students	24	26
	T	hird-year students	22

# 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.

The decision to propose this program was reached after extensive consultations with appropriate curricular and administrative bodies on Campus and in the College of Arts and Sciences (e.g., campus Academic Planning Committee, campus dean, college dean; the Undergraduate Curriculum Committee and the Department of Computer Sciences).

In addition, several business groups and government agencies have networked with our students. The office of Career Services and Internships at the Stark Campus will oversee the placement of computer science majors in internships throughout local companies, including Timken, DieBold-Nixdorf, Progressive Insurance, and Patriot Software.

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 three private universities that offer degrees in computer science. There are no public institutions that offer computer science degrees in Stark County.

- Malone University
- University of Mount Union
- Walsh University

#### APPENDICES

#### Appendix Description

- A Faculty curricula vitae
- B Environmental Scan

#### **Commitment to Program Delivery at Site**

Kent State University is committed to supporting the Computer Science program at its Stark Campus. If the university decides in the future to either eliminate the degree program or close the campus, Kent State University 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 Provost and Senior Vice President for Academic Affairs Kent State University

#### BS in CS (no concentration) at Stark

#### [AS-BS-CS]

#### **Attachment Material**

This file contains:

- 1) The trend of CS students enrollment total at KSU-Stark between Fall 2011 and Fall 2018;
- 2) The Computer Science (CS) Course Rotation at Stark;
- 3) The roadmap of BS in Computer Science no concentration (AS-BS-CS].

Use the links for easy access to the attachments.



#### CS Course Rotation at KSU-Stark

Current CS rotation, future CS course rotation, and staffing

#### **LEGEND** - Staffing

Dr. A. GUERCIO, FTT

Dr. A. KASTURIARACH, FTT

Dr. Y. CHAE, FTT

PT INSTRUCTOR

GUERCIO/CHAE FTT (NO LOAD)

FA17	SP18	FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22	FA22	SP23	FA23	SP24	FA24	SP25
CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI
CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	C52	CS2	CS2	CS2	CS2
DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS
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ICRYP	INSEC	DFOR	SYSP	ICRYP	INSEC	DFOR	SYSP	ICRYP	INSEC	DFOR	SYSP	ICRYP	INSEC	DFOR	SYSP

LEGEND - Course Abbreviation

lower level upper level electives concentration specific

Abbreviation	Full Course Name (credit)	Frequency
INTRO CSI CS2 DS4CS	CS 10051 - INTRO TO COMPUTER SCIENCE (KMCR) (4) CS 13001 - COMPUTER SCIENCE I - PROGRAMMING AND PROBLEM SOLVING (4) CS 23001 - COMPUTER SCIENCE II - DATA STRUCTURES AND ABSTRACTION (4) CS 23022 - DISCRETE STRUCTURES FOR COMPUTER SCIENCE (3) CS 25(4) - COMPUTER ADDITES (4)	every semester
HIC OS ALG PL NET SE DB CS3 CAPS	CS 33001 - COMPUTER ARCHITECTURE (3) CS 3201 - HUMAN INTERFACE COMPUTING (3) CS 3201 - OPERATING SYSTEMS (3) CS 46101 - DESIGN AND ANALYSIS OF ALGORITHMS (3) CS 33101 - STRUCTURE OF PROGRAMMING LANGUAGES (3) CS 33201 - COMPUTER COMMUNICATION NETWORKS (3) CS 33007 - INTRO TO DATABASE SYSTEM (3) CS 44001 - COMPUTER SCIENCE III - PROGRAMMING PATTERNS (4) CS 49901 - CAPSTONE PROJECT (ELR) (WIC) (3)	every other semester
INTSHP RES	CS 33192 - INTERNSHIP IN COMPUTER SCIENCE (ELR) (1-3) CS 49998 - RESEARCH (ELR) (1-15)	every semester
NETSEC DFOR ICRYP INSEC SYSP WP1 WP2	CS 45203 - COMPUTER NETWORK SECURITY (3) CS 47207 - DIGITAL FORENSICS (3) CS 47221 - INTRODUCTION TO CRYPTOLOGY (3) CS 47205 - INFORMATION SECURITY (3) CS 43203 - SYSTEMS PROGRAMMING (3) CS 44105 - WEB PROGRAMMING I (3) CS 44106 - WEB PROGRAMMING II (3)	every 4 semesters

#### ROADMAP OF BS IN COMPUTER SCIENCE (NO CONCENTRATION) [AS-BS-CS]

http://catalog.kent.edu/colleges/as/cs/computer-science-

#### bs/#roadmapstext

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.

#### **Plan of Study Grid**

#### Semester One

IS 13011 COMPUTER SCIENCE IA: PROCEDURAL PROGRAMMING & CS 13012 and COMPUTER SCIENCE IB: OBJECT ORIENTED PROGRAMMING or CS 13001 or COMPUTER SCIENCE I: PROGRAMMING AND PROBLEM SOLVING MATH 12002ANALYTIC GEOMETRY AND CALCULUS I (KMCR) UC 10097 DESTINATION KENT STATE: FIRST YEAR EXPERIENCE Kent Core Requirement General Electives **Credit Hours** Semester Two ICS 23001 COMPUTER SCIENCE II: DATA STRUCTURES AND ABSTRACTION CS 23022 DISCRETE STRUCTURES FOR COMPUTER SCIENCE MATH 12013BRIEF CALCULUS II MATH 20011 DECISION-MAKING UNDER UNCERTAINTY Kent Core Requirement **Credit Hours** Semester Three ICS 33211 OPERATING SYSTEMS ICS 35101 COMPUTER ARCHITECTURE MATH 21002 APPLIED LINEAR ALGEBRA Foreign Language **Credit Hours** Semester Four HUMAN INTERFACE COMPUTING INTRODUCTION TO DATABASE SYSTEM DESIGN COMPUTER COMMUNICATION NETWORKS CS 32301 CS 33007 CS 35201 Foreign Language **Credit Hours Semester Five** 

	Suggested semester-by-semester plan of ensure a timely graduation for students ent the remaining courses are those of the r	study of CS courses at KSU-Stark to ering the BS in CS in Fall or Spring. All oadmap as printed in the catalog.
	Fall (even)	Fall (odd)
Credits 4	CS 13001 COMPUTER SCIENCE I	CS 13001 COMPUTER SCIENCE I
5 1 3 3 16		
4 3 3 3 3 16	CS 23001 COMPUTER SCIENCE II CS 23022 DISCRETE STRUCT. FOR CS	CS 23001 COMPUTER SCIENCE II CS 23022 DISCRETE STRUCT. FOR CS
3 3 3 4 13	CS 33007 INTRO TO DATA BASE CS 35101 COMPUTER ARCHITECTURE	CS 33007 INTRO TO DATA BASE CS 35101 COMPUTER ARCHITECTURE
3 3 3 4 13	CS 32301 HUMAN INTERFACE COMPUTING CS 33211 OPERATING SYSTEMS CS 44001 CS III	CS 47207 DIGITAL FORENSIC CS 33211 OPERATING SYSTEMS CS 33901 SOFTWARE ENGINEERING

ICS 33901 SOFTWARE ENGINEERING CS 444001 COMPUTER SCIENCE III-PROGRAMMING PATTERNS	3 4	CS 35201 COMPUTER COMM. NETWORKSCS 3 CS 33101 STRUCT. OF PROGRAMMING C	5201 COMPUTER COMM. NETWORKS S 33101 STRUCT. OF PROGRAMMING
ICS 46101 DESIGN AND ANALYSIS OF ALGORITHMS Kent Core Requirement	3	LANGUAGES CS44105 WEB PROGRAMMING I CS 4	LANGUAGES 6101 DESIGN AND ANALYSIS OF ALG
Kent Core Requirement	3		
Credit Hours	16		
Semester Six			
ICS 33101 STRUCTURE OF PROGRAMMING LANGUAGES Computer Science (CS) Upper-Division Electives (30000 or 40000 level)	3 3	CS 33901 SOFTWARE ENGINEERING CS44106 WEB PROGRAMMING II	CS 44001 CS III CS 32301 HUMAN INTERFACE COMPUTING
Kent Core Requirement	3		
Kent Core Requirement	3		
Kent Core Requirement	3		
Credit Hours	15		
Semester Seven			
CS 49901 CAPSTONE PROJECT (ELR) (WIC)	4	CS 46101 DESIGN AND ANALYSIS OF ALG	CS44105 WEB PROGRAMMING I
Computer Science (CS) Upper-Division Electives (30000 or 40000 level)	3	CS 45203 COMPUTER NETW. SECURITY	CS 47221 INTRO TO CRYPT
Computer Science (CS) Upper-Division Electives (40000 level)	3	CS 43203 SYSTEM PROGRAMMING	KENT CORE REQUIREMENT
Kent Lore Requirement	3		
Kent Core Requirement	3		
Credit Hours	16		
Semester Eight			
Computer Science (CS) Upper-Division Electives (40000 level)	6	CS 49998 CAPSTONE PROJECT	CS 49998 CAPSTONE PROJECT
Kent Core Requirement Kent Core Requirement	3		CS44106 WEB PROGRAMMING II
General Electives	3		
Credit Hours	15		
Minimum Total Credit Hours:	120		

### BS in CS with Information Security concentration at Stark [AS-BS-CS-INSE]

#### **Attachment Material**

This file contains:

- 1) The trend of CS students enrollment total at KSU-Stark between Fall 2011 and Fall 2018;
- 2) The Computer Science (CS) Course Rotation at Stark;
- 3) The roadmap of BS in Computer Science: Information Security concentration [AS-BS-CS-INSE].

Use the links for easy access to the attachments.



#### CS Course Rotation at KSU-Stark

Current CS rotation, future CS course rotation, and staffing

**LEGEND** - Staffing

Dr. A. GUERCIO, FTT Dr. A. KASTURIARACH, FTT

Dr. Y. CHAE, FTT PT INSTRUCTOR

GUERCIO/CHAE FTT (NO LOAD)

FA17	SP18	FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22	FA22	SP23	FA23	SP24	FA24	SP25
CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI	CSI
CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2	CS2
DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS	DS4CS
CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA
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ICRYP	INSEC	DFOR	SYSP	ICRYP	INSEC	DFOR	SYSP	ICRYP	INSEC	DFOR	SYSP	ICRYP	INSEC	DFOR	SYSP

**LEGEND – Course Abbreviation** 

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lower level upper level electives concentration specific

Abbreviation	Full Course Name (credit)	Frequency
INTRO CS1 CS2 DS4CS CA	CS 10051 - INTRO TO COMPUTER SCIENCE (KMCR) (4) CS 13001 - COMPUTER SCIENCE I - PROGRAMMING AND PROBLEM SOLVING (4) CS 23001 - COMPUTER SCIENCE II - DATA STRUCTURES AND ABSTRACTION (4) CS 23022 - DISCRETE STRUCTURES FOR COMPUTER SCIENCE (3) CS 35101 - COMPUTER ARCHITECTURE (3)	every semester
HIC OS ALG PL NET SE DB CS3 CAPS	CS 32301 - HUMAN INTERFACE COMPUTING (3) CS 33211 - OPERATING SYSTEMS (3) CS 46101 - DESIGN AND ANALYSIS OF ALGORITHMS (3) CS 33101 - STRUCTURE OF PROGRAMMING LANGUAGES (3) CS 35201 - COMPUTER COMMUNICATION NETWORKS (3) CS 33001 - SOFTWARE ENGINEERING (3) CS 33007 - INTRO TO DATABASE SYSTEM (3) CS 44001 - COMPUTER SCIENCE III - PROGRAMMING PATTERNS (4) CS 49001 - CAPSTONE PROJECT (ELR) (WIC) (3)	every other semester
INTSHP RES	CS 33192 - INTERNSHIP IN COMPUTER SCIENCE (ELR) (1-3) CS 49998 - RESEARCH (ELR) (1-15)	every semester
NETSEC DFOR ICRYP INSEC SYSP WP1 WP2	CS 45203 - COMPUTER NETWORK SECURITY (3) CS 47207 - DIGITAL FORENSICS (3) CS 47201 - INTRODUCTION TO CRYPTOLOGY (3) CS 47205 - INFORMATION SECURITY (3) CS 43203 - SYSTEMS PROGRAMMING (3) CS 44105 - WEB PROGRAMMING I (3) CS 44106 - WEB PROGRAMMING II (3)	every 4 semesters

# ROADMAP OF BS in COMPUTER SCIENCE: INFORMATION SECURITY CONCENTRATION [AS-BS-CS-INSE]

http://catalog.kent.edu/colleges/as/cs/computer-sciencebs/#ISC

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.

#### Plan of Study Grid

	Semester One	Credit
! <u>CS 13011</u>	COMPUTER SCIENCE IA: PROCEDURAL	
& <u>CS 1301</u> 2	PROGRAMMING	
or <u>CS 1300</u>	and COMPUTER SCIENCE IB: OBJECT	
	ORIENTED PROGRAMMING	
	or COMPUTER SCIENCE I:	
	PROGRAMMING AND PROBLEM	
	SOLVING	
MATH 120	22 ANALYTIC GEOMETRY AND CALCULUS	
	I (KMCR)	
<u>UC 10097</u>	DESTINATION KENT STATE: FIRST	
37	YEAR EXPERIENCE	
Kent Core R	equirement	:
General Elec	ctives	:
	Credit Hours	1
	Semester Two	
1 <u>(\$ 23001</u>	COMPUTER SCIENCE II: DATA	
	STRUCTURES AND ABSTRACTION	
1523022	DISCRETE STRUCTURES FOR	
CC 22201	CUMPUTER SCIENCE	
LS 32301	HUMAN IN TERFACE COMPUTING	
MATH 200		
MALIN 200		
	Credit Nours	1
	Semester Three	1
1 (\$ 33211	ODEDATING SVCTEMS	
LCS 35101	COMPLITER ARCHITECTURE	
CS 47221	INTRODUCTION TO CRYPTOLOGY	
MATH 2100	2 APPLIED LINEAR ALCERRA	
Foreign Lan	guage	
Bit Butt	Credit Hours	10
	Semester Four	

<u>;e-</u> of !)	Suggested semester-by-semester plan of stu timely graduation for students entering the BS Security, in Fall. All the remaining courses ar	idy of CS courses at KSU-Stark to ensure a in CS with the concentration in Information re those of the roadmap, as printed in the
	Fall (even)	Fall (odd)
dits 4	CS 13001 COMPUTER SCIENCE I	CS 13001 COMPUTER SCIENCE I
5		
3 2 15		
4	CS 23001 COMPUTER SCIENCE II	CS 23001 COMPUTER SCIENCE II
3	CS 23022 DISCRETE STRUCT. FOR CS	CS 23022 DISCRETE STRUCT. FOR CS
3 3 3	KENT CORE REQUIREMENT	CS 32301 HUMAN INTERFACE COMPUTING
16		
3 3 3 3 4 16	CS 33007 INTRO TO DATA BASE CS 35101 COMPUTER ARCHITECTURE CS 47221 INTRO TO CRYPT	CS 35201 COMPUTER COMM. NETWORKS CS 35101 COMPUTER ARCHITECTURE CS 47207 DIGITAL FORENSIC

CS 33007	INTRODUCTION TO DATABASE	3	CS 33211 OPERATING SYSTEMS	CS 33211 OPERATING SYSTEMS
	SYSTEM DESIGN			
I <u>CS 35201</u>	COMPUTER COMMUNICATION NETWORKS	3	CS 32301 HUMAN INTERFACE COMPUTING	CS 33901 SOFTWARE ENGINEERING
CS 43203	SYSTEMS PROGRAMMING	3	CS 47205 INFORMATION SECURITY	CS 43203 SYSTEM PROGRAMMING
Foreign Langu	age	4		
Kent Core Req	uirement	3	CS 44001 CSIII	
	Credit Hours	16		
	Semester Five			
CS 33901	SOFTWARE ENGINEERING	3	CS 35201 COMPUTER COMM. NETWORKS	CS 33007 INTRO TO DATA BASE
I CS 46101	DESIGN AND ANALYSIS OF	3	CS 33101 STRUCT, OF PROGRAMMING LANGUAGES	CS 46101 DESIGN AND ANALYSIS OF ALC
	ALGORITHMS			
1 CS 47205	INFORMATION SECURITY	3	CS 47207 DIGITAL FORENSIC	CS 47221 INTRO TO CRYPT
Kent Core Reg	uirement	3		CS 45203 COMPUTER NETW SECURITY
General Electiv	/es	2		
	Credit Hours	14		
	Semester Six			
I CS 33101	STRUCTURE OF PROGRAMMING	3	KENT CORE REQUIREMENT	KENT CORF REQUIREMENT
	LANGUAGES			NEXT CONE NEQUINEMENT
1 CS 44001	COMPUTER SCIENCE III-	4	CS 33901 SOFTWARE ENGINEERING	CS 44001 CSU
	PROGRAMMING PATTERNS			C5 11001 C5m
CS 45203	COMPUTER NETWORK SECURITY	3	CS 43203 SYSTEM PROGRAMMING	CS 47205 INFORMATION SECURITY
Concentration	Elective	3	KENT CORE REQUIREMENT	KENT CORE REQUIREMENT
Kent Core Reg	uirement	3		NEW CONE REQUIREMENT
	Credit Hours	16		
	Semester Seven			
LCS 49901	CAPSTONE PROJECT (ELR) (WIC)	4	CS 46101 DESIGN AND ANALYSIS OF ALC	CS 33101 STRUCT OF PROCRAMMING LANGUAGES
Kent Core Reg	wirement	3	CS 45203 COMPLITER NETW SECURITY	CS SSTOT STRUCT. OF FROM AMPINING LANGUAGES
Kent Core Reg	uirement	3		
Kent Core Reg	uirement	3		
nene oor e neq	Credit Hours	13		
	Semester Fight	15		
Kent Core Reg	uirement	2	CS 49998 CAPSTONE BROIECT	CS 49999 CARSTONE PROJECT
Kent Core Reg	uirement	2	CJ 47770 CALSTONE PROJECT	C3 47770 CAPSTONE PROJECT
Kent Core Requirement		2		
Kent Core Requirement		3		
General Flectiv	195	2		
Source Picces	Credit Hours	14		
	Minimum Total Credit Hours	120		
	statistical sour cicult fiburs.	120		

#### Computer Science Environmental Scan Kent State University at Stark

In order to assess the need for a computer science degree at Kent State University at Stark, an environmental scan of computer science employment and education was conducted. Computer occupation employment is projected to grow in Ohio. The number of computer science bachelor's degrees awarded grew by approximately 13 percent from 2008 to 2016. Tuition at Kent State University at Stark is approximately 29 to 36 percent of other local programs.

The research includes data from the following sources:

- Ohio Board of Regents
- U.S. Bureau of Labor Statistics
- Websites of Malone University, University of Mount Union and Walsh University

#### Computer Occupation Employment in Canton-Massillon Metropolitan Area

According to The U.S. Bureau of Labor and Statistics, the Canton-Massillon Metropolitan Area employees 2,360 in computer occupations. The location quotient for computer occupations in the metropolitan area indicates a lower employment rate than other areas.

Occupation (SOC code)	Employment	Location Quotient
Computer Occupations (15-1100)	2,360	0.47

#### Computer Occupations Employment Projections and Job Openings in Ohio

As shown in the table below, The U.S. Bureau of Labor and Statistics is projecting employment growth in computer occupations in Ohio.

Occupation (SOC code)	2016	2026	Number	Percent	Job Openings (2016-2026)
Computer Occupations (15-1100)	141,452	150,094	8,642	6.3%	10,311

#### **Ohio Engineering Degrees**

According to the Ohio Board of Regents, Ohio Universities have been awarding computer science degrees as shown in the table below. From 2008 to 2016, the growth of engineering bachelor's degrees awarded was 12.7 percent.

Discipline Area	2008	2009	2010	2011	2012	2013	2014	2015	2016	% Change 2008 to 2016
University Main and Regional Campuses - Bachelor's Degree										
Computer Science	1,168	1,182	1,127	1,171	1,353	1,288	1,310	1,299	1,316	12.7%

#### Cost of Other Stark County Universities offering Computer Science Degrees

According to data from their websites tuition rates are as follows:

- Malone University \$831 per credit hour
- University of Mount Union \$762 per credit hour
- Walsh University \$791 per credit hour



DATE:	October 31, 2019
TO:	Chair Javed Khan and Feodor Dragan
FROM:	Angela Guercio (Coordinator of CS) and Bathi Kasturiarachi (Chair APC Stark)
SUBJECT:	New academic program evaluation – Computer Science

This report outlines the assessment and recommendations of the Academic Planning Committee (APC) on the proposal submitted by Dr. Angela Guercio for establishing the B.S. in Computer Science (Information Security), B.S. in Computer Science (no concentration), and the B.A. in Computer Science degrees at Kent State University at Stark.

#### **Executive Summary**

Kent State University at Stark has the faculty strength, required course rotation, computer resources, and the academic support services to offer the B.S. in Computer Science (Information Security concentration), B.S. in Computer Science (no concentration), and the B.A. in Computer Science degrees. The new programming is designed with a commitment to collaborate between departments. The proposal encapsulates benefits and opportunities through its objectives and follows through with a robust action plan. The Academic Planning Committee gives the proposal the highest rating for success.

#### S.W.O.T Analysis

#### **Strengths**

With two dedicated faculty members, Dr. Angela Guercio (Coordinator) and Dr. Younghun Chae, all coursework in the three concentrations can be delivered at Kent State University at Stark. There are other fulltime faculty members in applied mathematics who could teach sections of Discrete Structures and other select courses. Computer Science is the fastest growing major on campus and has garnered steady student interest throughout. Between fall 2013-fall 2018 the enrollment on campus has increased – specifically, 79, 76, 82, 83, 103, and 101 respectively. The environmental scan points to a strong workforce demand through the year 2026. The scan also highlights the affordability of our program compared to other universities in Stark County. Additionally, Computer Science, is one of the STEMM disciplines covered by the Choose Ohio First (COF) grant for student merit scholarships, with guaranteed funding from the Ohio Department of Higher Education (ODHE) through AYs 2016-2021, and the possibility of future renewal.

#### Weaknesses

There were no identifiable points of weakness in the proposal.

#### **Opportunities**

The Academic Planning Committee has identified several opportunities with Computer Science as a new major at Kent State University at Stark.

- The proposed program will help forge a stronger partnership with the Department of Computer Science by building pathways for our students to complete their degree in other concentration areas in CS
- At the Stark Campus the opportunity exists to seek funding to outfit the CS lab in Main Hall 302

- Opportunity to continue the collaboration with the existing Computer Design, Animation, and Game Design (CDAG) degree available on campus, by sharing the computer lab in Main Hall 313 and the adjoining Virtual Reality (VR) room.
- With a commitment and support from the Dean and the VP for Systems Integration during a conversation with the chair of Academic Planning Committee, we believe that the new degrees have the potential to make a good case for a future hire in CS. Currently there is a request for a new TT hire for AY 2020-2021.

#### **Threats**

There were no identifiable threats in the proposed program due to the highly supportive and collaborative nature of the partnership between the Computer Science departments at Kent State University and Kent State Stark.

#### **Computer Science at Kent State Stark**

The U.S. Bureau of Labor and Statistics is projecting employment growth in computer occupations in Ohio by 10,311 jobs during the ten-year period 2016-2026. At Kent State University, the number of Computer Science bachelor's degrees awarded grew by approximately 13% from 2008 to 2016, and the positive trend is expected to continue. We believe that the three concentrations of the Computer Science degree at the Stark Campus will create the following benefits:

- 1. Provide additional partnerships between the Stark Campus and area businesses in Stark and surrounding counties.
- 2. Strengthen the collaboration with the Department of Computer Science by providing additional opportunities for Stark Campus students.
- 3. Serve to distinguish Stark Campus graduates as having a signature experience that prepares them to become competitive in the computer technology industry

The enrollment in Computer Science at Kent State University has grown in recent years. The table below provides a breakdown of the numbers by campus. The CS faculty will continue to explore student interest and employer interest in Computer Science and Information Security. Recruitment efforts will be enhanced through the existing partnerships with area high schools via the College Credit Plus (CCP) program. Besides the Kent Campus, Walsh University is offering a B.S. in Cyber Security. Their program is a blend of CS and Information Computer Technology courses (ICT) with no permanent faculty specialized in Security. The next closest university with a B.S. in Computer Science is Case Western Reserve, which is outside our geographical reach.

Fall 2017	Fall 2018
B.A. (Kent) = 50	B.A. (Kent) = 45
B.S. (Kent) = 466	B.S. (Kent) = 482
Total Kent Campus = 516	Total Kent Campus = 527
Total all Campuses = 656	Total all campuses = 660
Total Regional Campuses = 140	Total Regional Campuses = 133
Total Stark Campus = 103	Total Stark Campus = 101

Kent State University at Stark has the required computer labs and the academic support services to retain students in the proposed program. The campus has an active Computer Club that supports a learning community. Dr. Guercio has networked with, Dr. Javed Khan - Chair of Computer Science, who has pledged strong support to establishing the CS degrees at the Stark Campus. The current (2016-2021) Choose Ohio First (COF) scholarships in STEMM at the Stark Campus helps recruit talented students into the CS major. Further strengthening the partnership between the two campuses is a new proposal spearheaded by Chair Khan, to obtain a large scholarship grant through the new COF initiative by the Ohio Department of Higher Education (ODHE). The Computer Science Department has always been very supportive of our program over the past several years when new courses were introduced in the curriculum. As the coordinator, Dr. Guercio will be responsible for administrative oversight with necessary support from academic advisors.

#### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	9 1-Mar-19	Curriculum Bulletin
Effective Date	Fail 2020	Approved by EPC

Proposal	Offer prog	gram at another campu	s or off site		
Concentration(s)		Concentration(s) Banne	er Code(s)		
Program Name	Geology	Program Banner Code	ALERA-GEOL		
Degree	BA - Baci	nelor of Arts			
College	AS - Arts and Sciences				
Department	Geology				

Description of proposal:

Change Request: New Program Offering at an Existing Campus: BA in Geology at Stark Campus

We are proposing to offer the Bachelor of Arts in Geology at the Stark Campus. Currently the Stark Campus offers all the necessary coursework for the BA in Geology. Over the years, due to the student requests, the number of GEOL courses offered at the Stark Campus that are part of the BA in Geology has grown and the number of majors have increased.

Does proposed revision change program's total credit hours? 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 changes are needed to offer this program.

The BA in Geology is ideal for students who consider Stark Campus as their entry point to Kent State University. The presence of multiple degrees at the Stark Campus and the excellent instruction and small class sizes make the BA in Geology an attractive STEM option.

According to the Ohio Board of Regents, universities in Ohio have seen a growth of 260% in the awarding of geology degrees. The proposed addition will follow the positive trend to meet the increasing demand in the field. An environmental study has been performed to see the effect of the program on the local community area. A copy of the environmental scan has been attached to this application for your perusal.

The course rotation currently in place satisfies the requirements of the Bachelor of Arts in Geology. This course rotation has been accomplished with two full-time faculty members and some adjunct instructors. All of the upper division requirements are taught by Dr. Carrie Schweitzer and Dr. Eric Taylor. No additional staffing is required at this time.

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

The curriculum committee and the faculty council of the Department of Geology have been consulted. Both committees have approved the proposal. The Dean of the Stark Campus and the Academic Planning Committee (APC) have been consulted and they strongly support the proposal.

No other programs or campuses are expected to be affected by this proposal.

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Denne Hom
Department Chair / School Director
Menuie A Seachsut
Campus Dean (for Regional Campuses proposals)
Man Ann Haley
College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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

GEOL



**Board of Regents** 

University System of Ohio

#### Change Request: Offering Existing Program at Regional Campus

Date of submission: 11/30/2019

Name of institution: Kent State University

Name of campus: Stark Campus

Program to be delivered at the site: Bachelor of Arts degree in Geology

Proposed start date: Fall 2020

#### Primary institutional contact for this request:

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

Date that the request received final approval from the appropriate institutional committee: Final approval by the Educational Policies Council, a sub-committee of the Faculty Senate, on *date pending* 

#### **Educator Preparation Programs:**

Program leads to licensure:NoProgram 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.

Students can currently, with careful planning, obtain this degree at the Stark Campus (at least 3 have done so already). The B.A. in Geology will complement our campus offerings in the B.A. in Environmental Studies and B.A. in Biological Sciences. The offering of this degree at the Stark Campus will be ongoing.

Geology is one of the fastest growing majors on the Stark Campus and has garnered steady student interest throughout. According to the Ohio Board of Regents, universities in Ohio have seen a growth of 260% in the awarding of geology degrees. The proposed addition will follow the positive trend to meet the increasing demand in the field. An environmental study has been performed to see the effect of the program on the local community area. Geology occupation employment is around 850 jobs in Ohio with positive location quotients for specific job designations. Future job projections point to a strong average 10% growth. A copy of the environmental scan has been attached to this application. The scan also highlights the affordability of our program compared to other universities in Stark County. Additionally, Geology, is one of the STEMM disciplines covered by the Choose Ohio First (COF) grant for student merit scholarships, with guaranteed funding from

EOL

the Ohio Department of Higher Education (ODHE) through AYs 2016-2021, and the possibility of future renewal.

With two dedicated faculty members, Dr. Carrie Schweitzer (Coordinator) and Dr. Eric Taylor, all coursework for the Bachelor of Arts in Geology can be delivered at Kent State University at Stark.

The proposed Geology major at the Stark Campus has some unique features:

- 1. The program will be primarily anchored at the Stark Campus for students who consider the campus as their entry point to Kent State University. These students will complete the degree at the Stark Campus.
- 2. By having the full Bachelor of Arts degree in Geology, the STEMM fields will be strengthened. As a true interdisciplinary subject, the B.A. in Geology will offer the students a signature experience on campus with all non-GEOL coursework very well supported by other degree programs available on campus.

#### 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. 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 senior vice president for academic affairs, and a full range of support personnel who are supervised by an assistant dean for academic affairs 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, disability services, admissions, registration, financial aid, advisement, registrar, bursar and tutoring.

The chair of the Department of Geology, Dr. Daniel K. Holm, oversees all curricular and academic aspects of the B.A. in Geology.

1.2 Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar, etc.) 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. 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 resources center, disability 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, etc.) to

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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 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 and provide a timeline for implementing the changes.

There are no changes in resources and facilities. This is an established regional campus which already provides the resources and the facilities to host the courses required for the establishment of the program. The specialized Geology labs and research spaces are located on the ground floor of the Science & Nursing building at the Stark Campus. Undergraduate research opportunities in Geology are available to students through the Undergraduate Research Assistant (URA) program. We have two large computer labs, open computer pods in each building, and several designated technology enhanced classrooms. All campus computers have the dedicated software for student access.

# 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 program. The Stark campus houses a full academic library with access to computers, information literacy instruction, interlibrary loan, KentLINK and OhioLINK. The library has 3-D printers, a high-end poster printer, and iPads and professional cameras for student use.

## 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.

ļ	Available on Campus		
Degree/Major (Concentration)	Full	Partial	<b>Comments for Chancellor's Staff</b>
B.A. degree in Geology	*		All required courses required for the degree together with a set of elective courses will be offered on-ground at the Stark Campus. The number of electives will be sufficient to complete the degree. The B.A. would be an attractive option for students who desire to double major in STEMM

FEOL

disciplines.

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:

	Available	Currently Used in the Approved Program
Accelerated	X	Only for CORE courses.
Hybrid/blended	X	Only for CORE courses.
Online		Only at Kent Campus.

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 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 all Kent State University campuses.

The 2019-2020 University Catalog for the program requirements are provided in the link below:

B.A. in Geology program requirements: http://catalog.kent.edu/colleges/as/geol/geology-ba/geology-ba.pdf

A copy of each full-time faculty member's CV must be included as Appendix A.

\*Number of courses instructor will teach per year at all campus locations.

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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SEOL

Instructor name and rank	Full/ part time	Degree title, institution, year	Years teaching/ experience	Course(s) instructor will teach in proposed program	Courses taught*
Carrie Schweitzer, Professor	FT	PhD, Applied Geology, Kent State University, 2000	25	GEOL 11040 How the Earth Works; GEOL 11041 How the Earth Works; Laboratory; GEOL 11042 Earth and Life through Time; GEOL 11043 Earth and Life through Time; GEOL 34061 Invertebrate Paleontology; GEOL 44074 Paleoceanography; GEOL 40095: ST: Mass Extinctions; GEOL 40095: ST: Paleoecology; GEOL 22000 Introduction to Geology Seminar	8
Eric Taylor, Associate Professor	FT	PhD, Geological Sciences, Ohio State University, 2012	15	GEOL 11041 How the Earth Works Laboratory; GEOL 11042 Earth and Life through Time Laboratory; GEOL 23063 Earth Materials I; GEOL 31070 Earth Materials II (WIC); GEOL 22000 Introduction to Geology Seminar; GEOL 33025 Water and the Environment; GEOL 42035 Scientific Methods in Geology; GEOL 40095: ST: Natural Resources and the Environment; GEOL 40095: ST: Advanced Environmental Geology; GEOL 40095: ST: Medical Geology; GEOL 40095: ST: Geological Hazards and Disasters	10
Dustin Bates	PT	M.S., University of Akron	5	GEOL 11040 How the Earth Works; GEOL 11041 How the Earth Works Laboratory; GEOL 11042 Earth and Life through Time; GEOL 11043 Earth and Life through Time;	4

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Proposal to offer existing B.A. in Geology at the Stark Campus |Kent State University | 6

Instructor name and rank	Full/ part time	Degree title, institution, year	Years teaching/ experience	Course(s) instructor will teach in proposed program	Courses taught*
FT Faculties of the Department of Mathematics in rotation. All of them who teach the courses in consideration have extended years of teaching experience. For example, faculty who will teach them in Spring 2020 are Dr. Cynthia Barb Ph.D., Dr. Oliver Ruff Ph.D., Dr. Janice Kover, Dr.	FT	Ph.D.	7-30	MATH 11010 Algebra for Calculus MATH 11022 Trigonometry	1-2
Relja Vulanovic, Dr. John Alexopulos, Dr. Gro Hovhannisyan, Dr. A. Bathi Kasturiarachi					
FT Chemistry Faculty Dr. Andrew Burns Dr. Clarke Earley Dr. Urmila Pal- Chaudhari	FT	Ph.D.	10-30	CHEM 10060 General Chemistry 1; CHEM 10062 General Chemistry Lab 1	1-2
FT Biology Faculty Dr. Greg Smith Dr. Robert Hamilton	FT	Ph.D.	5-15	BSCI 10002 Life on Planet Earth	1-2

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.

GEOL 7.3

An adjunct pool is available to teach introductory courses. As student enrollment increases, adjustments to course offerings will include development of a course rotation for upper division requirements and electives.

The Stark Campus has approximately 25 students in the Geology major currently and has a steady enrollment projection for future years. Helping this trend is the Choose Ohio First scholarships through ODHE that are available for Stark Campus students.

## **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.

Please refer to the Environmental Scan in Appendix B.

## 4.2 Indicate the projected enrollments for the program at this site over the next three years.

The numbers below are provided for Geology majors in all concentrations.

	2020-2021 2021-		2022	2022	-2023
First-year students	10	12		15	
Second-year students			10		15
	Third-year students				15

# 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.

The decision to propose this program was reached after extensive consultations with appropriate curricular and administrative bodies on Campus and in the College of Arts and Sciences (e.g., campus Academic Planning Committee, campus dean, college dean; the Undergraduate Curriculum Committee and the Department of Geology).

Information collected by Drs. Schweitzer and Taylor indicate that student interest in this program has increased, and as a result, at least 3 students have completed a B.A. at Kent State Stark in the past few years. Students have expressed interest in taking courses at the Stark Campus to take advantage of our strengths in environmental programs.

# 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 is only one private university that offers a degree in Geology. There are no public institutions that offer Geology degrees in Stark County.

• University of Mount Union

GEOL

## **APPENDICES**

## **Appendix Description**

- A Faculty curricula vitae
- B Environmental Scan

#### Commitment to Program Delivery at Site

Kent State University is committed to supporting the Geology program at its Stark Campus. If the university decides in the future to either eliminate the degree program or close the campus, Kent State University 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]

Melody Tankersley Interim Provost and Senior Vice President for Academic Affairs Kent State University

GEDL

Environmental Scan

<u>Geology</u>

# Appendix B Geology Environmental Scan Kent State University at Stark

In order to assess the need for a geology degree at Kent State University at Stark, an environmental scan of geology employment and education was conducted. Geological occupation employment is projected to grow. The number of geology bachelor's degrees awarded grew in Ohio by approximately 206 percent from 2008 to 2016 in Ohio. Tuition at Kent State University at Stark is approximately one third of other local programs.

The research includes data from the following sources:

- Ohio Board of Regents
- U.S. Bureau of Labor Statistics
- University of Mount Union Website

## **Geology Occupation Employment in Ohio**

According to the U.S. Bureau of Labor and Statistics, Ohio employs 850 in geology occupations. The location quotient for geological employment in Ohio indicates a lower employment rate than other areas.

Occupation (SOC code)	Employment	Location Quotient
Mining and Geological Engineers (17-2151)	170	0.76
Geoscientists (19-2042)	310	0.28
Hydrologist (19-2043)	240	1.03

## Geology Occupations Employment Projections and Job Openings in Ohio

As shown in the table below, The U.S. Bureau of Labor and Statistics is projecting employment growth in geological occupations.

Occupation (SOC code)	2016	2026	Number	Percent	Annual Job Openings (2016-2026)
Mining and Geological Engineers (17-2151)	7,300	7,900	600	8.2%	600
Geoscientists (19-2042)	32,000	36,500	4,500	14.0%	3,500
Hydrologist (19-2043)	6,700	7,400	700	9.9%	700

## **Ohio Geology Degrees**

According to the Ohio Board of Regents, Ohio Universities have been awarding geology degrees as shown in the table below. From 2008 to 2016, the growth of geology bachelor's degrees awarded was 260 percent.

Discipline Area	2008	2009	2010	2011	2012	2013	2014	2015	2016	% Change 2008 to 2016
University Main and Regional Campuses - Bachelor's Degree										
Geology	113	136	141	165	205	221	231	284	294	260%

## Cost of Other Stark County Universities offering Geology Degrees

University of Mount Union - \$762 per credit hour per their website

GEOL 26



TO: Educational Policies Council
FROM: Interim Senior Vice President and Provost Melody J. Tankersley
SUBJECT: Agenda of the Educational Policies Council
DATE: 12 March 2020

There will be <u>no in-person meeting</u> held for either graduate or undergraduate council in March. There is, however, an agenda of information and lesser action items and list of course changes for both councils. These items will be transmitted through the EPC e-mail listserv, and any questions, concerns or comments will be recorded through the listserv and answered accordingly.

If an EPC member wishes to elevate any of the items listed on this agenda to an action or discussion item, please notify <u>Therese Tillett</u>, by Friday, 20 March 2020, to ensure that the item is added to the agenda for the next EPC meeting. All items on this agenda will be approved administratively and implemented if there are no objections from EPC members by 20 March 2020.

## **GRADUATE EDUCATIONAL POLICIES COUNCIL**

## LESSER ACTION ITEMS

## College of the Arts, School of Fashion Design and Merchandising

 Revision of admission requirements for the Fashion Industry Studies [FIS] major within the Master of Fashion Industry Studies [MFIS] degree. Revision includes increasing the undergraduate GPA, from 3.000 to 3.300; and revising the applicant's goal statement, from 500 to 1000 words. Effective Fall 2021 (noted in 2020-21 University Catalog)

#### College of Communication and Information, School of Information

 Revision of admission requirements for the Knowledge Management [KM] major within the Master of Science [MS] degree. Revision includes adding a statement of exceptions requirement for students whose overall GPA is below a 3.000.
 Effective Spring 2021(noted in 2020-21 University Catalog)

#### **College of Podiatric Medicine**

 Revision of course requirements for the Podiatric Medicine [PM] major within the Doctor of Podiatric Medicine [DPM] degree. Revision includes adding PCS 80121, PCS 80122, PCS 80123 and PCS 80230; and removing PCS 80125 and PCS 80126. Minimum total credit hours to program completion increase, from 210 to 214. Effective Fall 2020

## **UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL**

#### **INFORMATION ITEMS**

#### College of Business Administration, School of Management and Information Systems

 Initial inquiry to establish the Business Analytics major within the Bachelor of Business Administration degree. A full proposal will come to EPC for a vote at a later date. Attachment 1

#### College of Communication and Information, School of Digital Sciences

 Temporary suspension of admission for the Digital Sciences [DSCI] major within the Bachelor of Arts [BA] degree. Admission will be suspended for one year while the faculty engage in a comprehensive revision of the degree program with a plan to launch the new curriculum in fall 2021. Effective Spring 2021 | Attachment 2

#### LESSER ACTION ITEMS

#### College of the Arts, School of Art, School of Music

 Revision of the policy on requirements for admission to advanced study for art education and music education to remove the Praxis Core requirement. Effective Fall 2020

#### College of Communication and Information, School of Digital Sciences

2. Inactivation of the Digital Science [DSCI] minor. Effective Fall 2020

## UNDERGRADUATE UNIVERSITY REQUIREMENT COURSE REVISIONS

#### Experiential Learning Requirement Courses Approved Effective Fall 2020

AERN	45499	Air Traffic Control Capstone Laboratory (2)	stablish
ENGR	48099	Engineering Capstone I (1)E	stablish
ENGR	48199	Engineering Capstone II (3)E	stablish
		Writing Intensive Courses Approved Effective Fall 2020	
ENGR	48199	Engineering Capstone II (3)E	stablish

## **COURSE REVISIONS**

		Course Subject Establishment Effective Fall 2020	
SEPP	Sport, E	Exercise and Performance Psychology	Establish
		Course Revisions Effective Fall 2020	
AERN	45350	Avionics (3)	Inactive
ENGR	27100	Fundamentals of Operating Systems for Engineering (3)	Establish
EXPH	63095 63091	Research Seminar (1) to:	Revise
EXPH	73095 73091	Research Seminar (1) to:	Revise
GERO LTCA	63192	Practicum in Nursing Home Administration II (6) to:	Revise
NURS	44000	Population-Based Nursing for Professional Nursing Practice (3)	Inactive
SEPP	20026	Psychological Foundations of Sport and Exercise (3)	Establish
SEPP	40020	High-Performance Athletes in Sport (3)	Establish
SEPP	45007	Principles and Application of Sport Psychology (3)	Establish
SEPP	45300	Motivation in Sport, Performance and Movement Settings (3)	Establish
SPAD	50020	High-Performance Athletes in Sport (3)	Establish
AGENI	DA UPD	DATES	
19 Aug	ust EPC	Agenda	
HIST Credit I	69499 hours inc	Interdisciplinary Project in History (3 or 6)	Establish
21 Octo	ber EPC	Agenda	
ECET	21005 22102	Partnerships in Child Guidance (3) to	Revise
Revisio	n withdro	awn by the college	
LIS Incorrec	40645 ctly listed	Database Fundamentals for Information Professionals (3)	Establish
18 Nov	ember E	PC Agenda	
COMM Incorred	45092 ctly listed	Internship in Communication Studies (3-6) d as 3 credit hours	Revise
PEP PESP	35010	Psychological Dimensions of Motor Behavior (3) to:	Revise
WIC sto	itus not l	listed	
SOC Credit I	42092 hours inc	Internship in Sociology (1-9) correctly listed as 3	Revise

AGENE 27 Jan	DA UPDA uary EPC	ATES <i>continued</i> Agenda	
AERN <i>Course</i>	15743 does not	Private Pilot Helicopter Flight (3) t exist	Inactive
AERN ENGR <i>Course</i>	20000 title cha	Professional Development in Aeronautics I (1) to: Professional Development in Engineering nge not listed	Revise
AERN ENGR	35201	Thermal Fluid Engineering Laboratory (1) to:	Revise
Course	title and	creat nours incorrectly listed	
AERN	35815 35892	Small Unmanned Aircraft Systems Flight Practicum (2) to:	Revise
Course	number	change not listed	
AERN CAE <i>Course</i>	45096 title cha	Individual Investigation in Aeronautics (1-3) to: Individual Investigation in Aeronautics and Engineering nge not listed	Revise
BSCI	60431 50431	Neuroendocrinology (2) to (3) to:	Revise
Course	number	changed not listed	
CS	49901 49999	Capstone Project (4) to:	Revise
Course	number	change not listed	
DSCI EMAT <i>Course</i>	49910 49991 title and	Emerging Technologies in Digital Sciences (1-3) to: Seminar in Emerging Technologies I course number change not listed	Revise
DSCI EMAT <i>Course</i>	59910 59991 title and	Emerging Technologies in Digital Sciences (1-3) to: Seminar in Emerging Technologies I course number change not listed	Revise
ENGR <i>Course</i>	65098 number	Research (1-6) incorrectly listed as 68098	Establish
ENGR Credit	81091 hours inc	Aerospace Seminar (1)	Establish
ENGR <i>Course</i>	85098 number	Research (1-6) incorrectly listed as 88098	Establish
FIN <i>Course</i>	46056 number	Advanced Fixed Income Management (3) incorrectly listed as 46057	Establish
FIN Course	46070 number	Advanced Commercial Bank Management (3)	Establish
FIN <i>Course</i>	56056 number	Advanced Fixed Income Management (3) incorrectly listed as 56057	Establish
FIN Course	56070 number	Advanced Commercial Bank Management (3) incorrectly listed as will be 56069	Establish

## AGENDA UPDATES *continued* 27 January EPC Agenda *continued*

GEOL <i>Course</i>	41085 number	Mass Extinctions: Causes and Consequences (3)	.Establish
HIST Incorre	51132 ctly listed	History of Africa, 1880-Present (3) as a revision	.Inactive
HIST Incorre	71132 ctly listed	History of Africa, 1880-Present (3) as a revision	.Inactive
IT	36095	Special Topics in Computer Technology (2-3) to: Special Topics in Information Technology (1-3)	.Revise
Credit I	nour chai	nge not listed	
LIS	60603	Cataloging and Classification II (3) to: Subject Analysis, Representation and Access	.Reactive
Incorre	ctly listed	as a revision	
LIS	60870 60892	Culminating Experience for Dual Degree (6) to:	.Revise
Course	number	change not listed	
TAS	47900 47999	Technical and Applied Studies Capstone (3) to:	.Revise
Course	number	change not listed	
TECH CAE	22095	Special Topics in Technology (1-4) to: Special Topics in Aeronautics and Engineering	.Revise
Incorre	ctly listed	as course subject changing to ENGR	
TECH Incorre	41096 ctly listed	Individual Investigation in Technology Education (1-4)	.Inactive
TECH ENGR	43800 43899	Applied Engineering Technology Seminar (3) to:	.Revise
Course	number	change not listed	
TECH ENGR	46000 46099	Computer Engineering Technology Capstone (3) to:	.Revise
Course	number	change not listed	
TECH ENGR	52200	Interaction of Radiation with Materials (3) to: Radiation Processing of Materials	.Revise
Course	title cha	nge not listed	
TECH ENGR	53800 53899	Applied Engineering Technology Seminar (3) to:	.Revise
Course	number	change not listed	
TECH ENGR	55551	Introduction to Nanaotechnology (3) to:	.Revise
Course	revision	withdrawn, TECH 55551 has been inactivated since fall 2019	
VCD Incorre	80171 ctly listed	Critical Practices in Design Research (3) as a revision	.Establish

Preparation Date	2-Dec-19	Curriculum Bulletin
Effective Date	select one	Approved by EPC

Department	Management & Information Systems				
College	BU - Business Administration				
Degree	BBA - Bachelor of Business Administration				
Program Name	<b>Business Analytics</b>	Program Banner Code			
Concentration(s)	Concentration	(s) Banner Code(s)			
Proposal	Establish program				

#### Description of proposal:

The College offers a graduate major in Business Analytics with enrollment of about 35 students. The proposed undergraduate Business Analytics major would attract undergraduate students who want to take advantage of the growth opportunities in the analytics field. Furthermore, according to the US Bureau of Labor Statistics 2012-2022 report, the expected job growths in select areas of business analytics is strong.

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);

The proposed Business Analytics major within the BBA has the potential to improve enrollment. No additional resources will be needed to launch the program but there could be need for more resources if the program grows beyond the current capacity.

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

1. MIS-FAC 2. College of Business Curriculum Committee

REQUIRED ENDORSEMENTS

12,6,19

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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



## Interdepartmental Correspondence

## **Department of Management & Information Systems**

TO:	Elizabeth Sinclair, Assistant Dean, College of Business
FROM:	O. Felix Offodile, Chair, M&IS Department
DATE:	December 6, 2019
SUBJECT:	Proposal to Establish a Business Analytics major within the BBA

Attached is the CCP and Letter of Intent to establish a new major in Business Analytics within the BBA. The College of Business Administration already offers a graduate major in Business Analytics with enrollment of about 35 students. The proposed undergraduate Business Analytics major would attract undergraduate students who want to take advantage of the growth opportunities in the analytics field.

The proposal has been approved by the M&IS Faculty Advisory Committee (FAC) and the Chair of the Department.



Mike DeWine, Governor Randy Gardner, Chancellor

## INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

Date of submission:	December 3, 2019
Name of institution:	Kent State University
Primary institutional contact for this request:	Therese E. Tillett, Associate Vice President of Curriculum Planning and Administration, Office of the Provost 330-672-8558 / ttillet1@kent.edu
Name of program:	Bachelor of Business Administration in Business Analytics
Classification of Instructional Program (CIP):	52.1301 Management Science, General
Proposed start date:	Fall 2020 Start date is contingent upon final approval from the Ohio Department of Higher Education and the Higher Learning Commission.
Type of request:	$\Box$ New degree designation at Kent State $\boxtimes$ New major within an existing degree at Kent State
Delivery options:	

- Campus-based
- □ Online/hybrid delivery
- $\hfill\square$  Flexible or accelerated delivery
- $\hfill\square$  Offering the program at a new offsite location
- $\hfill\square$  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

If yes, explain.

## Provide a brief description of the request.

The College of Business Administration is proposing a new undergraduate major in Business Analytics within the Bachelor of Business Administration degree that will be housed in the Department of Management and Information Systems. The major will complement an already successful and internationally ranked Master of Science in Business Analytics program. The major will enable graduates gain entry level analytics positions across a broad spectrum of industries or serve as a pathway to the graduate program in Business Analytics for those who wish to pursue advanced degrees in the discipline.

The proposed undergraduate major would attract students who want to take advantage of the growth opportunities in the analytics field. As of Fall 2019, the graduate major in Business Analytics enrolled 35 students. The focus of the major is to develop students who will understand and be able to apply business analytics to real-world problems. While theoretical knowledge is important, the primary focus will be on the application of this knowledge to real-world problems. It is expected that students graduating with this major will be in demand for entry-level analytics positions in the workforce.

## Explain the academic unit's rationale for making the request.

Analytics is the science of turning data into meaningful information a business could use for its competitive advantage. There is high demand for Business Analytics professionals due to increasing need for expertise in the analyses and interpretation of huge amounts of data from the points of sale, internet, cell phones, social media, and other electronic devices. Demand for business analytics expertise transcends all areas of business including banking, healthcare, retail markets, manufacturing, finance and the public sector. As a diverse field that caters to the needs of equally diverse industries, business analytics programs are amalgamation of curricula from across several cognate disciplines. An undergraduate major in the discipline would provide baccalaureate students the opportunity to gain more in-depth knowledge in the field before joining the workforce. The major would also put the College of Business Administration in a unique position to offer an integrated business analytics education across the undergraduate and graduate curricula, making it one of only a few institutions with diverse and comprehensive analytics offering.

The goal of the major is to produce graduates that understand and are ready to implement business analytical methods in realistic business contexts. Graduates will be knowledgeable with the general analytical methodologies in play but also have understanding of the challenges involved in choosing the right problems or opportunities to addressing, selecting the best method(s) for analysis, interpreting the results into actionable solutions, and communicating and promoting the solution to stakeholders. They, therefore, will be problem solvers and not just data processors. Additionally, graduates of the major should be able to also provide leadership within his/her team by advancing their educational backgrounds in an emerging field with excellent potential for continued growth and employment. Practically every report shows that the employment outlook for business analytics graduates is robust for the foreseeable future. Recent research, including by the McKinsey Global Institute<sup>1</sup> and Accenture Institute for High Performance projects<sup>2</sup>, show that there is an acute need for analytics professionals. This need is driven by the increased use of data across many sectors and industries, including health care, manufacturing, finance and insurance, retail and government. Demand for positions in the analytics domain is expected to continue to grow according to the US Bureau of Labor Statistics 2012-2022 report<sup>3</sup> on select areas of the discipline (Table 1).

Occupation	No. of Jobs, 2016	Employment Change 2016-2026	Job Outlook 2016-2026	Median Pay/year
Mathematicians/	[			
Statisticians	40,300	13,500	33%: Much faster than average	\$84,760
Financial Analysts	296,100	32,200	11%: Faster than average	\$84,300
Budget Analysts	58,400	3,800	7%: Slower than Average	\$75,240
Market Research				
Analysts	595,400	138,300	32% Much faster than average	\$60,300
Operations			<b></b>	
<b>Research Analysts</b>	114,000	31,300	27%: Much faster than average	\$81.390
<b>Computer Systems</b>				
Analysts	600,500	54,400	9%: Much faster than average	\$88.270
Information			<u> </u>	1
Security Analysts	100,000	28,500	28%: Much faster than average	\$95,510

Table 1: 2016-2026 Job Outlook for Analytics related Occupations

Further, the rationale for making this request include the advancement of the College of Business Administration's strategic plan for curricula currency and improvement, and employment prospects in Ohio for graduates from the proposed major:

a. Kent State's College of Business Administration Curricula Improvement Strategy:

The maintenance and improvement of the College of Business Administration's national ranking and accreditation requires robust curricula with qualified and experienced faculty. The College is accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB) and abides by the strict curricula standards of that body. Consequently, the College has several full-time faculty members who have published widely in the analytics literature, including those with several years of practical industry experience. Furthermore, ancillary instruction and training will be augmented through capstone projects and/or internships.

<sup>&</sup>lt;sup>1</sup> Manyika, J., Chui, M., Brown, B., Bughin, J., Dobbs, R., Roxburgh, C., & Byers, A. H. (2011). "Big data: The next frontier for innovation, competition, and productivity." McKinsey Global Institute. <u>http://www.mckinsey.com/insights/business\_technology/big\_data\_the\_next\_frontier\_for\_innovation.</u> Retrieved February 2019.

<sup>&</sup>lt;sup>2</sup> Elizabeth Craig, David Smith, Narendra P. Mulani and Robert J. Thomas, "Where will you find your analytics talent?" Outlook, October 2012.

<sup>&</sup>lt;sup>3</sup> Bureau of Labor Statistics, "Occupational Employment Projections to 2026." January 2018. <u>https://data.bls.gov/search/query/results?cx=013738036195919377644%3A6ih0hfrgl50&q=analyst.</u> Retrieved February 20, 2019.

**b.** <u>State of Ohio Employment Projections for Business Analysts</u>: There is growth in Ohio and the local economy for analytics-related positions as evidenced by comparing 2014 and 2019 job postings in Indeed.com (Table 2)<sup>4</sup> for select Ohio metropolitan areas. Furthermore, more than 90% of graduates from the Master of Science in Business Analytics program have positive career outcomes (employed or pursuing advanced degrees). Feedback from those students and their employers, and our experiences delivering the master's program, have helped guide the curricular decisions of the program and how to design and deliver the proposed major.</u>

	analytics		big data		statistics		data analysis	
	2014	2019	2014	2019	2014	2019	2014	2019
Akron/ Cleveland	442	1273	63	363	470	617	266	1964
Cincinnati	416	1293	60	404	263	576	182	1551
Columbus	602	992	34	416	372	491	290	1506
Totals	1460	3558	157	1183	1105	1684	738	5021
% Change	143.	70%	653.	50%	52.4	0%	580.	35%

Table 2: Job Postings in Select Ohio Metropolitan Areas by Search Term

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

There are no additional resources needed to offer the proposed business analytics major. The College of Business Administration already has experience delivering the master's level Business Analytics program, for which courses and necessary facilities and technologies already exist. The proposed major will have additional coursework, some of which will be offered as a 4/5 with the Master of Science in Business Analytics program. The existing faculty already teaching in the Master of Science in Business Analytics program will be enough to offer any new courses required in the major. However, as the program grows, additional faculty may be necessary to support the program.

Furthermore, no additional library, administrative and student support services will be needed to support the proposed major. The Kent Campus and College of Business Administration resources such as Career Services Office (CSO) is sufficiently prepared to offer the necessary student services and support. Thus, the proposed major will be administered by the current faculty, advisors, and staff of the College of Business Administration.

<sup>&</sup>lt;sup>4</sup> <u>http://www.indeed.com/jobs?q=analytics</u>. Retrieved February 2019.

From:	Offodile, Felix
Sent:	Tuesday, January 28, 2020 10:40 AM
То:	MELTON JR, AUSTIN
Cc:	Murali Shanker; Razavi, Rouzbeh
Subject:	Business Analytics major within the BBA
Attachments:	LOI-Intial Inquiry-BBA-Bus Ana.pdf; Business Analytics Courses.pdf

Importance:

High

Hi Austin,

Thanks again for taking the time to meet with us last week to discuss our proposal for a Business Analytics major within the Bachelor of Business Administration degree. As requested, please find a copy of our Initial Inquiry and courses in the proposed program attached for your information and input.

Please send us a letter of support at your earliest convenience. We look forward to working with you as we develop the final proposal for the major.

All the best.

Felix



14 February 2020

To Whom It May Concern:

l enthusiastically support the proposal to offer the Bachelor of Business Administration in Business Analytics starting in fall 2021. Business Analytics is an important field which has already shown great potential for improving business processes and productivity, and indications are that in the future business analytics will continue to be a significant force for improving businesses.

The College of Business Administration has a successful master's program in Business Analytics. This undergraduate program will be an important addition and will help our College of Business Administration and Department of Management and Information Systems to continue to be local and national leaders in business analytics.

This proposed Bachelor of Business Administration in Business Analytics is a very positive step for Kent State University. This program will help establish Kent State University as a leader in data analytics. This program will also help prepare the way for a successful complementary undergraduate program in Data Science, and together these two programs will solidify Kent State University as a national leader in data analytics.

Sincerely yours,

Austin Melton

Austin Melton Professor of Computer Science and Mathematical Sciences Acting Chair of Computer Science

From:	Scott Bogoniewski <sbogonie@kent.edu></sbogonie@kent.edu>	
Sent:	Tuesday, January 28, 2020 12:18 PM	
То:	Offodile, Felix	
Cc:	ROBINS, DAVID	
Subject:	Re: Business Analytics major within the BBA	

Hello Felix,

Thank you for meeting with us last week and discussing your new business analytics curriculum. We support this curriculum and future collaborations.

Best,

-Scott

Sent from my iPhone

On Jan 28, 2020, at 10:41 AM, Offodile, Felix <foffodil@kent.edu> wrote:

Hi Scott,

Thanks again for taking the time to meet with us last week to discuss our proposal for a Business Analytics major within the Bachelor of Business Administration degree. As requested, please find a copy of our Initial Inquiry and courses in the proposed program attached for your information and input.

Please send us a letter of support at your earliest convenience. We look forward to working with you as we develop the final proposal for the major.

All the best.

Felix

<LOI-Intial Inquiry-BBA-Bus Ana.pdf> <Business Analytics Courses.pdf>

Offodile, Felix
Tuesday, January 28, 2020 10:58 AM
MANGRUM, RICHARD
Murali Shanker; Razavi, Rouzbeh
Business Analytics major within the BBA
LOI-Intial Inquiry-BBA-Bus Ana.pdf; Business Analytics Courses.pdf

Importance:

High

Hi Richard,

I hope this note finds you well. I am writing to share our proposal to develop a Business Analytics major within the Bachelor of Business Administration degree. Please see the attached documents for our Initial Inquiry and courses in the proposed major for your information and input.

Please let us know if you have any questions, or need to meet for further clarifications. Otherwise, we will appreciate a letter of support at your earliest convenience. We look forward to working with you as we develop the final proposal for the major.

All the best and thank you.

Felix

O. Felix Offodile Professor & Chair Management & Information Systems BSA A-432, 475 Terrace Drive, Kent, OH 44242-001 P: (330) 672-1141 | foffodil@kent.edu www.kent.edu/business

BA
1

Hello Felix,

I was happy to review the proposal for a Business Analytics major within the Bachelor of Business Administration degree. I found it to be a solid proposal with real potential to benefit students. In particular big data and aggregation is becoming ever prevalent and graduates will need to be able to make sense of it all, and, make application of the information.

Many thanks to you and your colleagues for a job well done.

Clear Skies and Tailwinds, Dr. Richard L. Mangrum, ATP Professor / Graduate Coordinator CAE Chief Dispatcher

Colossians 2:8-10

From: Offodile, Felix <foffodil@kent.edu> Sent: Monday, February 3, 2020 10:52 AM To: MANGRUM, RICHARD <rmangrum@kent.edu> Subject: RE: Business Analytics major within the BBA

Hi Richard,

No need for a formal letter. An email will do just fine.

Thanks.

Felix

From: MANGRUM, RICHARD <<u>rmangrum@kent.edu</u>> Sent: Monday, February 3, 2020 10:03 AM To: Offodile, Felix <<u>foffodil@kent.edu</u>> Subject: RE: Business Analytics major within the BBA

Hello Felix,

I'd be happy to help. How would you like the "note"? Is an email ok or would you like something more formal? Thank you.

Clear Skies and Tailwinds,

From:	ROLLYSON, MATTHEW
Sent:	Wednesday, January 29, 2020 2:47 PM
То:	Offodile, Felix
Cc:	Murali Shanker; Razavi, Rouzbeh
Subject:	RE: Business Analytics major within the BBA

Hi Felix,

Thank you for reaching out. I'll share this with stakeholders in CCI and then follow up with you. I look forward to working with you as well.

Thanks again and take care,

Matt

Matthew M. Rollyson Assistant Dean



College of Communication and Information

318 Library | PO Box 5190 | Kent, OH 44240 330-672-2950 | <u>mrollyso@kent.edu</u> <u>www.kent.edu/cci</u>

From: Offodile, Felix <foffodil@kent.edu> Sent: Tuesday, January 28, 2020 10:51 AM To: ROLLYSON, MATTHEW <mrollyso@kent.edu> Cc: Murali Shanker <mshanker@kent.edu>; Razavi, Rouzbeh <rrazavi@kent.edu> Subject: Business Analytics major within the BBA Importance: High

Dean Mr. Rollyson,

I hope this note finds you well. I am writing to share our proposal to develop a Business Analytics major within the Bachelor of Business Administration degree. Please see the attached documents for our Initial Inquiry and courses in the proposed major attached for your information and input.

Please let us know if you have any questions, or need to meet for further clarifications. Otherwise, we will appreciate a letter of support at your earliest convenience. We look forward to working with you as we develop the final proposal for the major.

All the best and thank you.

Felix

O. Felix Offodile Professor & Chair

# **DIGITAL SCIENCES - B.A.**

#### In Workflow

- 1. DSCI Director (drobins@kent.edu)
- 2. CI CCC Agenda Role (czingron@kent.edu)
- 3. CI Dean (areyno24@kent.edu;%20czingron@kent.edu)
- 4. Provost (jkellog7@kent.edu;%20ttillet1@kent.edu;%20dvan@kent.edu)
- 5. Educational Policies Council (jkellog7@kent.edu;%20dvan@kent.edu)
- 6. Final Catalog Review (Final%20Catalog%20Review@kent.edu)

#### **Approval Path**

- 1. Wed, 05 Feb 2020 21:21:29 GMT Scott Bogoniewski (sbogonie): Approved for DSCI Director
- Tue, 18 Feb 2020 19:11:37 GMT Catherine Zingrone (czingron): Approved for CI CCC Agenda Role
- 3. Mon, 24 Feb 2020 20:29:44 GMT Amy Reynolds (areyno24): Approved for CI Dean

#### **Program Inactivation Proposal**

Date Submitted: Mon, 03 Feb 2020 17:52:18 GMT

## Viewing: Digital Sciences - B.A. Last approved: Wed, 15 May 2019 15:42:01 GMT Last edit: Mon, 09 Mar 2020 20:14:23 GMT

Changes proposed by: czingron

Suspend

SUSPENSION OF PROGRAM Digital Sciences (DSCI) is in its third year in CCI and its eighth year at Kent State. It is an interdisciplinary program that, until now, had no faculty of its own. CCI has recently hired four faculty members with 25% – 75% appointments in DSCI. This has given CCI the opportunity to rethink the DSCI curriculum by drawing on the strengths and skill sets of new faculty as well as to better incorporate feedback from industry employers. As our new faculty reviewed the interdisciplinary curriculum, it was apparent that all of our majors needed to be revised. We have proposed restructuring the curriculum for the Bachelor of Science degree program as well as changing the name of the school to Emerging Media and Technology, which we hope to launch in fall 2020. The next steps for the faculty team are to re-develop the Bachelor of Arts in Digital Sciences and the Master of Digital Sciences programs. With the revisions to the Bachelor of Science degree program and the school name change, the faculty unanimously feel it is best to suspend admissions into the Bachelor of Arts in Digital Sciences while they decide how this program best fits with the direction of the school and college. We plan to engage in a comprehensive revision of the Bachelor of Arts degree with a plan to launch the new curriculum in fall 2021.

There are currently twelve (12) students enrolled in the Bachelor of Arts degree program, of which five (5) are seniors, three (3) are juniors, three (3) are sophomores, and one (1) is a freshman. There are currently three (3) additional students who have been offered admission for fall 2020. Since the Bachelor of Arts degree was designed as a completer program for students who are currently working in the field and who are close to degree completion, we plan to reach out to the students, especially the newly admitted students, to educate them about the Bachelor of Science degree and to assist them in determining which degree is the most appropriate and beneficial for them. For those students who are interested, we will encourage them to consider the new Bachelor of Science in Emerging Media and Technology program upon its final approval. For those students who are currently seniors and/or who decide to stay in the Bachelor of Arts degree program, we will continue to offer courses that are required for them to complete their degrees. When necessary, course substitutions will be provided when newer (updated) courses are being offered that adequately meet the program learning outcomes for the Bachelor of Arts degree.

We do not anticipate this suspension to admission will cause any loss of shared faculty or staff positions as we still plan to offer the Bachelor of Science degree program and faculty have a shared appointments in other schools in the college.

#### No

We plan to have email communication with the students as well as a series of meetings to announce changes in the school, answer questions and guide students to appropriate pathways toward their degree. We will also involve the College of Communication and Information advising team to talk with students and will include advisors in every step of the process with the students.

#### **Reviewer Comments**

Catherine Zingrone (czingron) (Tue, 18 Feb 2020 19:11:33 GMT): Sent to dean for review. Pending approval at CCI CCC Mtg on 2.21.20.

## TEMPORARY SUSPENSION OF PROGRAM Effective spring 2021

#### **Program Type:**

Major or Degree

#### College:

College of Communication and Information

#### Department/School:

School of Digital Sciences

Level:

Undergraduate

Program Name: Digital Sciences - B.A.

**Degree:** Bachelor of Arts

List the delivered modes for the program:

On-Ground

Fully Offered At: List all campuses/locations and methods (e.g., online, accelerated) for which a student can fully complete the program.

Kent Campus

#### Lead administrator for this proposal:

Scott Bogoniewski, Dave Robins, Michael Beam

#### **CIP Code**

110101 - Computer and Information Sciences, General.

#### Why are you making these revisions?

We are proposing to suspend admission to the Bachelor of Arts in Digital Sciences degree program for the 2020-21 school year. As our interdisciplinary curriculum aged, it was apparent that our majors needed revisions. We have revised the Bachelor of Science degree which is proposed to launch in the fall of 2020, and we plan to engage in a comprehensive revision of the Bachelor of Arts degree with a plan to launch in fall 2021.

#### How will these revisions affect current students in the program?

We will continue to offer courses that are required for current students to complete their degrees. When necessary, course substitutions will be provided when newer (updated) courses are being offered that adequately meet the program learning outcomes for the Bachelor of Arts degree.

## Are you establishing new or revising courses for this program? If yes, please explain. (You will also need to submit separate course workflows.)

No. This proposal aims to suspend admission to our program for one academic year. We plan to bring forward a new proposal with new and/or revised courses for the Bachelor of Arts degree.

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

#### **Units Consulted**

Department of Management and Information Systems

College of Aeronautics and Engineering

## **Catalog Copy**

## Effective Catalog:

2020-2021

#### Description: Describe the program as you would to a prospective student.

The Bachelor of Arts degree in Digital Sciences is designed to provide students with the ability to adapt and succeed in a rapidly changing digital world. The program provides a broad overview of digital technologies, often from multiple points of view. For example, a student may study the content and visual layout of a web page with a journalism professor and later study the programming aspects of a web page with a business professor. A course with an architect adds more material on design, and a

course with a computer scientist adds additional programming skills. This multidisciplinary skill set adds the flexibility needed for many of today's careers.

Building on this broad overview, the program adds further depth in technical topics, societal issues, and project management. Students gain additional technical competency by studying information management, database systems and digital security. Finally, students learn how to work on a team by studying requirements engineering, project management and team dynamics.

Programs in the College of Communication and Information are, by nature, innovative, interdisciplinary and collaborative, which is critical to both professional and scholarly disciplines. Students are educated to work at the intersections of communication, information and technology. Through a core of diverse theory- and practice-based courses, students learn basic concepts that apply across the range of college programs and develop a sense of professional expectations and build toward interdisciplinary thinking and application.

# 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.

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 (http://www.kent.edu/admissions/undergraduate/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 score, or by completing the ESL level 112 Intensive Program. For more information on international admission, visit the Office of Global Education's admission website (http://www.kent.edu/globaleducation/international-admissions/).

**Transfer, Transitioning and Former Students:** For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website (https://www.kent.edu/transfer/).

# 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 "demonstrate," "understand, "appreciate," etc.

Graduates of this program will be able to:

- 1. Demonstrate broad interdisciplinary knowledge and understanding of digital sciences across traditional college and professional boundaries. They will be able to work with technical, business, and design professionals, and will be able to integrate material from these various disciplines. They will be able to adapt their thinking based on how different societies, cultures, genders, ethnic groups and professions approach technology and information and use it in different ways.
- Demonstrate competence with a broad range of digital technologies. In many cases, they will be able to apply multiple approaches to a problem as practiced by different professions. They will demonstrate theoretical and practical understanding of web page design, web programming, computational thinking, database systems, information management, and digital systems security.
- 3. Apply design thinking to technological problems. They will demonstrate familiarity with design thinking and the relationship between design and technology. They will be able to help web designers and programmers make their technology easier to use.
- 4. Apply critical evaluation and problem solving skills to organizational needs. They will be able to analyze customer needs, consider the impact on various diverse groups or cultures, evaluate solutions from a variety of technical and design viewpoints, and solve a variety of technical and design problems.
- 5. Demonstrate effective communication skills, both verbally and in written form. They will be able to communicate as individuals or as part of a project team, and they will be able to communicate with technical, business, and design professionals.
- 6. Participate in, and lead, multidisciplinary project teams. They will demonstrate theoretical and practical understanding of requirements engineering, project management, and team dynamics. They will demonstrate practical experience working with students from another department on a multidisciplinary project team.

#### Program Requirements:

Code	Title	Credit Hours		
Major Requirements (courses count in major GPA)				
CIS 24053	INTRODUCTION TO COMPUTER APPLICATIONS	3		
CIS 24065	WEB PROGRAMMING	3		
CIS 44043	DATA MANAGEMENT AND BUSINESS INTELLIGENCE I	3		
DSCI 13210	Course DSCI 13210 Not Found	3		

1 Minimo o mala minimization			
Minimum Total Credit Hours:		120	
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours) $^2$			
Kent Core Additional			
Kent Core Basic Sciences (must include one laboratory)			
Kent Core Social Sciences (courses from two curricular areas)			
Kent Core Humanities and Fine Arts (minimum one course from each)			
Kent Core Mathematics and Critical Reasoning			
Kent Core Composition		6	
VCD 13000	DESIGN: PRINCIPLES, PROCESSES AND PRACTICE		
UXD 20001	INTRODUCTION TO USER EXPERIENCE DESIGN		
LIS 30010	INFORMATION FLUENCY IN THE WORKPLACE AND BEYOND		
JMC 21008	SOCIAL MEDIA STRATEGIES		
JMC 20001	MEDIA, POWER AND CULTURE (DIVD) (KSS)		
COMM 35852	INTERCULTURAL COMMUNICATION (DIVG)		
COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL)		
CCI 12001	PHOTOGRAPHY		
College of Communication and Informa	tion Core Electives, choose from the following:	9	
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1	
Additional Requirements (courses do n	ot count in major GPA)	5	
TECH 46411	Course TECH 46411 Not Found	3	
DSCI 41510	Course DSCI 41510 Not Found	3	
DSCI 34410	Course DSCI 34410 Not Found <sup>1</sup>	3	
DSCI 15510	Course DSCI 15510 Not Found	3	
DSCI 15210	Course DSCI 15310 Not Found	3	

<sup>1</sup> Minimum C grade required in DSCI 41510 to fulfill the writing-intensive requirement. <sup>2</sup> The following sources are recommended electives to fulfill the Superioritical electric

<sup>2</sup> The following courses are recommended electives to fulfill the Experiential Learning Requirement: DSCI 40910 or DSCI 49992.

#### Total Credit Hours:

120

## **Progression Requirements**

## **Graduation Requirements**

#### Graduation Requirements: (i.e., minimum grade in specific courses, passage of specific exam)

Minimum Major GPA	Minimum Overall GPA
2.250	2.000

#### Roadmap: Adjust the table to the proposed curriculum, including the Kent Core and general elective requirements.

Semes	ster One		Cred	its
UC 100	)97	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE		1
Colleg	e of Communication a	nd Information Core Electives		3
Kent C	ore Requirement			3
Kent C	ore Requirement			3
Kent C	ore Requirement			3
Genera	al Electives			3
		Credit Hours		16
Semes	ster Two			
CIS 24	053	INTRODUCTION TO COMPUTER APPLICATIONS		3
DSCI 1	3210	Course DSCI 13210 Not Found		3
College of Communication and Information Core Electives			3	
Kent C	ore Requirement			3
Kent C	ore Requirement			3
		Credit Hours		15
Semes	ster Three			
CIS 24	065	WEB PROGRAMMING		3
College of Communication and Information Core Electives			3	
Kent C	ore Requirement			3
Kent C	ore Requirement			3
Kent C	ore Requirement			3
		Credit Hours		15

	Semester Four		
1	DSCI 15310	Course DSCI 15310 Not Found	3
	DSCI 34410	Course DSCI 34410 Not Found	3
	Kent Core Requirement		3
	Kent Core Requirement		3
	General Electives		3
		Credit Hours	15
	Semester Five		
	CIS 44043	DATA MANAGEMENT AND BUSINESS INTELLIGENCE I	3
	Kent Core Requirement		3
	General Electives		9
		Credit Hours	15
	Semester Six		
1	DSCI 41510	Course DSCI 41510 Not Found	3
	Kent Core Requirement		3
	General Electives		9
		Credit Hours	15
	Semester Seven		
1	TECH 46411	Course TECH 46411 Not Found	3
	General Electives		12
		Credit Hours	15
	Semester Eight		
	DSCI 41610	Course DSCI 41610 Not Found	3
	General Electives		11
		Credit Hours	14
		Minimum Total Credit Hours:	120

## **Curriculum Services Information**

#### Searchable Banner Major Code

DS

Key: 244



TO: Educational Policies Council

FROM: Interim Senior Vice President and Provost Melody J. Tankersley

SUBJECT: Agenda for Monday, 20 April 2020 Meeting

DATE: Monday, 13 April 2020

The April EPC meeting will be conducted remotely via Microsoft Teams. An invitation with information for signing on to Teams will be sent to members of the EPC listserv.

Microsoft Teams EPC Meeting +1 330-349-5345 Conference ID: 341 835 110#

## JOINT EDUCATIONAL POLICIES COUNCIL

#### **ACTION ITEMS**

1. Minutes of meeting on 27 January 2020. Attachment 1

Office of the Provost (presented by Provost Melody J. Tankersley)

 Revision of the policies on dual degrees double majors. Effective Fall 2020 | Attachment 2

Division of Graduate Studies (presented by Dean Cynthia R. Stillings)

3. Revision of the policy on combined bachelor's/master's degree programs. Effective Fall 2020 | Attachment 3

College of Communication, School of Journalism and Mass Communication (presented by Dean Amy L. Reynolds)

 Revision of school name, from School of Journalism and Mass Communication to School of Media and Journalism.
 Effective Fall 2020 | Attachment 4

## GRADUATE EDUCATIONAL POLICIES COUNCIL

## **ACTION ITEMS**

Division of Graduate Studies (presented by Dean Cynthia R. Stillings)

- 1. Revision of the policy on thesis for master's degree. Effective Fall 2020 | Attachment 5
- 2. Revision of the policy on dissertation for doctoral degree. Effective Fall 2020 | Attachment 6
- Establishment of a policy on remote participation in a thesis or dissertation defense. Effective Fall 2020 | Attachment 7

# GRADUATE EPC AGENDA continued ACTION ITEMS continued

## College of Education, Health and Human Services, School of Foundations, Leadership and Administration (presented by Associate Dean Stephen A. Mitchell)

 Revision of name of the Evaluation and Measurement [EVAL] major within the Master of Education [MED] and Doctor of Philosophy [PHD] degrees. Revised name is Research, Measurement and Statistics [RMS].
 Effective Fall 2021 | Attachment 8

## **INFORMATION ITEMS**

#### College of Education, Health and Human Services, School of Health Sciences

- Establishment of a combined B.S./M.Ed. degree program in Community Health Education [CHED]/Health Education and Promotion [HEDP] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 144. Effective Fall 2020 | Attachment 9
- Establishment of a combined B.S./M.S. degree program in Exercise Science [EXSI]/Exercise Physiology [EXPH] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 145. Effective Fall 2020 | Attachment 10
- Establishment of a combined B.S./M.S. degree program in Nutrition [NUTR] major that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 143.
   Effective Fall 2020 | Attachment 11
- Establishment of a combined B.S.E./M.Ed. degree program in School Health Education [SHED]/ Health Education and Promotion [HEDP] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 144. Effective Fall 2020 | Attachment 12

## College of Education, Health and Human Services, School of Foundations, Leadership and Administration

 Establishment of a combined B.S./M.A. degree program in Sports Administration [SPAD] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 145.

Effective Fall 2020 | Attachment 14

## College of Education, Health and Human Services, *School of Lifespan Development and Educational Sciences*

 Program development plan to establish an Applied Behavior Analysis major within the Master of Science degree. A full proposal will come to EPC for a vote at a later date. Attachment 13

## **College of Public Health**

 Revision of instructional delivery for the Epidemiology [EPI] concentration in the Public Health [PH] major within the Master of Public Health [MPH] degree. The program will be offered fully online in addition to on-ground. Admission, course and graduation requirements are unchanged. Effective Fall 2020 | Attachment 15

## UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

#### **ACTION ITEMS**

College of Education, Health and Human Services, *School of Teaching, Learning and Curriculum Studies* (presented by Dean James C. Hannon)

 Establishment of a Sport, Exercise and Performance Psychology [SEPP] minor to be offered fully online and hybrid on the Kent Campus. Four new courses will be established for the minor (courses listed on March EPC agenda). Minimum total credit hours to program completion are 17. Effective Fall 2020 | Attachment 16

#### University College (presented by Dean Eboni J. Pringle)

 Revision of the university readiness standards and placement assessment for undergraduate students entering the university.
 Effective Fall 2020 | Attachment 17

#### **INFORMATION ITEM**

#### **College of Applied and Technical Studies**

 Initial inquiry to establish a Social Work major within the Bachelor of Social Work degree. A full proposal will come to EPC for a vote at a later date. Attachment 18

## COURSE REVISION

#### **Course Revision Effective Spring 2021**

ENGR 48003 Spacecraft Design (3).....Establish

## AGENDA UPDATES

#### 19 August EPC Agenda

- Clarification that the new of name for the Pre-Medicine/Pre-Osteopathy [PMDO] concentration in the Physics [PHY] major within the Bachelor of Science [BS] degree is Pre-Medicine/Pre-Osteopathy/Pre-Podiatry [PMPP].
- 2. Clarification that the Banner code and revised of name for the Pre-Medicine/Pre-Osteopathy [PMDO] concentration in the Psychology [PSYC] major within the Bachelor of Science [BS] degree and the new name is Pre-Medicine/Pre-Podiatry [PMPO].
- 3. Correction that the effective date for revisions to admission requirements is spring 2021, and not fall 2020, for the following programs:
  - History [HIST] major within the Master of Arts [MA] degree
  - Spanish [SPAN] major within the Master of Arts [MA] degree

#### 20 January EPC Agenda

1. Clarification that the new name for Chemical Physics [CPHY] major within the Master of Science [MS] degree is Materials Science [MATS] and the subject code is [MTSC].

Agenda prepared by the Office of Curriculum Services



## Educational Policies Council Minutes of the Meeting Monday, 20 April 2020

**Ex-Officio Members present (or represented):** Interim Provost Melody J. Tankersley; Co-Chair Pamela E. Grimm; Deans Sonia A. Alemagno, James L. Blank, Christina L. Bloebaum, Barbara A. Broome, Kenneth J. Burhanna (represented by Kara L. Robinson), John R. Crawford-Spinelli, James C. Hannon, Mark S. Mistur, Eboni J. Pringle, Amy L. Reynolds, Alison J. Smith, Deborah F. Spake, Cynthia R. Stillings, Susan J. Stocker (Interim); Associate Deans Cathy L. Dubois, Jocelyn S. Harrison, Miriam L. Matteson, Babacar M'Baye, Stephen A. Mitchell, Kara L. Robinson, William T. Willoughby;

**Ex-officio Members not present (or not represented):** Senior Associate Dean Vincent J. Hetherington; Associate Deans Maureen McFarland, Wendy A. Umberger

**Faculty Senate-Appointed Representatives present (or represented):** Professors Edward Dauterich, Darci L. Kracht, Richard L. Mangrum, Donald L. White; Associate Professors Ann Abraham, Jeffrey Ciesla, Jennifer M. Cunningham, Helen Piontkivska

**Faculty Senate-Appointed Representatives not present (or not represented):** Professor Robert J. Twieg

**Council Representatives present (or represented):** Dean Amy L. Reynolds; Professors Michael W. Chunn, Christine A. Hudak; Associate Professors Ivan Bernal, Thomas W. Brewer, Matthew J. Crawford, Duane J. Ehredt, Ann Heiss, Derek J. Kingsley, Dandan Liu, Richard L. Mangrum, Denise M. McEnroe-Petitte, David B. Robins, Jonathan F. Swoboda; Assistant Professors Brian R. Barber, Sara Bayramzadeh, Yvonne M. Smith

**Council Representatives not present (or not represented):** Associate Professor Lawrence L. Marks

Observers not present: Morgan Stilgenbauer, Drake Wartman

**Consultants and Guests present:** Susan M. Augustine, Aimee J. Bell, Larry G. Froehlich, Mary Ann Haley, Shannon Helfstine, Lynette Johnson, Jennifer S. Kellogg, Christa N. Ord, Johanna Pionke, Gail M. Rebeta, Matthew Rollyson, Hollie B. Simpson, Elizabeth A. Sinclair, Linnea C. Stafford, Therese E. Tillett, Cathy M. Zingrone

Interim Provost Melody J. Tankersley called the meeting to order at 3:20p.m., on Monday, 20 April 2020, via Microsoft Teams.

## Joint EPC Action Item 1: Minutes of meeting on 27 January 2020.

Associate Dean Stephen A. Mitchell motioned to approve the item, and Interim Dean Susan J. Stocker seconded the motion.

With no questions or comments, the item passed with one member abstaining.

## Joint EPC Action Item 2: Revision of the policies on dual degrees double majors.

Dean Sonia A. Alemagno made a motion to approve the item, and Professor Edward Dauterich seconded.

Interim Provost Melody J. Tankersley explained that the proposal is to revise the policies that oversee students declaring double majors and dual degrees at the undergraduate and graduate level. Due to confusion between the differing rules between the two, the proposal requests to redefine double major as being two majors within the same degree meaning. As long as the degrees are the same, a student can have majors in different colleges. The committee recommends eliminating the 140-credit-hour minimum for dual degrees as the members believe it is a holdover. The driving force should be that the student meets the major requirements for both degrees regarding credit hours. Additionally, the committee recommends eliminating the 15-credit-hours required for dual associate degrees. For the graduate dual degree, the committee proposes to allow students to declare masters and doctoral degree programs in different disciplines.

Without questions or comments, the item passed unanimously.

# Joint EPC Action Item 3: Revision of the policy on combined bachelor's/master's degree programs.

Dean Cindy R. Stillings motioned to approve the item, and Professor Richard L. Mangrum seconded the motion.

Dean Cindy R. Stillings stated that the proposal is keeping with the state's new regulation with online bachelors and master's degrees. The policy is being updated to meet the new state guidelines. UG may apply to a master's program after they have completed at least 60 hours. They have to meet all requirements of the master's degrees and be admitted. Depending on the number of hours of the master's degree, they can double count nine or twelve, but the total must be 141. They're charged undergrad tuition rates for the graduate courses while they are an undergrad student. Programs need to apply to the state in order to apply for combined master's program under certain circumstances which will be in the new curricular guidelines. All of that will be in the policy. The changes include replacing the GPA per credit hours with the minimum 3.0 overall leaving the decision on whether the student is eligible for graduate study to the individual programs. The requirement that a letter grade must be earned in courses that will be double counted has been removed, because there are a number of professional degree programs where an SU is awarded. The categories of informal and formal have been removed. They are specifically combined degree programs now.

With no questions or comments, the item passed unanimously.

## Joint EPC Action Item 4: Revision of school name, from School of Journalism and Mass Communication to School of Media and Journalism.

Associate Professor David B. Robins made a motion to approve, and Associate Professor Jeffrey Ciesla seconded.

Dean Amy L. Reynolds explained that the School of Journalism and Mass Communication saw the earlier name change of Digital Sciences to Emerging Media and Technology and liked the idea of adding media to the school's name. They wanted to do this because most people tend to affiliate the term media to all of the programs, broadly, within the school. The faculty in Journalism and Mass Communication in consultation across the college with all of the programs decided Media and Journalism is a better contemporary reflection of their programs. Mass Communication is still more an academic term and not used professionally. Additionally, it helps to align the marketing and recruiting efforts to roll out both school name changes at the same time.

An EPC member asked for clarification on the decision to choose that name despite there not being that many schools with that name.

Dean Reynolds replied, that data of school names was highly variable. The faculty felt it was important to include both media and journalism, because media is so broad and they did not want to lose the news and journalism part. Data was collected by an outside company and a focus group was conducted with Kent State students and high school students. There was not a meaningful difference in keeping or not keeping journalism with it versus being a school of media alone. Faculty still felt it was important to keep journalism.

Without further questions or comments, the item passed unanimously.

## Graduate EPC Action Item 1: Revision of the policy on thesis for master's degree.

Professor Edward Dauterich motioned to approve the item, and Associate Dean William T. Willoughby seconded the motion.

Dean Cindy R. Stillings stated that the graduate deans updated the policy to include up-to-date information as well as removing the graduate faculty status levels f1, f2, f3. The requirement to register for thesis in the summer term has been removed. A statement was added that the hours earned in Thesis II do not count towards the degree. It was always the case, but it is now added to the policy. The deadline for thesis completion would be determined by each college, because of the nature of the different thesis, thesis projects and capstones. The decision to determine when the deadlines would be for thesis are left up to the college.

Without questions or comments, the item passed unanimously.

## Graduate EPC Action Item 2: Revision of the policy on dissertation for doctoral degree.

Associate Dean Stephen A. Mitchell made a motion to approve the item, and Associate Professor Jeffrey Ciesla seconded.

Dean Cindy R. Stillings explained that the dissertation policy was updated to remove the levels of graduate faculty status. It was clarified that a dissertation is required for the Ph.D. rather than all doctoral degrees, because there are different practical experiences. The requirement for students to register for dissertation in the summer was eliminated. A maximum of 30-credit-hours of dissertation is counted towards the degree. This was always the case, but is now stated in the policy. The deadline for dissertations are as they have always been the third Monday following the final date for oral examination. This is now stated in the policy.

Without questions or concerns, the item passed unanimously.

# Graduate EPC Action Item 3: Establishment of a policy on remote participation in a thesis or dissertation defense.

Professor Edward Dauterich motioned to approve the item, and Associate Professor Jeffrey Ciesla seconded the motion.

Dean Cindy R. Stillings shared that this is a new policy for remote thesis or dissertation. The students enrolled in fully online degree programs are not required to be physically present for their dissertation defense. With the permission of the dissertation chair, students or committee members can participate remotely in the dissertation defense under the following conditions that a web conferencing software is to be used. There have been so many successful web defenses already this semester being used through a number of different software that it remains open and available to the university. The chair of the dissertation committee is responsible for ensuring the tech elements are there and that everybody can see and hear.

Without questions or comments, the item passed unanimously.

## Graduate EPC Action Item 4: Revision of name of the Evaluation and Measurement [EVAL] major within the Master of Education [MED] and Doctor of Philosophy [PHD] degrees. Revised name is Research, Measurement and Statistics [RMS].

Associate Professor Derek J. Kingsley made a motion to approve the item, and Professor Christine A. Hudak seconded.

Dean Stephen A. Mitchell explained that the proposal is for a change in program title for the master's and doctoral degrees. The degrees are currently titled "Evaluation and Measurements." The proposed title is "Research, Measurement and Statistics" for both degrees. Faculty in the programs felt that the nature of the coursework and the fields for which they prepare students reflect the other title better. They compared their own program titles with that of other institutions that supports this name change.

With no questions or comments, the item passed unanimously.

# Undergraduate EPC Action Item 1: Establishment of a Sport, Exercise and Performance Psychology [SEPP] minor to be offered fully online and hybrid on the Kent Campus.

Dean Amy L. Reynolds motioned to approve the item, and Assistant Professor Brian R. Barber seconded the motion.

Dean James C. Hannon stated that the proposal is for a minor in Sport, Exercise and Performance Psychology online. This minor addresses a need from a growing area of interest in the field revolving around sport, exercise and performance psychology. It will provide students with base knowledge of psychological theory and skill development important in the area of improving performance in both sport, exercise and artistic performance areas. The minor will touch on a variety of concepts including motivation, self-confidence, concentration, anxiety, burnout and how these concepts are directly applied within both sporting, exercise and artistic environments to improve performance. This minor would be attractive to large number of students within many established majors on the campus, such as exercise science, sports administration, athletic training and psychology. As well as, potentially, students in a variety of artistic fields.

An EPC member asked about the feasibility of hiring adjunct faculty with the current situation and whether that effects the proposal.

Dean Hannon replied no and that this was planned to be offered and the particular adjunct faculty member was also working within the program/course development this past year.

With confusion on the placement of commas in the title, an EPC member asked if psychology applies to all three or just performance.

Dean Hannon explained that the specific name is recommended by the accrediting association.

Melody added that the program requirements suggest psychology applies to all three—sport, exercise and performance

Without any other questions, comments or concerns, the item passed unanimously.

# Undergraduate EPC Action Item 2: Revision of the university readiness standards and placement assessment for undergraduate students entering the university.

Professor Darci L. Kracht made a motion to approve the item, and Professor Edward Dauterich seconded.

Dean Eboni J. Pringle explained that the proposal requests to update language and assessment tools. Updates coming from math are providing enrollment clarification or decisions for students who are deemed remediation-free so they know which courses they can choose without taking ALEKS. The writing program is submitting some additional requests for criteria for placement.

Professor Jennifer M. Cunningham stated that they reviewed additional measures for placement. This would mostly affect students on regional campuses. The data is from the Kent Campus that is believed to apply widely. Students that have an ACT score of 16 or 17 and a high school GPA of 3.0 or above do really well in College Writing I. The proposal is to look at high school GPA in addition to ACT scores so that students who have a 16 or 17 and a high school GPA of 3.0 or above will be placed directly into College Writing I instead of the stretch remedial course. This would affect about 100 students every semester.

Without questions or comments, the item passed unanimously.

With no other comments, questions or concerns, Interim Provost Melody J. Tankersley adjourned the meeting at 4:12pm.

Respectfully submitted,

Christer N. C.

Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost



## Educational Policies Council Minutes of the Meeting Monday, 27 January 2020

**Ex-Officio Members present (or represented):** Interim Provost Melody J. Tankersley; Co-Chair Pamela E. Grimm; Deans Sonia A. Alemagno, James L. Blank, Christina L. Bloebaum, Barbara A. Broome, John R. Crawford-Spinelli, James C. Hannon, Mark S. Mistur, Alison J. Smith, Deborah F. Spake, Cynthia R. Stillings, Susan J. Stocker; Associate Deans Cathy L. Dubois (represented by Deborah F. Spake), Joycelyn S. Harrison, Miriam L. Matteson, Babacar M'Baye, Maureen McFarland, Stephen A. Mitchell, William T. Willoughby

**Ex-officio Members not present (or not represented):** Deans Kenneth J. Burhanna, Eboni J. Pringle; Senior Associate Dean Vincent J. Hetherington; Associate Deans Kara L. Robinson, Wendy A. Umberger

Faculty Senate-Appointed Representatives present (or represented): Professors Darci L. Kracht, Richard L. Mangrum, Robert J. Twieg, Donald L. White; Associate Professors Jeff Ciesla, Jennifer M. Cunningham

**Faculty Senate-Appointed Representatives not present (or not represented):** Professor Edward Dauterich; Associate Professors Ann Abraham, Helen Piontkivska

**Council Representatives present (or represented):** Professors Michael W. Chunn, Christine A. Hudak, Richard L. Mangrum; Associate Professors Ivan Bernal, Matthew J. Crawford (represented by Mary Ann Haley), Derek Kingsley, Dandan Liu, David B. Robins, Jonathan F. Swoboda; Assistant Professors Brian R. Barber, Sara Bayramzadeh

**Council Representatives not present (or not represented):** Dean Amy L. Reynolds; Associate Professors Thomas W. Brewer, Duane J. Ehredt, Lawrence J. Marks, Denise M. McEnroe-Petitte; Assistant Professor Yvonne M. Smith; Associate Lecturer Mary F. Kutchin

Observers present: Morgan Stilgenbauer

#### Observers not present: Drake Wartman

**Consultants and Guests present:** Susan M. Augustine, Arvind Bansal, Michael Beam, Aimee J. Bell, Scott Bogoniewski, Keiran Dunne, Daniel Holm, Antal Jakli, Jennifer S. Kellogg, Javed Khan, Turan Koptur, Sarath Kunda, Ye Lu, Jennifer Mapes, Austin Melton, Anthony Molina, Aaron Mulrooney, Josna Neuman, Christa N. Ord, Matthew Rollyson, Susan Rossi, Phillip Rumrill, Hollie B. Simpson, Elizabeth A. Sinclair, Linnea C. Stafford, Blake Stringer, Therese E. Tillett, Andrew Tonge, Eric Van Baars, Ashley White, Lana K. Whitehead, Catherine M. Zingrone

Interim Provost Melody J. Tankersley called the meeting to order at 3:25p.m., on Monday, 27 January 2020, in room 306AB of the Kent State Student Center.

#### Joint EPC Action Item I: Minutes of meeting on 18 November 2019.

Interim Dean Cynthia R. Stillings made a motion to approve, and Professor Michael W. Chunn seconded the motion.

With no questions or comments, the item was approved unanimously.

# Joint EPC Action Item II: Revision of school name, from Digital Sciences to Emerging Media and Technology.

Associate Professor David B. Robins explained that Digital Sciences went through a change from the summer into the fall. The goal was to align the faculty interests and student outcomes with current jobs. Digital Sciences was not descriptive of the curriculum. It was difficult to explain to potential students and parents. A study done by Edge Adventures educational research company showed that digital sciences was only used by one institution in the United States and that was Kent State. A focus group was conducted of high school students where names were pitched. The students did not know what digital sciences was, but had more of an understanding of emerging media and technology. Associate Professor Robins said that they looked at other programs in the United States and those terms were not uncommon. Renaming the school from Digital Sciences to Emerging Media and Technology more accurately reflects what students learn and what employers now recognize as terminology that aligns with the jobs available in their organizations. This name gives the agility needed to incorporate those types of things into the curriculum without causing confusion.

Dean James L. Blank made a motion to approve, and Dean Barbara A. Broome seconded the motion.

Without questions or concerns, the item passed unanimously.

# Graduate EPC Action Item I: Establishment of the Aerospace Engineering [AERS] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees.

Dean Christina L. Bloebaum stated that they have been working to create a graduate-level M.S. and Ph.D. program in Aerospace Engineering. This will be the first Ph.D. program in the college. The first set of undergraduates are graduating this May in Aerospace Engineering which has been a successful program. Ohio is one of the leading states in the country for aerospace and aviation. Ohio is ranked number eight as a state in contributing to the aerospace field. There is a need for this program since there are only four programs in graduate aerospace engineering. Kent State partners regularly with the Ohio Aerospace Institute which has done a variety of studies showing the need for graduate-level students in aerospace engineering. She said they expect students to come in right after a bachelor's or from another master's program. The master's is 31 credits and the doctorate are 90 credits. The list of faculty includes 15 professors with Ph.D.'s.

An EPC member asked how the credits 60 and 90 compare to the competitors.

Dean Bloebaum replied that it is the same and standard. It was reviewed across the state when establishing the programs. Ohio sets the standards of credits. Other states are 72.

Dean John R. Crawford-Spinelli motioned to approve the item, and Professor Michael W. Chunn seconded.

Without any further questions or comments, the item passed unanimously.

Graduate EPC Action Item II-IV: Establishment of an Acting for the Returning Professional [ARP] major within the Master of Fine Arts [MFA]; Establishment of a Theatre Design and
# Technology [TDAT] major within the Master of Fine Arts [MFA] degree; Inactivation of the Theatre Studies [THEA] major within the Master of Fine Arts [MFA] degree.

Dean John R. Crawford-Spinelli explained that items two-four are interrelated. The establishment of Acting for the Returning Professional and the Theatre Design and Technology majors are not new degrees. They were concentrations prior to this since the mid 1990's. Theatre Studies major split into Acting and Theatre Design and Technology. These proposals inactivate the Theatre Studies major, because these previous concentrations do not share a robust core anymore since their populations are so different. The Acting for the Returning Professional is geared toward those who have significant performing arts careers and who are seeking to improve pedagogy or get a terminal degree in the field. The Theatre Design and Technology degree population is more traditional. Often, students come directly into the Theatre Design program from undergraduate school. Endorsement was given by the accrediting body The National Association of Schools of Theatre. There are no curriculum changes for Acting for the Returning Professional. The minimum hours are still 60. Theatre Design and Technology has established new courses for the program specific to the concentrations, but they are still at a minimum of 60 credit hours for program completion.

Associate Dean William T. Willoughby motioned to approve the item, and Dean Deborah F. Spake seconded.

With no questions or comments, the items were passed unanimously.

## Graduate EPC Action Item V-VI: Revision of name, inactivation of optional concentration and revision of course requirements for the Chemical Physics [CPHY] major within the Master of Science [MS] degree; Revision of name and course requirements for the Chemical Physics [CPHY] major within the Doctor of Philosophy [PHD] degree.

Dean James L. Blank explained that this program has been called the Chemical Physics Interdisciplinary Program. With the development of advanced materials and the expanding number of faculty participating in research related to materials more broadly focused, not just liquid crystals, the name has been changed to Material Sciences. Faculty will primarily be housed in chemistry, physics and biology. In mathematics, there is a large foundation of mathematical theory in applied mathematics that apply to the types of research performed. Additionally, computer science in terms of modeling. This degree is really focused on the foundation of physics and chemistry. There may be opportunities later for collaborations with the College of Architecture. The name changes reflect the trained faculty which are large in number. The curriculum has been modernized in addition of courses in biology, computer science and math.

An EPC member stated that the changes in the electives to include biology, chemistry, math and physics is a very positive step. The member said they hope there is some reciprocity in which chemistry, biology and physics students can take material science courses and get credit for them as well.

Professor Richard Mangrum motioned to approve the items, and Interim Associate Dean Babacar M'Baye seconded the motion.

With no further comments or questions, the items passed unanimously.

# Graduate EPC Action Item VII: Establishment of a Data Science [DATA] major within the Master of Science [MS] degree.

Dean James L. Blank stated that data science is an emerging field that is built on foundations of math and computer science and very focused on STEM research. This is a joint proposal for a new major in the M.S. degree that exists in computer science. Its purpose is to focus on developing

scientists who have the quantitative skills to apply new methods to quantitative methods to problems that are principally focused on health, natural sciences and social sciences. The degree has the option of pursuing original research for students who wish to do that at the master's level or who wish to go on to a Ph.D. program. For students to be admitted, they will have either a math or computer science degree. It is focused on attracting students with significant quantitative skills.

Mathematics Chair, Andrew Tonge, explained that 20-30% of the mathematics departments around the country are building data science programs at the undergraduate and graduate level. It is important for Kent State to be in on that group. The jobs are abundant and pay well. It is better for the society and the discipline.

Computer Science Chair, Javed Khan, said that the data science job market is so vast. It can touch almost every discipline. There is hope for very wide engagement. The goal is that almost all other units at Kent may want to contribute and move into a second iteration of this. This is one of the widest collaboration attempts at Kent.

Associate Professor Jeff Ciesla made a motion to approve, and Dean Cindy R. Stillings seconded.

With no questions or comments, the item passed unanimously.

# Graduate EPC Action Item VIII: Establishment of a Business Analytics [C646] graduate certificate, which will be offered fully online and on-ground at the Kent Campus.

Dean Deborah F. Spake explained that the College of Business already has a M.S. in Business Analytics. This is to establish a graduate certificate, because inquiries are coming in from professionals who want these business analytic skills and may not want to pursue an entire degree. The M.B.A. program and business analytics as a concentration option are currently offered. By adding one more course, this allows students to earn a certificate in business analytics as part of the M.B.A. program. Students do not have to pursue the M.B.A. to earn the certificate. The hope is that professionals would earn this certificate and then be enticed to complete the entire master's degree if they wish.

Associate Professor Dandan Liu motioned to approve the item, and Interim Associate Dean Babacar M'Baye seconded the motion.

# Graduate EPC Action Item IX: Revision of name for the Sport and Recreation Management [SRM] major within the Master of Arts [MA] degree.

Dean James C. Hannon stated that the proposal is to revise the name from Sport and Recreation Management to Sport Administration.

Associate Dean Stephen A. Mitchell made a motion to approve the item, and Associate Dean William T. Willoughby seconded the motion.

Without questions or comments, the item passed unanimously.

# Graduate EPC Action Item X: Revision of name, admission and course requirements for the Rehabilitation Counseling [RHAB] within the Master of Education [MED] degree.

Associate Dean Stephen A. Mitchell stated that the proposal has been brought on by accreditation and program alignment with other counseling programs within the college.

Co-Chair Pamela E. Grimm asked if the credit hour change was mandated from the accrediting body.

Dr. Phillip Rumrill replied yes and that all accrediting programs must have 60 credits. The other counseling master's programs within the college are 60 credit hours. All the courses change in title and in number, because of the new accreditation. Three-four courses have been added and a couple merged. Many of the courses will stay the same.

Associate Dean Stephen A. Mitchell motioned to approve the item, and Associate Professor Jeff Ciesla.

With no further comments or questions, the item passed unanimously.

# Graduate EPC Action Item XI: Establishment of an Adult/Adolescent Sexual Assault Nurse Examiner [C647] graduate certificate.

Dean Barbara A. Broome stated that this is an agreement created between Kent State, Cleveland Clinic and Akron General. It is a 12-credit hour program that also has clinical hours attached. It is important with the statistics showing that 1-3 women and 1-4 men will experience sexual assault. This program would be for registered nurses for specialization, training and preparation in the medical assessment of individuals. It is also considered forensic nursing. Nurses, to become certified, must take a 40-hour course as well as clinical hours and perform several examinations. A review was done in summit county and there are not enough Sexual Assault Nurse Examiners (SANE). The salary for an RN is about \$81,000, so it gives them a little more incentive to go through this program. A needs assessment was conducted of current students who are in the B.S. program and 25 have an interest. Part of the requirements is that they must have two-year's experience. Working with Akron General and Cleveland Clinic provides a great place to develop the skills.

Co-Chair Pamela E. Grimm asked if some of the hospitals in the area could be sending their people to get the training, because they do not have that capacity.

Dean Broome replied yes, because at Akron General and Cleveland Clinic there only five SANE prepared nurses. Hospitals are seeing an enormous number of patients. This will not prepare them for children, but that might be another phase.

Interim Provost Melody J. Tankersley asked if it is correct that there is not a SANE in the immediate area.

Dean Broome said that is correct. It takes a special preparation for someone who has been raped or sexually assaulted. She said she can see the family nurse practioners and psych practioners going into this program.

Professor Christine A. Hudak motioned to approve the item, and Dean Cindy R. Stillings seconded the motion.

With no further comments or questions, the item passed unanimously.

# Undergraduate EPC Action Item I: Designation of Kent Core status to ENVS 22070 Nature and Society (3) in Social Sciences category.

Dean Alison J. Smith explained that ENVS 22070 Nature and Society will replace GEOG 10160 Introduction to Geography in the Kent Core.

Dean John R. Crawford-Spinelli motioned to approve the item, and Dean James C. Hannon seconded the motion.

With no comments or questions, the item passed unanimously.

## Undergraduate EPC Action Item II: Establishment of an Aviation Law and Policy [AVLP] minor to be offered at the Kent Campus.

Professor Richard Mangrum stated that the aviation transportation industry is one of the most regulated and it is expanding at an expeditious rate. Transportation of people and goods is expected to double by 2036 particularly in the goods area. That has placed a significant growth in the industry in all aspects. He said there is a need to provide students with the ability to deep dive into case law, basis for aviation regulation and the regulatory process. This proposal is for a minor that allows students to walk through the entire regulatory process, how to affect regulation, how to be policy makers and is a pre-law type of class. Additionally, an aviation lawyer will teach the course.

Professor Darci L. Kracht motioned to approve, and Dean Mark S. Mistur seconded the motion.

With no comments or questions, the item passed unanimously.

# Undergraduate EPC Action Item III: Establishment of a Cybersecurity Engineering [CYEN] major within the Bachelor of Science [BS] degree.

Dean Christina L. Bloebaum stated that there has been a cybersecurity committee with representation from across the university that has worked together for much of last semester. Cybersecurity is a huge area that spans more than one college and department. Various things will be coming forward in cybersecurity and all of those have gone through this committee first. The Accreditation Board for Engineering and Technology (ABET) has been implementing a study to determine the kinds of programs needed and what kind of accreditation they should have. They just released cybersecurity as a degree that is very much needed. It is different from what is seen in computer science and business. The accreditation agencies for this degree are the Computing Accreditation Commission and Science Accreditation Board. On the ABET side, the leading professional societies are IEEE (electrical and electronics engineering) and COSI (systems engineering). The cybersecurity engineering degree is a systems degree which really focuses on pulling together the hardware, software, human element all in a systems context and from an engineering context on how to design from the outside and engineer it. She said they worked with computer science in developing this degree. There are five required courses that are computer science. The software side is already being taught by computer science and those courses are being incorporated with current engineering courses. Two new courses are going to be developed for this degree. The program completely conforms to what ABET is wanting and what the industry needs. In terms of what the industry needs, there will be 32% growth in the next 10 years in cybersecurity. This program is 123-credit hours with three new courses. There will be a lot of support from the state of Ohio and beyond.

An EPC member, in relation to the 123-credit hours, asked if programs were supposed to be 120-credit hours.

Dean Bloebaum replied yes, but that they worked with the Provost's Office on that. In the first year, one of the courses is going to be a CCP course—Introduction to Cybersecurity Engineering. Engineering degrees require a certain number of credits in math and physics. By the time those requirements are met, it gives no leeway for other courses. The Provost's office worked with Aeronautics on this given that there is a CCP course and an option for students can self-select what path they are going to take.

Interim Provost Tankersley added that some students will not take the CCP course. Most of the licensure programs exceed the 120 hours. With the accreditation rules, this seemed to fit under the requirement for the accreditation.

Dean Mark S. Mistur made a motion to approve, and Professor Darci L. Kracht seconded.

With no comments or questions, the item passed unanimously.

# Undergraduate EPC Action Item IV: Revision of name and course requirements for the Computer Design, Animation and Game Design [CDAG] major within the Associate of Applied Science [AAS] degree.

Interim Dean Susan J. Stocker stated that Computer Design, Animation and Game Design major name was revised to Technical Modeling Design. The program hours decreased from 61 to 60.

Associate Professor David B. Robins motioned to approve, and Dean John R. Crawford-Spinelli seconded the motion.

With the questions or comments, the item passed unanimously.

#### Undergraduate EPC Action Item V: Inactivation of the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree at Trumbull Campus.

Interim Dean Susan J. Stocker explained that they want to inactivate the Mechanical Engineering Technology major on the Trumbull campus. It will still be offered on the Tuscarawas campus.

An EPC member asked the purpose for inactivating the program at the Trumbull campus.

Interim Dean Susan J. Stocker replied that there is a lack of interest and it is very expensive to keep the equipment up to date.

Interim Assistant Dean Josna Neuman added that Youngstown State University is close by and the program is not ABET accredited at Trumbull while Tuscarawas does have the accreditation. Resources are limited and the equipment cannot be updated.

Dean James C. Hannon made a motion to approve, and Associate Professor Jonathan F. Swoboda seconded the motion.

With no further comments or questions, the item passed unanimously.

#### Undergraduate EPC Action Item VI: Revision of name, establishment of two concentrations and revision of course requirements for the Modeling, Animation and Game Creation [MAGC] major within the Bachelor of Science [BS] degree.

Interim Dean Susan J. Stocker stated that the proposal is for two new concentrations and revision of the program name to Animation Game Design. This was required by an accrediting body. The credit hours are unchanged at 120. This is primarily a Tuscarawas degree.

Dean John R. Crawford-Spinelli made a motion to approve the item, and Assistant Professor Brian R. Barber seconded the motion.

With no questions or comments, the item passed unanimously.

### Undergraduate EPC Action Item VII-IX: Establishment of the Earth Science [ESCI] minor to be offered at the Kent and Stark campuses; Establishment of an Environmental Geology [EGEO] minor to be offered at the Kent and Stark campuses; Establishment of a Paleontology [PAL] minor to be offered at the Kent and Stark campuses.

Geology Chair, Daniel Holm, explained that there is a need for expanding the number of minors with the changes in Geology and it being more interdisciplinary. Approval was sought from

anthropology, geography and biology departments. He said it is time to allow students to discover geology in other areas.

Dean Sonia A. Alemagno motioned to approve, and Associate Professor David B. Robins seconded the motion.

With no questions or comments, the item passed unanimously.

# Undergraduate EPC Action Item X: Revision of name and course requirements for the German Literature, Culture and Translation [GLCT] major within the Bachelor of Art [BA] degree.

Dean James L. Blank stated that the proposal is to change the name from German Literature, Culture and Translation to German.

Dean Christina L. Bloebaum made a motion to approve the item, and Dean John R. Crawford-Spinelli seconded the motion.

With no questions or comments, the item passed unanimously.

# Undergraduate EPC Action Item XI: Revision of name for the Global Studies [GLST] major within the Bachelor of Science [BS] degree.

Dean James L. Blank stated that enrollment dropped by 50% when the name of the program was changed from International Relations to Global Studies. Discussions with students and faculty and reviewing enrollment, the college has decided to change the name back to International Relations.

Political Science Interim Chair, Anthony Molina, added that the biggest problem is that admission to the program dropped. Students do not recognize the name.

Associate Professor Jonathan F. Swoboda motioned to approve, and Dean Mark S. Mistur seconded the motion.

With no questions or comments, the item was passed unanimously.

# Undergraduate EPC Action Item XII-XIII: Revision of name, inactivation of all concentrations and substantial revision of course requirements for the Digital Sciences [DS] major within the Bachelor of Science [BS] degree; Establishment of a Web Development [WDEV] minor to be offered at the Kent Campus.

Associate Professor Michael A. Beam stated that digital sciences is an interdisciplinary school. It was established 8 years ago and 3 years ago it moved into CCI. Over those years, there have been fourjoint interdisciplinary hires. That group has done a revision to the curriculum due to technology changing. This process began with a study on other interdisciplinary programs that are similar. An external study by Edge Adventures was conducted which showed that emerging media industries like web application development and other technical applications related to content delivery online were growing industries, especially in the communication and media sectors. This major is focused on competency and technical skills grounded in social science and humanities with an emphasis on interdisciplinary, team-based project learning. The proposed curriculum is aimed to direct students to the existing experts across the university in their chosen interdisciplinary specializations by requiring a minor. This change allows the interdisciplinary partners to flexibly iterate their curriculum over time while allowing students to engage in their program. The current list includes curriculum from each of the interdisciplinary partner colleges. He said they plan to continually work with partners to keep the list updated. If students want a minor that is not on the list, they can work with advisors to make sure that it is appropriate and can get approval. The curriculum that has been developed over the past 6-8 months was developed with a lot of meetings and feedback from all the interdisciplinary partners that participated with digital sciences. This includes meetings with representatives from Business Administration, Computer Science, Education, Health and Human Services, Applied and Technical Studies, Aeronautics and Engineering and CCI schools. As well as an interdisciplinary advisory curriculum committee with faculty across the university. These discussions also highlighted a need for a web development minor that would be available to majors outside digital sciences. That minor is designed to help students gain professional skills in web application, building and development. It offers 18-credit hours of courses on web development skills, problem solving skills like design, user experience, creative applications and programming.

Professor Darci L. Kracht motioned to approve the item, and Dean Deborah F. Spake seconded the motion.

With no requests for additional discussion, Co-Chair Pamela E. Grimm adjourned the meeting at 4:32pm.

Respectfully submitted,

Christe N. C.

Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost

## Revision of Dual Degrees and Double Majors Policy Proposal Summary

## SUBJECT SPECIFICATION

This proposal seeks to revise the policies governing students declaring dual degrees/double majors at the undergraduate level and dual degrees at the graduate level.

## BACKGROUND INFORMATION

## **Undergraduate Dual Degree and Double Majors Policy**

The EPC Ad Hoc Committee for Academic Policies was asked to review the policy on dual degrees/double majors at the undergraduate level. The policy has long been an issue with advisors and students because it treats double majors and dual degrees differently, is unclear with some restrictions and stipulations and covers only concurrent degrees and not subsequent.

The EPC Ad Hoc Committee reviewed similar policies at 32 other institutions, read articles, analyzed institutional data and discussed at length the benefits and challenges of students being enrolled simultaneously in two degree programs (see attachment A).

From the deliberations have come the following recommendations from the EPC Ad Hoc Committee:

CURRENT POLICY	RECOMMENDATION AND RATIONALE
"A double-major program of study combines two major fields of study within the same degree program. Students completing a double major are awarded a single degree with two majors." "A dual degree combines two majors from distinct degree programs. Any combination of major fields of study involving undergraduate degree programs in more than one college is a dual degree even if both degrees bear the same title. Students completing a dual degree are awarded two distinct degrees."	Recommendation: Redefine "double major" as two majors within the same degree even if the majors are in different colleges. Rationale: Current definition is due to diplomas issued pre-2018 (previously, students received one diploma for double majors and two diplomas for dual degrees; students today receive a diploma for each major no matter the degree).
"Students pursuing a double major for a bachelor's degree must complete a minimum 120 semester hours."	<b>Recommendation:</b> Eliminate the 140-credit hour requirement for dual degrees. <b>Rationale:</b> The 140 number is arbitrary and may be
"Students pursuing a dual degree at the baccalaureate level must complete a minimum of 140 total semester hours."	achieved by coursework not related to either program. What matters is the students meet the requirements for their declared programs.

CURRENT POLICY	RECOMMENDATION AND RATIONALE
"Students pursuing concurrent associate degrees must successfully complete all the requirements for both and a minimum of 15 credit hours beyond those required for the primary degree."	Recommendation: Eliminate the additional 15- credit hour requirement for associate degrees. Rationale: If we say the additional 20 (140 total) for the bachelor's is arbitrary, then the additional 15 for associate is arbitrary as well, especially since applied associate degrees have very few, if any, electives in their curriculum
"Students who hold an associate, bachelor's or graduate degree and wish to pursue an associate degree may do so by successfully completing all program and residency requirements, in addition to a minimum 15 semester hours."	Recommendation: Eliminate the additional 15- credit hour requirement for associate degrees. Rationale: If we decide on no additional requirements for a second bachelor's, then there's no reason to have additional requirements for a second associate. In addition, current policy has always been open to interpretation, and the credit hours are arbitrary.

These recommendations were endorsed by the Undergraduate Deans Council. In addition, members of the EPC Ad Hoc Committee sent the recommendations out for feedback from their colleagues, especially with those who administer or receive questions about declaring majors and those affected by the policy. Feedback was unanimously positive. Some comments:

I liked that [the revised policy] removed some of the arbitrary standards ... [and] closed the loophole for double majoring in broad degrees.

The revisions make the policy easier to interpret and understand. Thank you!

*I think the [revised] policy removes some of the bureaucratic red tape for students to earn two degrees and is definitely easier to explain.* 

The current policy is very difficult to explain to students, especially the requirement for additional credit hours that may not apply to either degree program.

## Graduate Dual Degree Policy

While the EPC Ad Hoc Committee was reviewing the undergraduate policy, the Graduate Dean's Advisory Council was reviewing the graduate policy on dual degrees. The impetus for that review was the recent establishment of an initiative to allow students to pursue simultaneously specific master's and doctoral degree programs in different disciplines (e.g., Master of Public Health degree with the Doctor of Podiatric Medicine degree). As neither the policy on dual degrees nor the one on combined bachelor's/master's degree programs addressed dual master's/doctoral degrees, the council recommended that the dual degree policy include this initiative.

In addition, during the review of the policy, the council updated language and returned admission and plan deadlines to the prerogative of the colleges.

## ALTERNATIVES AND CONSEQUENCES

The alternative to the proposed policy revisions is status quo, and the consequences will be outdated policies that do not address current situations and practices and may discourage students from pursuing more than one degree program.

## SPECIFIC RECOMMENDATION AND JUSTIFICATION

The EPC Ad Hoc Committee for Academic Policies, Undergraduate Deans Council and Graduate Dean's Advisory Council recommend that revisions to the policy on dual degrees and double majors—as listed on the next pages—be approved effective for fall 2020 to alleviate issues in practice by the current policy.

## TIMETABLE AND ACTIONS REQUIRED

Approval by the Graduate Dean's Advisory Council	February 2020
Approved by the Undergraduate Deans Council	February 2020
Approval by Educational Policies Council	April 2020
Approval by Faculty Senate	May 2020
Implementation	Fall 2020

#### University Catalog (Mark-up of Revisions)

## Undergraduate Dual Degrees/and Double Majors

<u>Kent State University</u> In certain cases, students may be able to <u>simultaneously pursue</u> complete the requirements for more than one two associate or bachelor's degree programs academic major through either a double major or a dual-degree program of study. A double-major program of study combines two majors fields of study within the same degree (e.g., Accounting and Finance majors in the B.B.A. degree) program. Students completing a double major are awarded a single degree with two majors. Students pursuing a double major for a bachelor's degree must complete a minimum 120 credit hours.

A dual\_degree program combines two majors within different degrees (e.g., Architectural Studies major in the B.A. degree and Construction Management major in the B.S. degree). from distinct degree programs. Any combination of major fields of study involving undergraduate degree programs in more than one college is a dual degree even if both degrees bear the same title. Students completing a dual degree are awarded two distinct degrees. Students pursuing a dual degree at the baccalaureate level must complete a minimum of 140 total credit hours. Students pursuing concurrent associate degrees must successfully complete all the requirements for both and a minimum of 15 credit hours beyond those required for the primary degree. Because of the similarity in program requirements, the Associate of Arts and the

Associate of Science degrees may not be earned concurrently; nor may either be awarded as an additional degree when one or the other has been previously conferred.

Certain major combinations are not appropriate and are not permitted by the colleges. Students interested in a double major or dual degree must consult with their advisor (and an advisor for the second major if in a different college) the offices of the appropriate colleges and/or campus to determine whether the desired combination of majors is permitted. Declaring a double major or dual degree in the same department or school is allowed only when the department or school offers different majors. For example, a student may declare the Spanish major and the French major even though both majors are offered by the Department of Modern and Classical Language Studies. Some departments or schools may allow a student who earned a Bachelor of Arts degree to return to complete a Bachelor of Science degree in the same major.

Because of their generalist nature, the Associate of Technical Study degree (Individualized Program), Bachelor of Science degree in Educational Studies and Bachelor of Integrative Studies degree may not be earned as a double major or dual degree with another major and cannot be earned as an additional degree after another degree at the same level has been earned previously.

In addition, due to Because of the similarity in program requirements, the Associate of Arts and the Associate of Science degrees may not be earned concurrently with each other; nor may either be awarded as an additional degree when one or the other has been earned previously conferred.

Students cannot be on academic probation and declare another major or degree at either the associate or bachelor's level. Students seeking concurrent associate degrees must be in good academic standing and enrolled officially for a first, or primary, associate degree. If the combination is permitted, the college offices will assist the students in formally declaring the degrees/majors and will provide the students with major sheets for both of the degrees/majors showing the course requirements to be satisfied for both majors. The students must complete all requirements for both degrees/majors.

Students who hold an associate, bachelor's or graduate degree and wish to pursue an associate degree may do so by successfully completing all program and residency requirements, in addition to a minimum 15 credit hours.

The <u>sStudents</u> pursuing a double major or dual degree concurrently or subsequently <u>must</u> be officially declare admitted to the programs and <u>complete all requirements for both</u> degrees/majors in addition to the <u>university's undergraduate and residence requirements</u>. Students are required to file a graduation application for each degree/major program of study. Students must officially declare any degree/major in time to meet the graduation application deadline for the semester in which they expect to complete the program of study.

#### Graduate Dual Degrees

Graduate dual degree programs allow students to simultaneously pursue two graduate degrees at the same level (two master's degrees or two doctoral degrees) <u>or two graduate degrees at different levels</u> (<u>one master's degree and one doctoral degree</u>).<sup>1</sup> Rather than sequentially completing first one degree and then the other, the amount of time required to complete both sets of degree requirements may be reduced by completing the programs in a coordinated way. <u>Graduate dual degrees are distinct from</u> <u>combined</u> "Combined" degree programs, which allow students to simultaneously pursue two degrees at <u>the undergraduate and graduate different</u> levels (see policy on Combined Bachelor's/Master's Degree Program in the University Catalog for details).

Coursework common to both programs must constitute a well-planned and meaningful part of each program. A minimum of 60 percent of the total credit hours required for each degree program must be unique to that degree program, <u>after which some courses may be double counted</u>. The percentage of unique hours that must be completed in each degree program may vary from the 60 percent minimum only when the graduate dual degree program has been formally approved by the university.

Graduate credit transferred from another institution is limited to a maximum of 12 credit hours across both degree programs. <u>Doctoral-level courses may be applied toward a master's degree. Under no</u> <u>circumstances may master's-level courses be applied toward a doctoral degree.</u>

The maximum time limits for completing degree requirements and graduation apply to each degree individually (see the policy on Academic Standing–Graduate Student in the University Catalog for details). six years from the term of first attendance to complete each master's; 10 years from the term of first attendance to complete each doctoral degree beyond the bachelor's; and nine years from the term of first attendance to complete each doctoral degree beyond the master's).

Kent State University allows for both informal and formal dual degree programs, as described below.

#### Informal Dual Graduate Degree Programs

Students may simultaneously pursue two <u>graduate</u> degrees at the same level from <u>in</u> different programs through an informal dual degree program (those that have not received official university approval). Informal dual degree programs offer students the flexibility to double-count some coursework, given that the two programs in question approve the arrangements. A minimum of 60 percent of total hours required for each degree must be unique to that degree, after which some courses may be double-counted.

#### Admission

An applicant who is not currently a graduate student at Kent State University must submit an application and an application fee for each program.

Students who are currently enrolled in one graduate program at Kent State University must submit an application and an application fee for the second program. (moved to procedures) Application to the second program must be made no later than the end of the student's second semester in the first program.

#### **Requirements**

<u>Once admitted to both degree programs, the</u> The student and advisor(s) must plan an integrated course of study. The plan must be approved by both programs and filed with the respective college(s) no later than the end of the student's second semester in the first program.

Culminating experiences (e.g. capstone courses, theses, dissertations, applied projects) and comprehensive examinations cannot be shared (i.e. double counted) toward both degree programs.

#### Formal Dual Graduate Degree Programs

A formal dual degree program is one that has been officially approved by the university. It has one curriculum established by two programs resulting in the completion of two graduate degrees at the same level. The following programs have been formally approved by the university:

- Master of Architecture <u>degree</u> / Master of Business Administration <u>degree</u>
- Master of Architecture <u>degree</u> / Master of Urban Design <u>degree</u>
- Master of Arts <u>degree</u> in Communication Studies / Master of Business Administration <u>degree</u>
- Master of Arts <u>degree</u> in Translation / Master of Business Administration <u>degree</u>
- Master of Business Administration <u>degree</u> / Master of Science in Nursing <u>degree</u>
- Master of Business Administration <u>degree</u> / Master of Library and Information Science <u>degree</u>
- Master of Business Administration degree / Doctor of Podiatric Medicine degree
- Master of Education <u>degree in Educational Technology</u> in <u>Instructional Technology</u> / Master of Library and Information and Information Science <u>degree in School Library Media K-12</u> (School Library concentration for both)
- Master of Public Health degree / Doctor of Podiatric Medicine degree

#### Admission

An applicant who is not currently a graduate student at Kent State University submits one application and one application fee. The applicant selects the primary program of interest on the application and indicates a concentration in the formal dual degree program that the applicant wishes to pursue (i.e., the second degree program). Both programs must offer admission to the applicant before admission into the dual degree program is granted.

Students who are currently enrolled in one graduate program must submit an application and an application fee for the second program, indicating on the application that the intent is to complete both degrees rather than to transfer from the first to the second program. (moved to procedures) Application to the second program must be made no later than the end of the student's second semester in the first program.

<sup>1</sup> This policy does not apply to dual concentrations <u>within the same major</u>. Students should see program coordinator if they are interested in completing dual concentrations.

## University Catalog (Clean Version of Revisions)

Date Revised

Month Year

## ACADEMIC POLICY

## **Dual Degrees and Double Majors**

## POLICY STATEMENT

## **Undergraduate Dual Degrees and Double Majors**

Kent State University students may be able to simultaneously pursue two associate or bachelor's degree programs through either a double major or a dual degree. A double-major program combines two majors within the same degree (e.g., Accounting and Finance majors in the B.B.A. degree). A dual-degree program combines two majors within different degrees (e.g., Architectural Studies major in the B.A. degree and Construction Management major in the B.S. degree).

Certain major combinations are not permitted by the colleges. Students interested in a double major or dual degree must consult with their advisor (and an advisor for the second major if in a different college) to determine whether the desired combination of majors is permitted. Declaring a double major or dual degree in the same department or school is allowed only when the department or school offers different majors. For example, a student may declare the Spanish major and the French major even though both majors are offered by the Department of Modern and Classical Language Studies. Some departments or schools may allow a student who earned a Bachelor of Arts degree to return to complete a Bachelor of Science degree in the same major.

Because of their generalist nature, the Associate of Technical Study degree (Individualized Program), Bachelor of Science degree in Educational Studies and Bachelor of Integrative Studies degree may not be earned as a double major or dual degree with another major and cannot be earned as an additional degree after another degree at the same level has been earned previously.

In addition, due to the similarity in program requirements, the Associate of Arts and the Associate of Science degrees may not be earned concurrently with each other; nor may either be awarded as an additional degree when one has been earned previously.

Students cannot be on academic probation and declare another major or degree at either the associate or bachelor's level.

Students pursuing a double major or dual degree concurrently or subsequently must be officially admitted to the programs and complete all requirements for both in addition to the university's undergraduate and residence requirements.

## **Graduate Dual Degrees**

Graduate dual degree programs allow students to simultaneously pursue two graduate degrees at the same level (two master's degrees or two doctoral degrees) or two graduate degrees at different levels (one master's degree and one doctoral degree).<sup>1</sup> Rather than sequentially completing first one degree and then the other, the amount of time required to complete both sets of degree requirements may be reduced by completing the programs in a coordinated way. Graduate dual degrees are distinct from combined degree programs, which allow students to simultaneously pursue two degrees at the undergraduate and graduate levels (see policy on <u>Combined Bachelor's/Master's Degree Program</u> in the University Catalog for details).

Date Effective Month Year Coursework common to both programs must constitute a well-planned and meaningful part of each program. A minimum of 60 percent of the total credit hours required for each degree program must be unique to that degree program, after which some courses may be double counted. The percentage of unique hours that must be completed in each degree program may vary from the 60 percent minimum only when the graduate dual degree program has been formally approved by the university.

Graduate credit transferred from another institution is limited to a maximum of 12 credit hours across both degree programs. Doctoral-level courses may be applied toward a master's degree. Under no circumstances may master's-level courses be applied toward a doctoral degree. The maximum time limits for completing degree requirements and graduation apply to each degree individually (see the policy on <u>Academic Standing - Graduate Student</u> in the University Catalog for details).

Kent State University allows for both informal and formal dual degree programs, as described below.

#### INFORMAL DUAL GRADUATE DEGREE PROGRAMS

Students may simultaneously pursue two graduate degrees in different programs through an informal dual degree program (those that have not received official university approval). Informal dual degree programs offer students the flexibility to double-count some coursework, given that the two programs in question approve the arrangements. Culminating experiences (e.g. capstone courses, theses, dissertations, applied projects) and comprehensive examinations cannot be shared (i.e. double counted) toward both degree programs.

#### FORMAL DUAL GRADUATE DEGREE PROGRAMS

A formal dual degree program is one that has been officially approved by the university. It has one curriculum established by two programs resulting in the completion of two graduate degrees at the same level. The following programs have been formally approved by the university:

- Master of Architecture degree / Master of Business Administration degree
- Master of Architecture degree / Master of Urban Design degree
- <u>Master of Arts degree in Communication Studies / Master of Business Administration degree</u>
- Master of Arts degree in Translation / Master of Business Administration degree
- Master of Business Administration degree / Master of Library and Information Science degree
- <u>Master of Business Administration degree / Master of Science in Nursing degree</u>
- <u>Master of Education degree in Educational Technology / Master of Library and Information</u> <u>Science degree in School Library Media K-12</u>
- Master of Public Health degree / Doctor of Podiatric Medicine degree

<sup>1</sup> This policy does not apply to dual concentrations within the same major. Students should see program coordinator if they are interested in completing dual concentrations.

## **REASON FOR POLICY**

Policy enforces uniform standards for students seeking to pursue multiple degree programs, either concurrently or subsequently.

## PROCEDURES

#### **Undergraduate Dual Degrees and Double Majors**

Undergraduate students request the second major/degree through the Manage My Program application in FlashLine and review program requirements in their GPS degree audit.

#### **Graduate Dual Degrees**

An applicant who is not currently a graduate student at Kent State University must submit an application and an application fee for each program. Both programs must offer admission to the applicant before admission into the dual degree program is granted.

Students who are currently enrolled in one graduate program at Kent State University must submit an application and an application fee for the second graduate program, indicating on the application that the intent is to complete both degrees rather than to transfer from the first to the second program.

If applying to a formal degree program (see list above), the applicant/student should indicate the specific dual-degree concentration in the program.

If admitted to an informal degree program, the student and advisor(s) must plan an integrated course of study. The plan must be approved by both programs and filed with the respective college(s).

## FORMS/INSTRUCTIONS

- GPS Audit and Plan in <u>FlashLine</u> (Student Dashboard)
- <u>Graduate Admissions</u>
- Manage My Programs (Change My Major) in <u>FlashLine</u> (Student Resources)

## **RELATED INFORMATION**

- Academic Standing Graduate Student
- <u>Academic Standing Undergraduate Student</u>
- <u>Combined Bachelor's/Master's Degree Program</u>
- <u>Credit-Hour Requirement for Graduation</u>
- Search Programs and Degrees
- <u>Transfer of Graduate Credit</u>

## FREQUENTLY ASKED QUESTIONS

There is no FAQ associated with this policy.

## DEFINITIONS

**Degree:** an award for completion of a course of study at a specific level designated by the customary titles of associate, bachelor's, master's, specialist or doctorate. Examples: Associate of Arts degree, Bachelor of Arts degree, Master of Arts degree, Doctor of Philosophy degree.

**Double Counting:** allowance of a course (and its credit hours) to count toward the requirements of two programs.

**Double Major:** combines two majors with the same degree; e.g., Bachelor of Arts degree in Psychology and the Bachelor of Arts degree in Sociology.

**Dual Degree:** combines two majors with different degrees, e.g., Bachelor of Arts degree in Fashion Merchandising and Bachelor of Business Administration degree in Business Management.

**Formal Dual Graduate Degree:** dual graduate degree program that has been officially approved by the university; the curriculum for the dual degree is published in the <u>University Catalog</u>.

**Informal Dual Graduate Degree:** an agreement between two program areas to allow a student admitted to both degree programs to double-count specific coursework toward both.

**Major:** a set of requirements for completion of a degree as authorized by the Kent State Board of Trustees and the Ohio Department of Higher Education. Examples: Geography major, Nursing major, Public Health major.

## **REVISION HISTORY**

Amended August 2020: ...

**Amended August 2015**: Revised to reflect university minimum semester credit hours for a degree was decreased, from 121 to 120 for one major or double majors. Minimum semester credit hours for dual degrees remains at 140. Disclaimer on dual concentrations within one major is added.

**Amended August 1995:** Revised to reflect university minimum semester credit hours for a degree was decreased, from 129 to 121 for one major or double majors and from 148 to 140 for dual degrees.

**Amended August 1995:** Distinction between double majors and dual degrees are made, with no minimum credit hours for double majors beyond what is required for one degree (129 semester credit hours). Minimum semester credit hours for dual degrees remains at 148.

Amended August 1988: Application fee for graduation is eliminated.

**Amended August 1979:** Revised to reflect the university's conversion from quarters to semesters; total semester credit hours for two degrees is increased, from 147 (220 quarter credit hours) to 148.

**Amended September 1974:** Disclaimer added that some degree combinations are not permitted. Students are now allowed to declare and earn two degrees simultaneously. Required additional coursework (30-35 quarter credit hours) is eliminated. A deadline and fee are added for applying for graduation.

Amended September 1965: Allowance on qualifying for a degree in absentia is removed.

**Amended June 1952:** New allowance on qualifying for a degree in absentia after three years of work at Kent State University.

**Amended June 1948:** Total quarter credit hours for two degrees is decreased, from 234 to 220. Additional coursework is revised from one year to 30-35 quarter credit hours. Now recommends declaration in second degree as early as possible, changing it from junior to sophomore year. Second degree must be earned after first degree (no awarding of two simultaneously).

**Amended June 1942:** Revised to reflect the university's conversion from semesters to quarters (now requiring 234 quarter credit hours); procedures added for students to seek college dean approval for a dual degree before the start of junior year.

**Effective June 1939:** Establishes a policy requiring students to complete 156 semester credit hours and one year (or six summer terms) of residence beyond four years to earn two degrees in any two colleges or two degrees in the same college.

## POLICY FEEDBACK

Your Name (optional):

Your E-mail (optional):

Policy Name:

Your Feedback:

## APPENDIX A:

## ENROLLMENT OF DOUBLE MAJORS AND DUAL DEGREES

Fall Semester Enrollment	2015	2016	2017	2018	2019	Average
two associate programs	117	90	68	62	57	79
two bachelor's programs	459	409	481	484	615	490
two master's programs	108	95	88	77	80	90
associate / bachelor's programs	438	383	358	359	377	388
bachelor's / master's programs	32	24	28	32	49	33

Average GPA of students enrolled in multiple baccalaureate programs: 3.20

## Most Popular Combinations Over Five Years (Fall Semesters 2015 to 2019):

Associate Degree	Average Enrollment
1. A.A. or A.S. <i>with</i> Nursing (A.A.S.)	20.0
2. A.A. or A.S. <i>with</i> Physical Therapist Assisting Technology (A.A.S.)	7.6
3. A.A. or A.S. with Business Management Technology (A.A.B.)	6.4
4. A.A. or A.S. with Radiologic Technology (A.A.S.)	5.4
Bachelor's Degree	Average Enrollment
1. Fashion Design (B.A.) with Fashion Merchandising (B.S.)	12.2
2. Architectural Studies (B.A.) with Construction Management (B.S.)	8.0
3. Nursing (B.S.N.) with Psychology (B.A.)	7.4
4. Fashion Merchandising (B.S.) with Marketing (B.B.A.)	7.2
Students declared 496 different major combination	S
Master's Degree	Average Enrollment
1 Educational Technology (M Ed.) with Library/Information Science (M	1110) 104
1. Educational rechnology (M.Ed.) with Eloral ymformation Science (M	I.L.I.S.) 19.4
1. Educational recimology (W.Ed.) with Elbrary/mormation ocience (W.Ed.)     2. Architecture (M.Arch.)     with     Urban Design (M.U.D.)	10.6
1.   Educational Fechnology (W.Ed.) with Elbrary momation Science (W.     2.   Architecture (M.Arch.)     3.   Architecture (M.Arch.)     with   Business Administration (M.B.//	19.4   10.6   A.) 8.2
1. Educational rechnology (M.Ed.) with   Elocal ymormation ocience (M.     2. Architecture (M.Arch.)   with   Urban Design (M.U.D.)     3. Architecture (M.Arch.)   with   Business Administration (M.B.)	19.4   10.6   A.) 8.2
1.   Educational Fechnology (M.Ed.) with   Elocal ymionitation Science (M.     2.   Architecture (M.Arch.)   with   Urban Design (M.U.D.)     3.   Architecture (M.Arch.)   with   Business Administration (M.B.//     Associate / Bachelor's Degree	19.4       10.6       A.)     8.2       Average Enrollment
1.   Educational rechnology (M.Ed.) with   Educational rechnology (M.Ed.) with     2.   Architecture (M.Arch.)   with   Urban Design (M.U.D.)     3.   Architecture (M.Arch.)   with   Business Administration (M.B./// Business Administration (M.B.// Business Administration (M.B.// Business Administrat	Ig.4       10.6       A.)     8.2       Average Enrollment       (B.T.A.S.)     45.6
1.   Educational rechnology (M.Ed.) with   Educational rechnology (M.Ed.) with     2.   Architecture (M.Arch.)   with   Urban Design (M.U.D.)     3.   Architecture (M.Arch.)   with   Business Administration (M.B.///     Associate / Bachelor's Degree   1.   Computer Technology (A.A.B.)   with   Technical/Applied Studies     2.   Business Management Tech (A.A.B.) with   Business Management (B.///	Ig.4       10.6       A.)     8.2       Average Enrollment       (B.T.A.S.)     45.6       B.A.)     18.6
1.   Educational rechnology (M.Ed.) with   Educational rechnology (M.Ed.) with     2.   Architecture (M.Arch.)   with   Urban Design (M.U.D.)     3.   Architecture (M.Arch.)   with   Business Administration (M.B.///     Associate / Bachelor's Degree   1.   Computer Technology (A.A.B.)   with   Technical/Applied Studies     2.   Business Management Tech (A.A.B.) with   Business Management (B.     3.   A.A. or A.S.   with   Psychology (B.A.)	Ig.4       10.6       A.)     8.2       Average Enrollment       (B.T.A.S.)     45.6       B.A.)     18.6       18.4
1.   Educational rechnology (M.Ed.) with   Educational rechnology (M.Ed.) with     2.   Architecture (M.Arch.)   with   Urban Design (M.U.D.)     3.   Architecture (M.Arch.)   with   Business Administration (M.B.///////////////////////////////////	Ig.4       10.6       A.)     8.2       Average Enrollment       (B.T.A.S.)     45.6       B.A.)     18.6       18.4     2
1.   Educational rechnology (M.Ed.) with   Educational rechnology (M.Ed.) with     2.   Architecture (M.Arch.)   with   Urban Design (M.U.D.)     3.   Architecture (M.Arch.)   with   Business Administration (M.B./     Associate / Bachelor's Degree   .   Computer Technology (A.A.B.)   with   Technical/Applied Studies     2.   Business Management Tech (A.A.B.)   with   Business Management (B.     3.   A.A. or A.S.   with   Psychology (B.A.)     4.   Radiologic Technology (A.A.S.)   with   Radiologic/Imaging Science     Bachelor's / Master's Degree   Average Enrol	II.L.I.S.)   19.4     10.6     A.)   8.2     Average Enrollment     (B.T.A.S.)   45.6     .B.A.)   18.6     18.4   18.4     ces (B.R.I.T.)   17.2
1.   Educational Technology (M.Ed.) with   Educational Technology (M.Ed.) with     2.   Architecture (M.Arch.)   with   Urban Design (M.U.D.)     3.   Architecture (M.Arch.)   with   Business Administration (M.B./     Associate / Bachelor's Degree   .   Computer Technology (A.A.B.)   with   Technical/Applied Studies     2.   Business Management Tech (A.A.B.)   with   Business Management (B.     3.   A.A. or A.S.   with   Psychology (B.A.)     4.   Radiologic Technology (A.A.S.)   with   Radiologic/Imaging Science     Bachelor's / Master's Degree   Average Enrol   1.   Public Health (B.S.P.H.) with   Public Health (M.P.H.)   7.0	Ig.4       10.6       A.)     8.2       Average Enrollment       (B.T.A.S.)     45.6       B.A.)     18.6       18.4     2       ces (B.R.I.T.)     17.2

2. Accounting (B.B.A.) 3. Aeronautics (B.S.) with Technology (M.Tech.) 1.8 with Nutrition (M.S.) 1.8 4. Nutrition (B.S.)

Students declared 49 different bachelor's/master's combinations

## Undergraduate Double Major/Dual Degree Policy Benefits and Challenges

#### BENEFITS

- Students graduate with knowledge in two subject areas, which can improve career prospects.
- Research shows that students who declare both a liberal arts major and a business or STEM major earn more.
- Declaring two majors helps students avoid becoming overly specialized, exposing them to new ways of thinking and communicating with others outside their primary area.
- Students who major in two fields are more apt than their single-majoring peers to think in both integrative and creative ways.
- Declaring two majors allows students to choose a field that may not be careerfocused but in which they have an interest/passion.
- Tackling more than one subject at once will give students exposure to different industries and opportunities, making it valuable when deciding what to do in the future.

## CHALLENGES

- Completing two majors may require more coursework and/or more time to earn degree(s), which may affect students financially.
- Taking on two majors may create intense workloads that will add to an already stressful time and may prevent students from completing internships or co-curricular activities that could be beneficial for career opportunities.
- Two majors necessarily won't have a significant advantage for jobs beyond entry level (unlike, perhaps, a combined bachelor's/master's).
- Trying to complete requirements for two majors may prevent students from exploring many different disciplines.
- Students may learn more by mastering a single subject, taking the time to focus and do a few things well.
- Completing two majors requires a proactive and coordinated effort to ensure coursework can be completed in a sequential and timely manner.

## Policy on Double Majors and Dual Degrees at Other Universities

Institution	Concurre	nt Policy	Subsequ	ent Policy
Reviewed	Additional Credits	Unique Credits	Additional Credits	Unique Credits
Arizona State University	None stated	None stated	30 (in residence)	None
Ball State University	30 (150 total)	None stated	No policy found	No policy found
Bowling Green State university	Double Major: None Dual Degree: 20 (142 total) College of Arts and Sciences requires 32 (154 total)	None stated	No policy found	No policy found
Cleveland State University	No policy found	No policy found	30 (in residence)	24 upper division
Georgia State University	Double Major: 39 upper division (in residence) Dual Degree: 39 upper division (in residence)	Double major: 39 upper division	No policy found	No policy found
Kentucky State University	Associate: 15 (75 total) Bachelor's: 30 (150 total) A student may not pursue mixed levels of degrees simultaneously.	None stated	Associate: 15 Bachelor's: 30	None stated
Linfield College (Oregon)	35 (in residence)	15	35 (in residence)	15
Miami University	32 (156 total)	None stated	No policy found	No policy found
Northern Illinois University	30 (in residence	None stated	30 (in residence) 12 (upper-division major requirements)	None stated
Ohio State University	Double Major: None Dual Degree: 30 (151 total)	Double Major: 18 major requirements and 39 upper division Dual Degree: 57 upper division	Double Major: None Dual Degree: 30 (151 total)	Double Major: 18 major requirements and 39 upper division Dual Degree: 57 upper division
Ohio University	Double Major: None Dual Degree: 15)	Double Major: 30 (in residence) Dual Degree: 45 (in residence)	Double Major: None Dual Degree: 15)	Double Major: 30 (in residence) Dual Degree: 45 (in residence)
Oregon State University	32 (in residence)	None stated	15 (in residence) "The additional credits may be taken at any time prior to or subsequent to the granting of a previous OSU baccalaureate degree."	None stated
Rochester Institute of Technology	Double Major: None Dual Degree: 30	None stated	No policy found	No policy found
SUNY at Albany	No policy found	No policy found	No policy found	No policy found

Note: Unless stated otherwise, policies are for bachelor's degrees

Institution	Concurrent Policy		Subsequent Policy		
Reviewed	Additional Credits	Unique Credits	Additional Credits	Unique Credits	
SUNY at Buffalo	Double Major: None Dual Degree: 30 or total 150, whichever is greater	Double Major: none Dual Degree: no more than 2 upper- division courses can be shared	30 (in residence)	"Once a degree is conferred, the courses and credits from that degree cannot be used in subsequent degrees, and students may not return to add a minor or concentration to conferred degree."	
Temple University	Double Major: Different per college/school	None stated	45 (in residence)	None stated	
Texas Tech University	No policy found	No policy found	No policy found	No policy found	
University of Akron	Double Major: Different per college/school Dual Degree: 30 (150 total)	None stated	15	None stated	
University of Alabama	Double Major: None Dual Degree: 30 (150 total) and 60 in residence	None stated	30 (in residence)	None stated	
University of Central Oklahoma	Double Major: None Dual Degree: 139 total	Double Major: none Dual Degree: 15 upper division	30 (in residence, of which 15 is upper division) "A Bachelor of Science degree in the General Studies program cannot be earned as a second or subsequent degree or a concurrent degree nor can it be part of a double/ multiple major."	15 "Students must meet degree requirements in effect at the time of initial enrollment in the second or subsequent degree program. First degree or concurrent degree catalog year rights are exhausted when the student araduates."	
University of Cincinnati	Double Major: None Dual Degree: Different per college	None stated	None stated	None stated	
University of Houston	Double Major: None Dual Degree: None stated	Double Major: 9 semester hours of advanced work in each major	Students may not add a second major to a baccalaureate degree they have already received.	None stated	
University of Memphis	Double Major: None stated Dual Degree: 30 (in residence)	None stated	Double Major: None stated Dual Degree: 30 (in residence)	Double Major: None stated Dual Degree: 30 (in residence)	
University of Mississippi	Double Major: None stated Dual Degree: 30 (154 total)	May be additional credits per college/school	Double Major: None stated Dual Degree: 30 (154 total)	May be additional credits per college/school	
University of Texas, Arlington	Double Major: None stated Dual Degree: 30	None stated	Double Major: None stated Dual Degree: 30	None stated	

Institution	Concurrent Policy		Subsequent Policy		
Reviewed	Additional Credits	Unique Credits	Additional Credits	Unique Credits	
University of Toledo	Double Major: 21 Dual Degrees: None stated	None stated	None stated	None stated	
University of Washington	Double Major: None (see note below) Dual Degree: 30 (150 total) and 60 in residence "Double majoring in the allowed only in multi-ma example, a French majo Italian, even though both the French and Italian S Whether you are allowe the B.A. and B.S. progra department, such as Bio double major or a doubl decision made by the de general it is not allowed departments allow a stu B.A. to return as a post to complete a B.S."	None stated same department is ajor departments. For or may double with h majors are within Studies Department. d to complete both ams in one blogy, either as a de degree, is a epartment involved. In , although some ident with an earlier baccalaureate student	Dual Degree: 30 and 60 total in residence) "If you graduate with one degree and not the other, you would have to apply for readmission to the University as a postbaccalaureate student to complete a second degree, and it is very difficult to be admitted as a postbaccalaureate student."	None stated Note: University of Washington is on the quarters system; credit hours have been converted to semesters on this chart	
Utah State University	Double Major: None stated Dual Degree: 30	None stated	Double Major: None stated Dual Degree: 30	None stated	
Virginia Commonwealth University	Double Major: None stated Dual Degree: 30	None stated	Double Major: None stated Dual Degree: 30	None stated	
Western Michigan University	Double Major: Different per college/school Dual Degree: 30 (in residence)	None stated	Double Major: Different per college/school Dual Degree: 30 (in residence)	None stated	
Wright State University	Double Major: Different per college/school Dual Degree: 150 credits minimum for both degrees	None stated	Double Major: Different per college/school Dual Degree: 30 (in residence)	None stated	
Youngstown State University	Double Major: 30 semester hours or 50% of the credits counted towards a major. Dual Degree: 30 (in residence)	None stated	Double Major: 30 semester hours or 50% of the credits counted towards a major. Dual Degree: 30 (in residence)	None stated	

## Revision of Combined/Master's Degree Programs Policy Proposal Summary

## SUBJECT SPECIFICATION

This proposal seeks to revise the policy for combined bachelor's/master's degree programs as published in the University Catalog, in addition to creating a policy to guide faculty developing combined degree programs to be published in the Curriculum Guidelines.

## BACKGROUND INFORMATION

In July 2019, the Ohio Department of Higher Education (ODHE) revised the policy regarding the allowance of applying graduate-level coursework toward both a bachelor's and master's degrees for students declared in a combined degree program (i.e. double counting graduate credit).

Previously, the ODHE allowed the double-counting of graduate credit <u>only</u> after a student completed a minimum of 150 unique credit hours (120 for the bachelor's degree and 30 credit hours for the master's degree). With that previous policy, there could be no double-counting of credit if the master's degree was 30 credit hours.

The revised policy permits an exception to the 150-unique-hours policy, allowing a maximum of 9 credit hours of graduate coursework to double count in a combined degree program with the following stipulations:

- The combined bachelor's/master's degree is approved by all appropriate bodies at the university (e.g., department, college, university undergraduate/graduate curriculum committees, provost) and by the ODHE.
- Only exceptionally well-prepared students are admitted to the program.
- Total number of credit hours counted toward the master's degree is minimum 30.
- All credit hours counted toward the master's degree are at the graduate level.
- Total number of unique credit hours required for the combined bachelor's/master's degree program is minimum 141.
- The student is charged undergraduate tuition and fees for no fewer than 120 credit hours (i.e., undergraduate students in a combined degree program are not charged graduate tuition until they become graduate students).
- The university will submit to the ODHE an annual report on the scope of the combined degree program and student success.

Under this revised policy, we need to seek ODHE approval for any combined degree program where unique credit hours total is between 141 and 149 (i.e., the master's degree is 30 to 38 credit hours). We will *not* need to seek ODHE approval for combined degree programs that are or more than 150 unique credit hours (i.e., the master's degree is more than 38 credit hours).

Members of the Graduate Deans Advisory Council (GDAC) reviewed and revised the university's policy on combined bachelor's/master's degree programs to align with ODHE's new policy. In addition, GDAC proposes the following revisions:

- Replace specific GPA per credit hours with a minimum 3.000 overall GPA for eligibility for a combined degree program. The meaning of the GPA in different programs may not be the same, and GDAC members felt that decision should be left to the program areas.
- Remove requirement that a letter grade must be earned in courses that will be doubled counted toward both the bachelor's and master's degrees.
- Remove categories of formal and informal combined degree programs.
- Create a policy in the Curriculum Guidelines that explains when a combined degree program needs ODHE approval and details the stipulations and process for approval.

## ALTERNATIVES AND CONSEQUENCES

The alternative to the proposed policy revisions is the status quo, and the consequences will be a policy that discourages students to apply early to a master's degree while finishing their bachelor's degree at Kent State.

## SPECIFIC RECOMMENDATION AND JUSTIFICATION

The Graduate Dean's Advisory Committee, with approval of the dean of graduate studies and in consultation with graduate faculty coordinators, recommends that revisions to the combined bachelor's/ master's degree program—as listed on the next pages—be approved effective for fall 2020 to alleviate issues in practice by the current policy.

## TIMETABLE AND ACTIONS REQUIRED

Approval by the Graduate Dean's Advisory Council	February 2020
Approval by Educational Policies Council	April 2020
Approval by Faculty Senate	April 2020
Implementation	Fall 2020

## University Catalog (Mark-up of Revisions)

Added Removed Moved From Moved To

## Combined Bachelor's/Master's Degree Program

A combined bachelor's/master's degree program allows exceptional, <u>well-prepared</u> Kent State University undergraduate students early admission into <u>a graduate program</u> graduate school. Students in a combined <u>degree</u> program <u>take</u> are able to identify and begin taking graduate-level coursework as undergraduate students, thus enabling courses to be applied toward both degree programs.

Students in a combined degree program must meet the m<sup>M</sup>inimum requirements must be met for each degree earned. A student who earns a bachelor's degree and a master's degree must complete a minimum of 150 unique credit hours (120 representing the bachelor's degree and an additional 30 representing the master's degree). Undergraduate requirements must be fully satisfied before a bachelor's degree will be awarded. Until that time, students continue to have undergraduate student status and are charged undergraduate tuition and fees. Following award receipt of the undergraduate degree, their status will be changed to that of graduate student.

Undergraduate students in a combined program may complete a maximum of 12 credit hours of graduatelevel coursework and apply it toward their undergraduate degree. Once a student completes the undergraduate degree and enters graduate student status, the graduate-level coursework taken as an undergraduate student may be applied toward the graduate degree (i.e., courses are double counted). Double counting may occur only after the minimum 30 credit hours for the master's degree are completed.

To be eligible for double counting, the coursework must meet all of the following criteria:

- 1. Be of graduate level
- 2. Apply to degree requirements for the master's degree
- The letter grade earned must meet minimum standards as described in the Academic Standing
   Graduate policy in the University Catalog

Courses that do not earn a regular letter (A-F) grade, as well as courses given as credit by examination, are not eligible for double-counting. Under no circumstances will undergraduate-level coursework be applied toward the master's degree.

#### **ELIGIBILITY FOR ADMISSION**

To be eligible <u>for admission to</u> a combined <u>degree</u> program, <u>undergraduate</u> students must <u>meet the</u> <u>following stipulations:</u>

- have junior standing (Earn a minimum of 60 GPA credit hours (junior standing))
- and must have a<u>A</u>chieved a minimum <u>3.000 overall Kent State</u> GPA (some combined degree programs may require a higher GPA) of one of the following:
  - 3.500 GPA after 60 credit hours
  - 3.400 GPA after 75 credit hours
  - 3.300 GPA after 90 credit hours
  - 3.200 GPA after 105 credit hours
- <u>Complete a standard online graduate application</u>, <u>{including paying the application fee}</u>
- <u>Meet all admissions requirements for as established by the master's degree program. Students should</u> (consult the University Catalog for specific requirements)
- Be admitted to the master's degree program graduate program of interest
- <u>Submit the Informal Combined Bachelor's/Master's Degree Program form Plan of Study prior to the first semester of enrollment in the combined degree program</u>

#### APPLICATION OF GRADUATE CREDIT

<u>Undergraduate students in a combined degree program may complete</u> <u>a maximum of 9-12 credit hours</u> of graduate-level coursework, depending on the approved combined degree program (see table below), and apply the courses and credit hours it toward their undergraduate degree. Once <del>a</del> students completes the undergraduate degree and enters graduate student status, the graduate-level coursework taken as an undergraduate student may be applied toward the graduate degree (i.e., courses are double counted). A <u>sStudents who</u> <u>undertake earns</u> <u>a</u> <u>combined bachelor's</u> <u>degree and a</u> <u>master's degree program must</u> <u>complete a minimum of 141</u> <del>150</del> <u>unique credit hours</u>, with a minimum 30 of those credit hours applied toward the master's degree. (120 representing the bachelor's degree and an additional 30 representing the master's degree). Double counting may occur only after the minimum 30 credit hours for the master's degree are completed.

To be eligible for double counting, the coursework must meet all of the following criteria:

- <u>1.</u> <u>Be of graduate level u</u><u>Under no circumstances will undergraduate-level coursework be applied</u> toward the master's degree.
- 2. Apply to degree requirements for the bachelor's and master's degrees
- 3. Are not awarded as credit by examination
- <u>4.</u> The letter grade earned must mMeet minimum standards as described in the Academic Standing <u>- Graduate policy in the University Catalog</u>

Approved Combined Degree Program	Double-Counting of Graduate Credit
Any combined degree program where the master's	Maximum 9 credit hours with college approval
degree is 39 or more credit hours	
Any combined degree program where the master's	Maximum 12 credit hours with college
degree is 42 or more credit hours	approval
B.S./M.S. Computer Science	Maximum 9 credit hours
B.A. Criminology and Justice Studies/M.A. Criminology	Maximum 9 credit hours
and Criminal Justice	
B.A./M.A.E. Economics	Maximum 9 credit hours
B.B.A./M.A.E. Economics	Maximum 9 credit hours
B.B.A. (all majors)/M.B.A. Business Administration	Maximum 9 credit hours
B.A./M.A. English	Maximum 9 credit hours
B.A. Environmental Studies / M.S. Geography	Maximum 9 credit hours
B.A./M.S. Geography	Maximum 9 credit hours
B.A./M.A. Geology	Maximum 9 credit hours
B.A. Interior Design/M.H.D. Healthcare Design	Maximum 9 credit hours
B.A./M.A. Teaching English as a Second Language	Maximum 9 credit hours

The following are approved combined bachelor's/master's degree programs:

<u>Combined degree programs are</u> The informal program will be developed initiated by an individual students in consultation with their his/her academic advisor. The combined degree program should It is to be developed according to the individual career interests and goals of the student and should be an integrated learning experience rather than merely the completion of a certain number of undergraduate and graduate credits. The proposed combined degree program requires the approval of both the undergraduate and the graduate programs involved, as well as the respective college dean(s).

Kent State University allows for both formal and informal combined degree programs, as described below. Formal programs may have more stringent requirements than the general eligibility requirements listed above.

#### Formal Combined Bachelor's/Master's Degree Programs

A formal combined bachelor's/master's degree program has established admissions requirements, a curriculum and graduation requirements.

To qualify for a combined bachelor's/master's degree program, an undergraduate student must complete a standard online graduate application (including the application fee) and be admitted to the graduate program of interest. The student must meet all admissions requirements as established by the formal combined program. Students should consult the University Catalog for specific requirements. The student is also required to submit the Formal Combined Bachelor's/Master's Degree Programs form prior to the first semester of enrollment in the combined program.

The following combined programs have been formally approved by the university:

- Combined Bachelor of Science and Master of Arts degrees in Speech Pathology and Audiology
- Combined Bachelor of Business Administration and Master of Business Administration degrees
- Combined Bachelor of Science degree in Fashion Merchandising and Master of Business Administration degree
- Combined Bachelor of Science in Nursing and Master of Science in Nursing degrees
- Combined Bachelor of Science in Public Health in Health Services Administration and Master of Public Health in Health Policy and Management

#### Informal Combined Bachelor's/Master's Degree Programs

An informal combined bachelor's/master's degree program has not been formally approved by the university, but allows undergraduate students to begin taking graduate level coursework that may be applied to the undergraduate and/or graduate degree.

The informal program will be developed by an individual student in consultation with his/her academic advisor. It is to be developed according to the individual career interests and goals of the student and should be an integrated learning experience rather than merely the completion of a certain number of undergraduate and graduate credits. The proposed combined program requires the approval of both the undergraduate and the graduate programs involved, as well as the respective college dean(s).

To qualify for an informal combined bachelor's/master's degree program, an undergraduate student must complete a standard online graduate application (including the application fee) and be admitted to the graduate program of interest. The student must meet all admissions requirements as established by the master's degree program. Students should consult the University Catalog for specific requirements. The student is also required to submit the Informal Combined Bachelor's/Master's Degree Plan of Study form prior to the first semester of enrollment in the combined program.

## University Catalog (Clean Version of Revisions)

Date Revised

Month Year

## ACADEMIC POLICY

## Combined Bachelor's/Master's Degree Program

## POLICY STATEMENT

A combined bachelor's/master's degree program allows exceptional, well-prepared Kent State University undergraduate students early admission into a graduate program. Students in a combined degree program take graduate-level coursework as undergraduate students, thus enabling courses to be applied toward both degree programs.

Students in a combined bachelor's/master's degree program must meet the minimum requirements for each degree earned. Undergraduate requirements must be fully satisfied before a bachelor's degree will be awarded. Until that time, students continue to have undergraduate student status and are charged undergraduate tuition and fees. Following award of the undergraduate degree, their status will be changed to that of graduate student.

#### ELIGIBILITY FOR ADMISSION

To be eligible for admission to a combined degree program, undergraduate students must meet the following stipulations:

- Earn a minimum 60 credit hours (junior standing)
- Achieve a minimum 3.000 overall Kent State GPA (some combined degree programs may require a higher GPA)
- Complete a standard online graduate application, including paying the application fee
- Meet all admissions requirements for the master's degree program (consult the University Catalog for specific requirements)
- Apply and be admitted to the master's degree program
- Submit the Combined Bachelor's/Master's Degree Program form prior to the first semester of enrollment in the combined degree program

#### APPLICATION OF GRADUATE CREDIT

Undergraduate students in a combined degree program may complete 9-12 credit hours of graduatelevel coursework, depending on the approved combined degree program (see table below), and apply the courses and credit hours toward their undergraduate degree. Once students complete the undergraduate degree and enters graduate student status, the graduate-level coursework may be applied toward the graduate degree (i.e., courses are double counted). Students who undertake a combined bachelor's/ master's degree program must complete a minimum of 141 unique credit hours, with a minimum 30 of those credit hours applied toward the master's degree.

To be eligible for double counting, the coursework must meet all the following criteria:

- 1. Be of graduate level under no circumstances will undergraduate-level coursework be applied toward the master's degree
- 2. Apply to degree requirements for the bachelor's and master's degrees
- 3. Are not awarded as credit by examination

## Date Effective Month Year

4. Meet minimum standards as described in the Academic Standing - Graduate policy in the University Catalog

The following are approved combined bachelor's/master's degree programs:

Approved Combined Degree Program	Double-Counting of Graduate Credit
Any combined degree program where the master's	Maximum 9 credit hours with college approval
degree is 39 or more credit hours	
Any combined degree program where the master's	Maximum 12 credit hours with college approval
degree is 42 or more credit hours	
B.S./M.S. Computer Science	Maximum 9 credit hours
B.A. Criminology and Justice Studies/M.A.	Maximum 9 credit hours
Criminology and Criminal Justice	
B.A./M.A.E. Economics	Maximum 9 credit hours
B.B.A./M.A.E. Economics	Maximum 9 credit hours
B.B.A. (all majors)/M.B.A. Business Administration	Maximum 9 credit hours
B.A./M.A. English	Maximum 9 credit hours
B.A. Environmental Studies/M.S. Geography	Maximum 9 credit hours
B.A./M.S. Geography	Maximum 9 credit hours
B.A./M.A. Geology	Maximum 9 credit hours
B.A. Interior Design/M.H.D. Healthcare Design	Maximum 9 credit hours
B.A./M.A. Teaching English as a Second Language	Maximum 9 credit hours

Combined degree programs are developed by students in consultation with their academic advisor. The combined degree program should be developed according to the individual career interests and goals of the student and should be an integrated learning experience rather than merely the completion of a certain number of undergraduate and graduate credits. The proposed combined degree program requires the approval of both the undergraduate and the graduate programs involved, as well as the respective college dean(s).

## REASON FOR POLICY

Policy enforces uniform standards for undergraduate students seeking early admission to a graduate degree at Kent State University and aligns with the policy from the Ohio Department of Higher Education.

## PROCEDURES

There are no procedures with this policy.

## FORMS/INSTRUCTIONS

- <u>Combined Bachelor's/Master's Degree Form (DOCX)</u>
- Graduate Admissions

## RELATED INFORMATION

- <u>Academic Standing Graduate</u>
- <u>Academic Standing Undergraduate</u>
- <u>Credit-Hour Requirement for Graduation</u>
- Dual Degrees/Double Majors
- <u>Undergraduate Students Enrolling in Graduate Courses</u>

## FREQUENTLY ASKED QUESTIONS

There is no FAQ associated with this policy.

## DEFINITIONS

**Credit by examination:** a special examination, which upon successfully completion, a student is awarded college-level credit hours but no grade.

**Graduate-level courses:** numbered with the first digit of 5 and 6 at the master's degree level and the first digit of 7 and 8 at the doctoral degree level.

**Undergraduate-level courses:** numbered with the first digit of 0, 1, 2, 3 and 4. These courses are taken by students declare in an associate or bachelor's degree or undergraduate certificate. Undergraduate courses cannot be applied toward requirements for a graduate degree or certificate.

## **REVISION HISTORY**

#### To come

## **Curriculum Guidelines**

## Combined Bachelor's/Master's Degree Program (New Policy)

Academic units may allow Kent State baccalaureate-seeking students to be admitted early to a master's degree program and have 9-12 credit hours of graduate coursework applied toward both the bachelor's and master's degree (i.e., double counted). See the Combined Bachelor's/Master's Degree Program policy in the University Catalog [hyperlink] for information on minimum admission and graduation requirements for students seeking to complete a combined degree program.

The Ohio Department of Higher Education (ODHE) requires that students in a combined degree program complete a minimum of 150 unique credit hours (minimum 120 for the bachelor's and minimum 30 for the master's). The ODHE allows an exception for 141 unique credit hours (120 for the bachelor's and 21 for the master's) <u>only</u> if the combined degree program is approved by all appropriate bodies at the university and by the ODHE.

Faculty who wish to promote a combined degree program and allow students to double count graduate credit toward both degrees must seek prior ODHE approval where the unique credit hours total is between 141 and 149. Faculty do *not* need ODHE approval for combined degree programs that are or more than 150 unique credit hours (see table below).

Master's degree total credit hours	Maximum credit hours for double counting	Total unique credit hours	ODHE approval needed?	
30-38	9	141-149	Yes	
39+	9	150+	No	
42+	12	150+	No	

Table: Policy in practice for combined degree programs:

Faculty wishing to request the exception to the 150-unique credit hours rule should complete the ODHE Combined Bachelor's/Master's Degree Program Request form available on the Curriculum Services website. The form must proceed through the regular curriculum review/approval process within the department. school and/or college. From there, the form will go to EPC as an information item and then to ODHE for approval.

All combined degree programs must meet following stipulations:

- Only exceptionally well-prepared students are admitted to the program.
- Minimum 30 credit hours is required to earn the master's degree (some master's degree programs require more credit hours).
- All credit hours counted toward the master's degree are at the graduate level. Under no circumstance will undergraduate-level courses or credit hours be applied toward graduate degree's requirements or overall hours.
- Total number of unique credit hours required for the combined bachelor's/master's degree program is minimum 150 (or minimum 141 with university and OHDE approval).

## **New Request**

Date Submitted: 02/18/20 10:55 am

# Viewing: School name change: From Journalism and Mass Communication to Media and Journalism (MDJ)

## Last edit: 02/24/20 3:40 pm

Changes proposed by: mmckenne

Reviewer

Comments

## In Workflow

- 1. JMC Director -Undergraduate
- 2. JMC Director -Graduate
- 3. CI CCC Agenda Role
- 4. CI Dean
- 5. Provost
- 6. Educational Policies Council
- 7. Faculty Senate Chair
- 8. Board of Trustees

## **Approval Path**

1. 02/20/20 8:26 pm Mitchell McKenney (mmckenne): Approved for JMC Director -

Undergraduate

- 2. 02/20/20 9:11 pm Tang Tang (ttang2): Approved for JMC Director - Graduate
- 3. 02/21/20 8:46 am Catherine Zingrone (czingron): Approved for CI CCC Agenda Role
- 4. 02/24/20 3:40 pm Amy Reynolds (areyno24): Approved for Cl Dean

**Catherine Zingrone (czingron) (02/21/20 8:46 am):** To CCI dean to review, pending approval by CCI CCC at 2.21.20 meeting.

to

Proposal Type	Academic Administrative Structure		
Proposal Name	School name change: From Journalism and Mass Communication Media and Journalism (MDJ)		
Proposed Effective Cat Fall 2020	alog Year:	2020-2021	Effective Term:
Level of Request	Department	t Level	
Department	School of Journalism and Mass Communication		
College	College of Communication and Information		
What actions are you taking? Revising name of sch	ool		

Why are you taking

these actions?

The name School of Journalism and Mass Communication was adopted in 1987, back when media messages were mostly being produced for "mass" audiences. In the Internet era, audiences have become more fragmented, and our professional programs are now focused on creating content for specialized audiences. "Journalism and Mass Communication" no longer reflects most of what we teach, and the name does not encompass three of our four programs. "Mass Communication" is also a dated term not likely to appeal to incoming students. While the school has been contemplating a name change for a while, the change was fast-tracked when a sister College of Communication and Information school, Digital Sciences, changed its name to the School of Emerging Media and Technology. Its research, coupled with JMC's, confirmed positive associations with the word "media." Rolling out both name changes at the same time would be advantageous for marketing purposes. Signage will be changing at Franklin Hall anyway, and JMC will benefit from a new name to match its evolved curriculum.

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

Units Consulted
School of Communication Studies
School of Digital Sciences
School of Visual Communication Design

Other Units Consulted:

NA

## Proposal Summary to Establish or Revise an Academic Administrative Structure

The quality of the faculty, students and programs.

JMC offers four majors: journalism, public relations, advertising and digital media production. It has 28 full-time faculty members and 832 undergraduate students, making it the largest school in the College of Communication and Information. As of Fall 2019, DMP had the largest number of students at 318, followed by Journalism at 271, Public Relations at 129 and Advertising at 114. JMC has a history of sustained excellence. In all of our disciplines – advertising, digital media production, journalism and public relations - our students consistently rank among the best in the nation in national competitions, year after year. All of our programs graduate media professionals, who typically find employment in media and related industries. Eighty-two percent of Public Relations graduates, for example, find employment in the PR industry within six months of graduation. JMC has received national attention for its one-of-a-kind Center for Scholastic Journalism, its deep commitment to media ethics through the Poynter KSU Media Ethics Workshop, its 10 independent and national award-winning student media outlets, and a rapidly expanding film and television production program, which generates dozens of festivalquality narrative, documentary and experimental short films each year. Our current faculty include a Knight Chair, two Pulitzer Prize winners, a Columbia DuPont Award winner and a former CIA senior intelligence executive. JMC is an accredited school of journalism and mass communication.

Centrality and coherence to the mission and strategic directions of the university and other academic units.

"The school's current mission aligns with university priorities, including putting students first, making a ""Distinctive Kent State"" and following the University's Strategic Roadmap. Our academic programs are built with the end in sight: launching high-impact careers in media. From day one, we begin building capabilities, confidence and professional contacts so that students can land promising internships. ""Media"" is one word that encompasses all of our programs. In a 2019 survey conducted for our sister school, Digital Sciences, high school students associated the word "media" with news, apps, social media platforms, information, and communication. We teach how to produce media in all the forms and on all those platforms and more.

Comparative advantage versus other structures.

While "Media" is becoming more popular in the nomenclature of communications schools and colleges, an Eduventures report produced for JMC revealed only three comparable institutions in nearby states already using the word "Media" in their names, including Temple, Indiana University and Ball State. A unique name would increase competitive advantage, as would choosing a name that is concise and memorable.

What makes the unit particularly appropriate for Kent State University.

The School of Journalism and Mass Communication (JMC) is one of five Schools housed within the Kent State College of Communication and Information (CCI). CCI is the only college in the nation that offers degree programs from five distinct but interrelated fields of study – media, design, communication, information and digital technologies.

Demand for the unit and for the graduates of the unit.

The Bureau of Labor Statistics predicts a 4% job growth in media and communication careers, such as public relations and writing and editing, through 2028 and even higher growth in media technology jobs, such as 13.9% for film and video editors and 11.4% for camera operators for television and film.

Duplication and interrelatedness of the unit's program(s) within the university, state, and region

While Eduventures found that the term "Media" is rising in popularity among the top 40 institutions conferring degrees like ours, no other comparable institution in Ohio uses the word in its name. Within the university, only the new School of Emerging Media and Technology has the word "Media" in its name. EMAT supports the inclusion of the word in the new name for JMC. As an interdisciplinary school, they are more focused on technology, whereas JMC has traditionally been the school that teaches journalism, public relations, advertising, digital media and what most people think of as content creation for various forms of media.

Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.

The name change to the School of Media and Journalism will assist us in marketing our programs and connecting students with current and up-to-date career opportunities in our field. The name of the school will now reflect current terminology and/or language used in our fields. In a study done for our sister CCI school Digital Sciences, students associate the word "media" with news, apps, social media platforms, information, and communication. This supports the view that ""media"" reflects what we do as a school and high school students will recognize that when they are choosing their future colleges.
EPC Agenda | 20 April 2020 | Attachment 4 | Page 5

Administrative reporting structure.

There will be no changes. The administrative reporting structure will remain the same as the current School of Journalism and Mass Communication.

Space and capital budget needs.

There will be no changes. The space and capital budget needs will remain the same as the current School of Journalism and Mass Communication.

A proposed operating budget with any one-time resource needs.

There will be no changes. The operating budget will remain the same as the current School of Journalism and Mass Communication.

Evaluation procedures including academic assessment procedures.

There will be no changes. The evaluation procedures will remain the same as the current School of Journalism and Mass Communication.

A timetable for proposal implementation.

Approval by JMC FAC: February 14, 2020 Approval by CCI CCC (proposed): February 21, 2020 Approval by Provost (proposed): February/March 2020 Approval by EPC (proposed): March 16, 2020 Approval by Faculty Senate (proposed): April 13, 2020 Approval by President (proposed): April/May 2020

Approval by Board of Trustees (proposed): June 3, 2020 Implementation/Effective: Fall 2020

Attach supporting documents (e.g., syllabus, letters of support, non-encroachment, e-mail communication)

Key: 133

### Policy for Thesis for a Master's Degree Proposal Summary

### SUBJECT SPECIFICATION

This proposal seeks to revise the policy for the thesis for a master's degree as published in the University Catalog.

### BACKGROUND INFORMATION

Members of the Graduate Deans Advisory Council (GDAC) reviewed and revised the university's policy the thesis for a master's degree. The policy has not had a wholistic review in many years.

Revisions include the following:

- Headers are added to organize the information, from approving the thesis topic, convening the thesis committee, registering for the thesis course, conducting the final examination and submitting the thesis.
- Language regarding the thesis committee is replaced with more up-to-date information from the Guide to Graduate Education.
- Graduate faculty status levels are removed for the thesis committee membership, replaced by associate and full graduate faculty status.
- Requirement is eliminated that students must register for the thesis in the summer term.
- Statement is added that credit hours earned in Thesis II do not count toward the degree.
- Deadline for thesis completion (eight weeks before commencement) is now determined by each college; and deadline is added for the filing of the thesis as the last day of classes in graduation term (the calendar always listed the deadline as third Monday following the final date for oral examination, which never was written into policy).

### ALTERNATIVES AND CONSEQUENCES

The alternative to the proposed policy revisions is the status quo, and the consequences will be an outdated and incomplete policy in the University Catalog.

### SPECIFIC RECOMMENDATION AND JUSTIFICATION

GDAC, in consultation with graduate faculty coordinators, recommends the following:

- Elimination of the summer term registration for the thesis to be approved effective for summer 2020 due to the COVID-19 pandemic.
- Revisions as listed on the next pages to be approved effective for fall 2020.

### TIMETABLE AND ACTIONS REQUIRED

Approval by the Graduate Dean's Advisory Council	March 2020
Approval by Educational Policies Council	April 2020
Approval by Faculty Senate	May 2020
Implementation	Summer 2020 (2020-21 Catalog)

<u>Added</u> Removed Moved From <u>Moved To</u> Taken from Guide to Graduate Education

### Thesis for Master's Degree – Marked-Up Version

The writing of an acceptable thesis is mandatory or an option in certain master's degree programs.

### Thesis Topic

The thesis topic must be approved by the <u>student's academic unit</u> <u>department</u> and filed with the college dean no later than the semester preceding that in which the candidate expects to receive the degree. The thesis topic 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. The thesis topic is formulated by the student in consultation with the advisor and submitted to the <u>academic unit</u> <u>department</u> for approval according to normal <u>departmental</u> procedures <u>for that academic unit</u>.

All students preparing a thesis are required to file a Notification of Approved Thesis Topic form. <u>After</u> When the topic has been approved by the student's the advisor and <u>a</u> the committee has been formed, the advisor and all members of the committee, graduate/program coordinator, and lead administrator of the academic unit <u>department chair/school director</u> sign the form and forward it to the <del>academic</del> college dean for approval. The <del>academic</del> college office returns a copy of the completed form to the <u>academic unit</u> <u>department/school</u>.

When submitting the form, the student should attach a short summary of the thesis (no more than Although a detailed thesis prospectus is not required, a paragraph) should be attached to the Notification of Approved Thesis Topic form that includes a clear statement of the problem to be undertaken and the procedure or methodology to be used in the research.

### **Thesis Committee**

When the student has developed a thesis topic acceptable to the advisor, a thesis committee responsible for overseeing the progress of the candidate's thesis is <u>convened</u> appointed. The graduate/program coordinator in consultation with the student and the student's advisor appoints the members of the committee. This group will consist, at minimum, at least of three members:

- The advisor, who chairs the committee
- Minimum At least two additional members from the candidate's academic unit department/school
- If appropriate, one or more committee members also may be selected from other academic units departments or schools. However, the majority of the committee members must be from the student's home academic unit.

The advisor must be a member of the graduate faculty who has been approved to direct theses. The other members of the committee must have associate or full graduate faculty status and be approved to serve on a master's committee at least A-1 graduate faculty status. A If a co-advisor, if is used, he or she counts will count as one of the required members from the student's academic unit department/school, (NOTE: only one of the committee members may be A-1 graduate faculty status. All others must have at least A-2 graduate faculty status.)

Special permission must be obtained from the academic college dean for anyone on the thesis committee who does not meet the qualifications stated above.

The graduate/program coordinator, in consultation with the graduate studies committee will, as necessary, review the composition of the proposed committee for appropriate balance, and the topic for strength and suitability.

The thesis must be completed and in the hands of the examining committee no later than eight weeks before commencement. Some departments may demand an earlier deadline. After the thesis has been accepted by the examining committee and after the candidate has passed the oral examination (if required by the major department).

In some departments, an oral examination, open to the university community, may be required of candidates writing a thesis. When the thesis has been accepted by a student's advisor, the department will arrange for the oral examination. The college dean will be kept informed of the time and place of the examination and the composition of the examining committee. The results of the examination will be sent to the college dean for approval. This examination is directed primarily toward the thesis but may contain other topics with which the committee feels the candidate should be familiar. The committee usually consists of three to five graduate faculty members, the majority of whom must be associated with the student's program.

The master's candidates submit their thesis in electronic form. Information on the process may be found on the University Libraries electronic thesis or dissertation (ETD) website. Theses are submitted electronically through the OhioLINK ETD Center, where they are made publicly available. Individual units may still require submission of a paper copy for their archives. It is the responsibility of the master's student to fulfill this requirement.

#### Thesis Registration and Applicability Toward Degree

<u>Upon approval of the thesis topic, the Each</u> student writing a thesis is required to register continuously for Thesis I (6x1×99) <u>each semester (fall, spring)</u> for a total of 6 credit hours. A student who has completed the required 6 credit hours of Thesis I <u>but has not finished the thesis</u> is expected, thereafter, to register continuously for Thesis II (6x2×99) each semester <u>(fall, spring)</u>, <u>including summer</u>, until all degree requirements are met. <u>The student receives an In-Progress (IP) administrative mark until the thesis is</u> <u>completed</u>, at which time the IP mark is changed to either the Satisfactory (S) or Unsatisfactory (U) grade <u>Grades of S (satisfactory) or U (unsatisfactory) are given</u>.

No more than 6 credit hours of Thesis I credit may be counted toward completion of degree requirements. Credit hours earned in Thesis II do not, under any circumstances, count toward the degree.

Student should make certain that their topic has been approved and must register for thesis writing no later than the last semester they are in residence. Grades of S (satisfactory) or U (unsatisfactory) are given.

<u>The thesis must be completed and in the hands of the examining committee by the deadline as</u> <u>determined by the college and communicated in advance to the student.</u> <del>no later than eight weeks before</del> <del>commencement. Some departments may demand an earlier deadline. After the thesis has been accepted</del> <del>by the examining committee and after the candidate has passed the oral examination (if required by the</del> <del>major department).</del>

#### Final Examination (Oral Defense)

In some academic units, a final departments, an oral examination (oral defense), open to the university community, may be required of candidates writing a thesis. This examination is directed primarily toward the thesis but may contain other topics with which the committee feels the candidate should be familiar. The committee usually consists of three to five graduate faculty members, the majority of whom must be associated with the student's program. The procedures for the final examination are detailed in the procedures section below.

#### **Thesis Submission**

Master's The master's candidates are required to submit their thesis in electronic form to the OhioLINK Electronic Thesis or Dissertation Center, where the thesis is they are made publicly available. Information on the process can may be found on the University Libraries guidelines for ETD preparation electronic thesis or dissertation (ETD) website. Theses are submitted electronically through the OhioLINK ETD Center, where they are made publicly available. The thesis must be prepared according to established guidelines, which are available in the college office. Individual units may still require submission of a paper copy for their archives and the deadline for the thesis to be filed in the college office is the last day of classes for the term of graduation (some colleges may require an earlier deadline). It is the responsibility of the master's student to fulfill this requirement.

### ACADEMIC POLICY

### Thesis for Master's Degree (clean version)

### -

POLICY STATEMENT

The writing of an acceptable thesis is mandatory or an option in certain master's degree programs.

### Thesis Topic

The thesis topic must be approved by the student's academic unit and filed with the college dean no later than the semester preceding that in which the candidate expects to receive the degree. The thesis topic 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. The thesis topic is formulated by the student in consultation with the advisor and submitted to the academic unit for approval according to normal procedures for that academic unit.

All students preparing a thesis are required to file a Notification of Approved Thesis Topic form. After the topic has been approved by the student's advisor and a committee has been formed, the advisor and all members of the committee, graduate/program coordinator and lead administrator of the academic unit sign the form and forward it to the college dean for approval. The college office returns a copy of the completed form to the academic unit.

When submitting the form, the student should attach a short summary of the thesis (no more than a paragraph) that includes a clear statement of the problem to be undertaken and the procedure or methodology to be used in the research.

### **Thesis Committee**

When the student has developed a thesis topic acceptable to the advisor, a thesis committee responsible for overseeing the progress of the candidate's thesis is convened. The graduate/program coordinator in consultation with the student and the student's advisor appoints the members of the committee. This group will consist, at minimum, of three members:

- The advisor, who chairs the committee
- Minimum two additional members from the candidate's academic unit
- If appropriate, one or more committee members may be selected from other academic units However, the majority of the committee members must be from the student's home academic unit.

The advisor must be a member of the graduate faculty who has been approved to direct theses. The other members of the committee must have associate or full graduate faculty status and be approved to serve on a master's committee. A co-advisor, if used, will count as one of the required members from the student's academic unit.

Special permission must be obtained from the college dean for anyone on the thesis committee who does not meet the qualifications stated above. The graduate/program coordinator, in consultation with the graduate studies committee will, as necessary, review the composition of the proposed committee for appropriate balance, and the topic for strength and suitability.

Date Revised Month Year

Date Effective Month Year

### Thesis Registration and Applicability Toward Degree

Upon approval of the thesis topic, the student is required to register continuously for Thesis I (6x199) each semester (fall, spring) for a total of 6 credit hours. A student who has completed the required 6 credit hours of Thesis I but has not finished the thesis is expected, thereafter, to register continuously for Thesis II (6x299) each semester (fall, spring) until all degree requirements are met. The student receives an In-Progress (IP) administrative mark until the thesis is completed, at which time the IP mark is changed to either the Satisfactory (S) or Unsatisfactory (U) grade.

No more than 6 credit hours of Thesis I may be counted toward completion of degree requirements. Credit hours earned in Thesis II do not, under any circumstances, count toward the degree.

Student register for thesis no later than the last semester they are in residence. The thesis must be completed and in the hands of the examining committee by the deadline as determined by the college and communicated in advance to the student.

### Final Examination (Oral Defense)

In some academic units, a final examination (oral defense), open to the university community, may be required of candidates writing a thesis. This examination is directed primarily toward the thesis but may contain other topics with which the committee feels the candidate should be familiar. The procedures for the final examination are detailed in the procedures section below.

### **Thesis Submission**

Master's candidates are required to submit their thesis in electronic form to the OhioLINK Electronic Thesis or Dissertation Center, where the thesis is made publicly available. Information on the process can be found on the University Libraries guidelines for ETD preparation website. The thesis must be prepared according to established guidelines, which are available in the college office. Individual units may still require submission of a paper copy for their archives, and the deadline for the thesis to be filed in the college office is the last day of classes for the term of graduation (some colleges may require an earlier deadline). It is the responsibility of the master's student to fulfill this requirement.

### **REASON FOR POLICY**

Policy enforces uniform standards for the master's thesis submission and oral defense and defines the thesis committee and applicability toward the master's degree.

### PROCEDURES

### Procedures for the Final Examination (Oral Defense)

When the thesis has been accepted by a student's advisor, the advisor will arrange for the final examination, and the student will distribute the thesis to members of the thesis committee. The advisor will designate the time and place of the oral defense and notify the student and all members of the thesis committee. The oral defense should be scheduled to allow a minimum of 10 days for all members of the thesis committee to review the thesis. The college dean will be kept informed of the time and place of the examination and the composition of the examining committee.

In the absence of the advisor, the graduate/program coordinator will postpone the oral defense. In the case of long-term absence or enduring illness of the advisor, the lead administrator of the academic unit, in consultation with the graduate studies committee and the original advisor, should make arrangements for a substitute.

The oral defense will be open to the university community. The advisor should notify the academic unit of the time and place of the so that it may be announced in a suitable way. The student should provide copies of the thesis abstract to the academic unit so that it will be available to interested individuals prior to the defense to familiarize members of the graduate faculty with the methodology and findings.

Students may participate in the oral defense in a different location than the committee members (i.e., by web conferencing) if they are declared in a fully online degree program or have obtained permission in advance from the committee chair. See the policy on Remote Participation in a Thesis or Dissertation Defense in the University Catalog.

The thesis advisor will act as the moderator at the oral defense. The duties of the moderator are to preside and ensure that all participants act in a civilized, polite and proper manner. The advisor should be familiar with the procedures of the oral defense and has the authority to suspend proceedings should a situation arise that would not be conducive to a fair examination. The student will open the defense with a brief presentation of the thesis findings, after which the members of the thesis committee will question the student in an order determined by the advisor. Questions dealing with the substance, meaning and usefulness of the research in the thesis are of greatest priority. Inquiries or comments dealing with punctuation, grammatical minutiae, spelling, etc., are out of order and should be written out and privately submitted to the student and the advisor.

When, in the judgment of the advisor, members of the thesis committee have had an adequate opportunity to question the student, the advisor may open the examination to non-committee members of the graduate faculty, then, as the advisor deems appropriate, to others present. If, in the opinion of the advisor or upon a motion duly passed by a majority of the committee, it is deemed desirable to discontinue the oral defense, the advisor may recess the oral defense until a time mutually agreeable to the advisor, the student and the thesis committee.

When the questioning has run its course, the advisor will excuse everyone except members of the thesis committee and, if in attendance, the graduate/program coordinator and lead administrator of the academic unit. Parliamentary procedure will be followed to determine the success or failure of the student, with the advisor serving as chair. The student should be evaluated upon both: (a) the overall quality and significance of the thesis, and (b) the oral defense of the findings.

The advisor and members of the thesis committee will sign the Report of Thesis Final Examination form, and all register their vote of "pass" or "fail." Thesis committee members may not abstain in this vote. A student passes the oral defense and becomes a "candidate" for the degree if there is no more than one dissenting vote. The graduate/program coordinator and lead administrator of the academic unit also signs the report, and the document is forwarded to the college for the signature of the dean. The college returns a copy of the completed form to the academic unit.

Following any revisions required by the committee, the advisor and the lead administrator of the academic unit must approve the final version of the thesis document by signing the signature page of the Thesis and the Thesis Preparation Approval Form when the student submits the thesis.

### FORMS/INSTRUCTIONS

- <u>Approval of Thesis Topic (DOCX)</u>
- Notification of Approved Thesis Topic form (PDF)
- <u>Report of Thesis Final Examination (PDF)</u>

### RELATED INFORMATION

- <u>Guidelines for Submission of Electronic Theses and Dissertations</u>
- Remote Participation in a Thesis or Dissertation Defense
- Qualifying Examination for Master's Degree
- <u>Thesis for Master's Degree</u>

### FREQUENTLY ASKED QUESTIONS

There is no FAQ associated with this policy.

### DEFINITIONS

Academic Unit: an academic department, school or a designated graduate program within a college, department or school.

**Defense:** refers to students presenting, explaining and defending their ideas submitted in their thesis. The defense is designed so that faculty members can ask questions to ensure that students understand their chosen field and focus area.

**Thesis:** a highly individualized investigative study that results in the development and writing of a scholarly, comprehensive paper and fulfills the culminating requirement for a master's degree. 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.

### **REVISION HISTORY**

To come

### FEEDBACK

Your Name (optional):

Your E-mail (optional):

Policy Name:

Your Feedback:

### Policy for Dissertation for a Doctoral Degree Proposal Summary

### SUBJECT SPECIFICATION

This proposal seeks to revise the policy for the dissertation for a doctoral degree as published in the University Catalog.

### BACKGROUND INFORMATION

Members of the Graduate Deans Advisory Council (GDAC) reviewed and revised the university's policy the dissertation for a doctoral degree. The policy has not had a full review in many years.

Revisions include the following:

- Headers are added to organize the information, registering for the dissertation course, approving the dissertation prospectus, convening the dissertation and examining committees, conducting the final examination and submitting the dissertation.
- Clarified that a dissertation is required for the Ph.D. degree, rather than all doctoral degrees. Most professional doctorates (e.g., Doctor of Audiology, Doctor of Podiatric Medicine) require practical experiences rather than a traditional dissertation.
- Language regarding the dissertation committees is replaced with more up-to-date information from the Guide to Graduate Education.
- Graduate faculty status levels are removed for the committee membership, replaced by associate and full graduate faculty status.
- Requirement is eliminated that students must register for the dissertation course in the summer term.
- Statements are added that maximum 30 credit hours of dissertation is counted toward the degree, and credit hours earned in Dissertation II do not count toward the degree.
- Deadline is added for the filing of the dissertation as the last day of classes in graduation term; the calendar always listed the deadline as third Monday following the final date for oral examination, which never was written into policy.

### ALTERNATIVES AND CONSEQUENCES

The alternative to the proposed policy revisions is the status quo, and the consequences will be an outdated and incomplete policy in the University Catalog.

### SPECIFIC RECOMMENDATION AND JUSTIFICATION

GDAC, in consultation with graduate faculty coordinators, recommends the following:

- Elimination of the summer term registration for the dissertation to be approved effective for summer 2020 due to the COVID-19 pandemic.
- Revisions as listed on the next pages to be approved effective for fall 2020.

### TIMETABLE AND ACTIONS REQUIRED

Approval by the Graduate Dean's Advisory Council	.March 2020
Approval by Educational Policies Council	.April 2020
Approval by Faculty Senate	.May 2020
Implementation	Summer 2020 (2020-21 Catalog)

<u>Added</u> Removed Moved From <u>Moved To</u> Taken from Guide to Graduate Education

### **Dissertation for Doctoral Degree – Marked-up Revisions**

A dissertation is required of each doctoral candidate for the Ph.D. degree in any department offering the doctoral degree. 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.

The dissertation topic must be approved by the department and filed with the college dean no later than one semester preceding that in which the candidate expects to receive the degree. Each graduate unit has adopted a procedure for the preparation of a dissertation prospectus. This document will normally include an outline of the parameters of the projected dissertation topic with a statement of the problem to be undertaken, the procedure or methodology to be used in the research, a preliminary review of the literature substantiating the need for the study, and the principle sources of information for the dissertation. The prospectus must be in writing, but an oral presentation may also be required.

#### **Dissertation Registration and Applicability Toward Degree**

Each doctoral <u>student</u> <u>candidate</u>, upon admission to candidacy, must register <u>continuously</u> for Dissertation (8x1\*99) <u>each semester (fall, spring)</u> for a total of 30 credit hours. <u>A student who has</u> <u>completed the required 30 credit hours of Dissertation I but has not finished the dissertation It is expected</u> that a doctoral candidate will continuously register for Dissertation I, and, thereafter, to register <u>continuously for Dissertation II (8x299)</u> each semester <u>(fall, spring)</u>, <u>including summer</u>, until all requirements for the degree requirements <u>are have been</u> met. The <u>student receives an In-Progress (IP)</u> administrative mark grade is used <u>until the student completes</u> dissertation is completed, at which time the <u>all-IP mark grades in dissertation are is</u> changed to <u>either the</u> Satisfactory (S) <u>or Unsatisfactory (U) grades</u>.

No more than 30 credit hours of Dissertation I may be counted toward completion of degree requirements. Credit hours earned in Dissertation II do not, under any circumstances, count toward the degree. 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.

#### **Dissertation Prospectus**

The dissertation topic must be approved by the academic unit department and filed with the college dean no later than one semester preceding that in which the candidate expects to receive the degree. Each graduate unit has adopted a procedure for the preparation of a dissertation prospectus. This document will normally include an outline of the parameters of the projected dissertation topic with a statement of the problem to be undertaken; the procedure or methodology to be used in the research; a preliminary review of the literature substantiating the need for the study; and the principle sources of information for the dissertation. The prospectus must be in writing, but an oral presentation may also be required.

### **Dissertation Committee**

When the student has developed a dissertation topic acceptable to the advisor, a dissertation committee responsible for overseeing the progress of the candidate's dissertation is convened. The graduate/ program coordinator in consultation with the student and the student's advisor appoints the members of the committee. This group will consist, at minimum, of four members:

- 1. The advisor, who chairs the committee
- 2. Two additional members from the candidate's program
- 3. One faculty member from a discipline outside the program

The advisor and two committee members must be members of the graduate faculty who have been approved to direct dissertations. The remaining members of the committee must have associate or full graduate faculty status and be approved to serve on a dissertation committee. Only one of the four members may be A-3 or F-3 graduate faculty status. All others must have F-4 graduate faculty status. A co-advisor, if used, will count as one of the above members.

Special permission must be obtained from the college dean for anyone on the dissertation committee who does not meet the qualifications stated above.

### **Examining Committee**

When the advisor believes the candidate's dissertation is ready for preliminary approval, the advisor will convene an academic college dean must be notified to request the appointment of the graduate faculty representative (GFR) to serve on the examining committee. The examining committee will consist of members of the dissertation committee (a minimum of the advisor, two additional members from the candidate's program, and one faculty member from a discipline outside the program), plus a GFR and <u>a</u> the graduate faculty representative who is appointed by the college dean, or designee. The procedures for appointing the graduate faculty representative for the examining committee are detailed in the procedures section below.

Once the graduate faculty representative <u>GFR</u> is appointed, the advisor will submit the dissertation to will be circulated in easily legible form among the members of the committee for <u>The advisor will allow a</u> minimum of a ten 10-day reading period for reading of the dissertation. Following the reading period, the advisor and will then convene the examining dissertation committee to evaluate the dissertation including the GFR (without the candidate) for the purpose of evaluating it. The advisor will note and communicate to the candidate, and <u>Ww</u>hen, in the opinion of the advisor and the candidate, the advisor will inform the graduate/program coordinator, the academic unit's lead administrator department chair/school director and the academic college dean.

### Final Examination (Oral Defense)

After the dissertation, typed in legible form, is accepted by the dissertation advisor, it will be read by the student's dissertation committee, and any recommended revisions will be communicated to the student. Upon completion of the revisions, if any, the student will be required to defend the findings before a committee of graduate faculty members, including the dissertation committee and others chosen by the academic unit department and college dean. The advisor will designate the time and place of the final oral defense and notify all members of the examining committee. The final date for the oral defense of doctoral candidates is determined by the college and communicated to the students in advance. The final oral defense will be open to the university community. The procedures for the defense are detailed in the procedures section below.

The responsibility for conducting the examination itself will be that of an impartial moderator selected from a department other than that of the student's major or minor. The defense of the dissertation is open to the university community. Questioning is restricted to members of the graduate faculty, and the vote of the examining committee will be conducted in private.

#### **Dissertation Submission**

After <u>passing</u> the candidate has passed the oral examination, the doctoral candidates <u>must</u> will submit their dissertation in electronic form to the OhioLINK Electronic Thesis or Dissertation Center where the thesis is made publicly available. The dissertation <u>must</u> will also include an abstract of <u>maximum</u> no more than 350 words. Information on the process <u>can</u> may be found on the University Libraries' guidelines for <u>ETD</u> the preparation of Electronic Theses and Dissertations website. Theses and dissertations <u>The</u> <u>dissertation</u> must be prepared according to established guidelines, <u>which</u>. <u>Guidelines for preparation and</u> typing of theses and dissertations are available in the college office.

Dissertations submitted electronically are available through the OhioLINK Electronic Theses and Dissertations Center. Individual units may still require submission of a paper copy for their archives, and the deadline for the dissertation to be filed in the college office is the last day of classes for the term of graduation (some colleges may require an earlier deadline). It is the responsibility of the doctoral student to fulfill this requirement.

All dissertations must be published according to a plan provided by ProQuest Information and Learning, Ann Arbor, Michigan, for the purposes of archiving, indexing, and dissemination. All communications and relations between faculty or students and ProQuest shall be carried out only through the Kent State University librarian. Publication of the complete dissertation or significant parts of it through other avenues is expected, but this is not to be used in lieu of the requirement stated herein.

### ACADEMIC POLICY

### **Dissertation for Doctoral Degree**

Month Year

Date Revised

Date Effective Month Year

### POLICY STATEMENT

A dissertation is required of each candidate for the Ph.D. degree. 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.

### Dissertation Registration and Applicability Toward Degree

Each doctoral student, upon admission to candidacy, must register continuously for Dissertation (8x199) each semester (fall, spring) for a total of 30 credit hours. A student who has completed the required 30 credit hours of Dissertation I but has not finished the dissertation is expected, thereafter, to register continuously for Dissertation II (8x299) each semester (fall, spring) until all degree requirements are met. The student receives an In-Progress (IP) administrative mark until the dissertation is completed, at which time the IP mark is changed to either the Satisfactory (S) or Unsatisfactory (U) grade.

No more than 30 credit hours of Dissertation I may be counted toward completion of degree requirements. Credit hours earned in Dissertation II do not, under any circumstances, count toward the degree.

### **Dissertation Prospectus**

The dissertation topic must be approved by the academic unit and filed with the college dean no later than one semester preceding that in which the candidate expects to receive the degree. Each graduate unit has adopted a procedure for the preparation of a dissertation prospectus. This document will normally include an outline of the parameters of the projected dissertation topic with a statement of the problem to be undertaken; the procedure or methodology to be used in the research; a preliminary review of the literature substantiating the need for the study; and the principle sources of information for the dissertation. The prospectus must be in writing, but an oral presentation may also be required.

#### **Dissertation Committee**

When the student has developed a dissertation topic acceptable to the advisor, a dissertation committee responsible for overseeing the progress of the candidate's dissertation is convened. The graduate/ program coordinator in consultation with the student and the student's advisor appoints the members of the committee. This group will consist, at minimum, of four members:

- The advisor, who chairs the committee
- Two additional members from the candidate's program
- One faculty member from a discipline outside the program

The advisor and two committee members must be members of the graduate faculty who have been approved to direct dissertations. The remaining members of the committee must have associate or full graduate faculty status and be approved to serve on a dissertation committee. A co-advisor, if used, will count as one of the above members.

Special permission must be obtained from the college dean for anyone on the dissertation committee who does not meet the qualifications stated above.

#### **Examining Committee**

When the advisor believes the candidate's dissertation is ready for preliminary approval, the advisor will convene an examining committee. The examining committee will consist of members of the dissertation committee and an appointed graduate faculty representative. The procedures for appointing the graduate faculty representative are detailed in the procedures section below.

Once the graduate faculty representative is appointed, the advisor will submit the dissertation to the members of the committee for a 10-day reading period of the dissertation. Following the reading period, the advisor will convene the examining committee to evaluate the dissertation. The advisor will note and communicate to the candidate any revisions recommended by the committee. When, in the opinion of the advisor and the candidate, the appropriate revisions have been made, the advisor will inform the graduate/program coordinator, the academic unit's lead administrator and the college dean.

#### Final Examination (Oral Defense)

Upon completion of the revisions, if any, the student will be required to defend the findings before a committee of graduate faculty members, including the dissertation committee and others chosen by the academic unit and college dean. The final oral defense will be open to the university community. The procedures for the defense are detailed in the procedures section below.

#### **Dissertation Submission**

After passing the oral examination, doctoral candidates must submit their dissertation in electronic form to the OhioLINK Electronic Thesis or Dissertation Center where the thesis is made publicly available. The dissertation must include an abstract of maximum 350 words. Information on the process can be found on the University Libraries' guidelines for ETD preparation website. The dissertation must be prepared according to established guidelines, which are available in the college office.

Individual units may still require submission of a paper copy for their archives, and the deadline for the thesis to be filed in the college office is the last day of classes for the term of graduation (some colleges may require an earlier deadline). It is the responsibility of the doctoral student to fulfill this requirement.

All dissertations must be published according to a plan provided by ProQuest Information and Learning, Ann Arbor, Michigan, for the purposes of archiving, indexing, and dissemination. All communications and relations between faculty or students and ProQuest shall be carried out only through the Kent State University librarian. Publication of the complete dissertation or significant parts of it through other avenues is expected, but this is not to be used in lieu of the requirement stated herein.

### **REASON FOR POLICY**

Policy enforces uniform standards for the doctoral dissertation submission and oral defense and defines the dissertation committees and applicability toward the doctoral degree.

### **PROCEDURES**

### Procedures for Appointing the Graduate Faculty Representative

The college dean, or designee, will appoint the graduate faculty representative to the examining committee after consultation, when appropriate, with the advisor or lead administrator of the academic unit. The graduate faculty representative must have the following credentials:

- Directed a dissertation to completion
- Familiar with the general content area of the candidate's dissertation
- Outside the candidate's program or outside the candidate's area of focus

The graduate faculty representative may be appointed from outside the university but still must have directed a dissertation to completion.

The principal responsibility of the graduate faculty representative is to preside and moderate the final examination (oral defense) and to note whether the nature of the questioning of the faculty and the responses of the candidate meet highly respectable scholarly standards. Any concerns must be presented immediately to the college dean or designee. As moderator, the graduate faculty representative should ensure that all participants in the defense act in a civilized, polite and proper manner. The graduate faculty representative should be familiar with the procedures of the oral defense and has the authority to suspend the examination should a situation arise that would not be conducive to a fair examination. The graduate faculty representative is expected to question the candidate and to vote on the passing of the final examination.

If a separate moderator for the final oral defense is desired, that individual will be selected by the dissertation committee from the members of the graduate faculty who have been approved to direct dissertations. The separate moderator will not be a faculty member in the candidate's program.

#### Procedures for the Final Examination (Oral Defense)

When the dissertation committee has met and has agreed to proceed to the final examination, the advisor will designate the time and place of the final oral defense and notify the student and all members of the examining committee.

The oral defense is open to any member of the University wishing to attend and, therefore, a facility adequate to meet this requirement should be provided. The defense should be scheduled to allow a minimum of 10 days for all members of the examining committee to review the dissertation; this is in addition to the 10-day period preceding the dissertation committee meeting.

In the absence of the advisor, the lead administrator of the academic unit may postpone the oral defense. In the case of long-term absence or enduring illness of the advisor, the lead administrator, in consultation with the college dean, should make appropriate arrangements for a substitute.

The dissertation must be in final form (not merely a late draft but also not necessarily the final typed copy) prior to the final oral defense. Students are permitted to number their pages in pencil to reduce the cost of final changes that may result from the oral defense. If, in the opinion of more than one member of the examining committee, the dissertation is not in acceptable final form, the oral defense will not be held. An acceptable final form refers to the substance and usefulness of the dissertation as well as the quality of the writing. The decision to halt the defense is to be determined by vote prior to the final oral examination and without the candidate or others being present. If a negative vote occurs, the candidate may be called in to provide clarification.

A rescheduling of the oral defense, if necessary, will occur when, in the opinion of the advisor and the student, the dissertation has been modified to incorporate the suggested changes. The dissertation must be acceptable, with no more than one dissenting vote, before the rescheduled final oral can be held. If the dissertation is not in suitable form at this second scheduled oral, the advisor will notify the college dean. Further action is then the responsibility of the college dean.

The final oral defense will be open to the university community. The advisor should notify the academic unit of the time and place of the so that it may be announced in a suitable way. The student should provide copies of the dissertation abstract to the academic unit so that it will be available to interested individuals prior to the defense to familiarize members of the graduate faculty with the methodology and findings.

Students may participate in the oral defense in a different location than the committee members (i.e., by web conferencing) if they are declared in a fully online degree program or have obtained permission in advance from the committee chair. See the policy on Remote Participation in a Thesis or Dissertation Defense in the University Catalog.

The candidate will open the defense with a brief presentation of dissertation findings, after which the members of the examining committee will question the candidate in an order to be determined by the moderator. When, in the opinion of the moderator, members of the examining committee have had an adequate opportunity to question the candidate, the moderator may open the examination to appropriate questions from others present. Questions dealing with the substance, meaning and usefulness of the research in the dissertation are of greatest propriety. Questions or comments dealing with punctuation or grammatical minutiae, spelling, etc., are out of order and should be written out and privately submitted to the advisor.

If, in the opinion of the moderator or upon motion duly passed by a majority of the committee, it should be deemed necessary to discontinue the defense, the moderator may recess the defense until a time mutually agreeable to the moderator, the advisor, the candidate and the college dean.

When the questioning has run its course, the moderator will adjourn the defense, and the room will be cleared of everyone except the members of the examining committee. Parliamentary procedure will be observed to determine the success or failure of the candidate, with the moderator acting as chair without a vote. The committee should evaluate the candidate upon both (a) the overall quality and significance of the dissertation, and (b) the oral defense of the findings.

All members of the examining committee will sign the Report of Final Examination form, recording their votes of "yes" or "no." Committee members may not abstain in this vote. A candidate passes the final oral defense if there is no more than one dissenting vote. The moderator and lead administrator of the academic unit must then sign the report, which is forwarded to the college for the signature of the dean. The college returns a copy of the completed form to the academic unit.

Only members of the examining committee who voted "yes" are required to sign the dissertation signature page.

### FORMS/INSTRUCTIONS

- Approval of Dissertation Topic (PDF)
- <u>Report of Candidacy (DOCX)</u>
- <u>Report of Dissertation Final Examination (PDF)</u>

### **RELATED INFORMATION**

- <u>Guidelines for Submission of Electronic Theses and Dissertations</u>
- Remote Participation in a Thesis or Dissertation Defense (to come)
- <u>Candidacy for Doctoral Degree</u>
- Dissertation for Doctoral Degree
- Eligibility for a Doctoral Degree

Guidelines for Submission of Electronic Theses and Dissertations

### FREQUENTLY ASKED QUESTIONS

There is no FAQ associated with this policy.

### DEFINITIONS

Academic Unit: an academic department, school or a designated graduate program within a college, department or school.

**Defense:** refers to students presenting, explaining and defending their ideas submitted in their thesis. The defense is designed so that faculty members can ask questions to ensure that students understand their chosen field and focus area.

**Dissertation:** a highly individualized investigative study that results in the development and writing of a scholarly, comprehensive paper and fulfills the culminating requirement for a Ph.D. degree. 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.

To come	
FEEDBACK	
Your Name (optional):	
	-
Your E-mail (optional):	
	-
Policy Name:	
	-
Your Feedback:	1

### Policy for Remote Participation in a Thesis or Dissertation Defense Proposal Summary

### SUBJECT SPECIFICATION

This proposal seeks to establish a policy for graduate students to defend their thesis or dissertation through remote participation.

### BACKGROUND INFORMATION

Members of the Graduate Deans Advisory Council (GDAC) have long heard feedback from their college graduate faculty regarding the necessity for guidelines for remote participation in defenses in specific situations. A need for a policy has become more important as Kent State has created more online graduate programs. In fall 2014, 14 graduate degree programs were offered online. Five years later, in fall 2019, 22 graduate degree programs are offered online.

GDAC reviewed similar policies at other universities and consulted with graduate program coordinators when drafting the new policy on the next pages.

GDAC provided guidelines to colleges using the proposed policy in spring 2020 when remote defenses became necessary during the COVID-19 pandemic.

### ALTERNATIVES AND CONSEQUENCES

The alternative to the proposed policy revisions is the status quo, and the consequences will be no guidelines to thesis and dissertation committees when faced with a situation that necessities a remote defense.

### SPECIFIC RECOMMENDATION AND JUSTIFICATION

The Graduate Dean's Advisory Committee, in consultation with graduate faculty coordinators, recommends the establishment of a policy on remote participation in a thesis or dissertation defense—as stated on the next pages—be approved effective for fall 2020.

### TIMETABLE AND ACTIONS REQUIRED

Approval by the Graduate Dean's Advisory Council	March 2020
Approval by Educational Policies Council	.April 2020
Approval by Faculty Senate	May 2020
Implementation	Fall 2020

### ACADEMIC POLICY

### Date Effective

### Month Year

### **Remote Participation in a Thesis or Dissertation Defense**

### POLICY STATEMENT

Under normal circumstances, all members of a dissertation committee must be physically present in the examination room during the entire dissertation defense and during the committee's private deliberations following the examination. In most cases, the chair of the dissertation committee and the graduate faculty representative are expected to be physically present in the examination room.

Students enrolled in a fully online degree program are not required to be physically present for their dissertation defense.

For on-ground and hybrid (online/on-ground) degree programs, remote participation by web conferencing is permitted only if the student and/or committee member has obtained permission in advance from the chair of the thesis/dissertation committee in consultation with committee members. They must provide a compelling reason and/or explanation as to why they cannot be physically present.

With any dissertation defense that is approved to be conducted with remote participation, the following rules must be enforced:

- The web-conferencing software to be used allows all participants to see and hear each other during the defense.
- The defense remains open and available to the university community.
- The program pays for any costs associated with the remote participation.
- The chair of the dissertation committee is responsible for ensuring that all requirements for remote participation are met, that the remote participation was uninterrupted and, if interrupted, that the defense was paused until all remote participations were fully restored.
- Participation by telephone only is not permitted under any circumstances.

### **REASON FOR POLICY**

To establish consistent practices when a student and/or a committee member are not able to be physically present for the student's defense of a thesis or dissertation.

### PROCEDURES

There are no procedures associated with this policy.

### FORMS/INSTRUCTIONS

There are no forms associated with this policy.

### RELATED INFORMATION

- <u>Candidacy for Doctoral Degree</u>
- <u>Dissertation for Doctoral Degree</u>

- <u>Eligibility for a Doctoral Degree</u>
- <u>Guidelines for Submission of Electronic Theses and Dissertations</u>
- Qualifying Examination for Master's Degree
- <u>Thesis for Master's Degree</u>

### FREQUENTLY ASKED QUESTIONS

There is no FAQ associated with this policy.

### DEFINITIONS

**Defense:** refers to students presenting, explaining and defending their ideas submitted in their thesis or dissertation. The defense is designed so that faculty members can ask questions to ensure that students understand their chosen field and focus area.

**Dissertation:** a highly individualized investigative study that results in the development and writing of a scholarly, comprehensive paper and fulfills the culminating requirement for a Ph.D. degree. 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.

**Thesis:** a highly individualized investigative study that results in the development and writing of a scholarly, comprehensive paper and fulfills the culminating requirement for a master's degree. 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.

**Web-conferencing software:** allows participants to conduct or attend meetings via the internet. The software allows participants in different locations to connect to each other for voice and video chat, instant messaging and file and screen sharing. Examples of software include Skype, Zoom, Webex Meetings, GoToMeeting and Blackboard Collaborate.

### **REVISION HISTORY**

#### Effective date to come:

# 



Randy Gardner, Chancellor

### CHANGE REQUEST: TITLE MODIFICATION

Date of submission: 10 February 2020

Name of institution: Kent State University

Previously approved title: M.Ed. and Ph.D. degrees in Evaluation and Measurement

Proposed new title: M.Ed. and Ph.D. degrees in Research, Measurement and Statistics

Proposed implementation date of the request: Fall 2021

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

Kent State University Board of Trustees approved the title change on *date to come*.

### Primary institutional contact for the request

Name:	Cindy Stillings
Title:	Dean of Graduate Studies (Interim)
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

### **Educator Preparation Programs:**

Leads to licensure:	$\Box$ Yes	🛛 No
Leads to endorsement:	$\Box$ Yes	🛛 No

### Explain the rationale for title change.

Kent State established the graduate program in evaluation and measurement in 1964, administered by the College of Education, Health and Human Services. Over the past five years, enrollment in the program has averaged 40 students in the fall semester; and 50 students earned the degree (35 in the M.Ed. and 15 in the Ph.D.). Graduates secure employment in a variety of fields, inside and outside of academia, and both in the public and private sectors. Very few, however, take positions as program evaluators (although that is still an option), and program evaluation is a very specific field, while statistics and research methodology can be applied to a wide variety of fields.

A review of similar programs at other universities (see appendix) showed that "research" or "statistics" is prominent in many titles. Kent State's curriculum comprises courses focuses primarily on research (11 courses) and statistics (eight courses), secondary on measurement (three courses) and much less on evaluation (one course), with some overlap between topics.

The revised name—Research, Measurement and Statistics—better reflects the content covered in the M.Ed. and Ph.D. degrees and will leverage marketing and recruitment efforts. Anecdotal evidence has found that prospective students may not understand what "evaluation" and "measurement" entails but do connect "research" and "statistics" with their desired career path.

### Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.

The CIP code will change, see below, to better reflect the scope of the program's objective.

Current CIP	New CIP
13.0604 Educational Assessment, Testing	13.0603 Educational Statistics and Research
and Measurement. A program that focuses	Methods. A program that focuses on the
on the principles and procedures for	application of statistics to the analysis and
designing, developing, implementing and	solution of educational research problems,
evaluating tests and other mechanisms used	and the development of technical designs
to measure learning, evaluate student	for research studies. Includes instruction in
progress and assess the performance of	mathematical statistics, research design,
specific teaching tools, strategies and	computer applications, instrument design,
curricula. Includes instruction in psychometric	research methodologies, and applications
measurement, instrument design, test	to research problems in specific education
implementation techniques, research	subjects.
evaluation, data reporting requirements	
and data analysis and interpretation.	

### Describe how the title change will affect students in the current program.

Currently enrolled students in the degree programs will not be affected since the curriculum is not changing. Current students may choose to update their catalog and graduate under the revised major title, but they are not required to do so.

### Describe any faculty, administrative or support service changes occurring with the title change.

The college has no expectations of immediate changes in resources to support the program.

# Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Not applicable. The program does not have specialized or professional accreditation.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings Dean of Graduate Studies (Interim) Kent State University

### APPENDIX

### Similar programs to Kent State's M.Ed. and Ph.D. degrees in Evaluation and Measurement.

University	Degree	Program Name
<b>University of Denver</b> Morgridge College of Education	M.A.	Research Methods and Statistics
<b>University of Toledo</b> Judith Herb College of Education	M.Ed. Ph.D.	Research and Measurement
<b>Ohio State University</b> College of Education and Human Ecology	M.A. Ph.D.	Educational Studies (specialization in Quantitative Research, Evaluation and Measurement)
<b>University of Northern Colorado</b> College of Education and Behavioral Sciences	M.S. Ph.D.	Applied Statistics and Research Methods
University of Colorado Boulder School of Education	Ph.D.	Education (emphasis in Research and Evaluation Methodology)
Michigan State University College of Education	Ph.D.	Measurement and Quantitative Methods
Western Michigan University College of Education and Human Development	M.A. Ph.D.	Evaluation, Measurement and Research
Virginia Polytechnic Institute and State University School of Education	Ph.D.	Educational Research and Evaluation
<b>University of South Florida</b> College of Education	M.Ed. Ed.S. Ph.D.	Curriculum and Instruction (concentration in Measurement and Research)
<b>University of Florida</b> College of Education	M.A.E. M.Ed. Ph.D.	Research and Evaluation Methodology
University of Connecticut Neag School of Education	M.A. Ph.D.	Educational Psychology (concentration in Research Methods, Measurement and Evaluation)
University of Iowa College of Education	M.A. Ph.D.	Educational Measurement and Statistics
University of Washington College of Education	M.Ed. Ph.D.	Measurement and Statistics

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Da	ate 25-Feb-20	Curriculum Bulletin	
	Effective Date	Fall 2020	Approved by EPC	
Department	Health Sciences			
College	EH - Education, Health and Human Services			
Degree	BS - Bachelor of Science MED - Master of Education			
Program Name	Community Health Education/Health Education and Promotion			
	Program Banner Code CHED/HEDP			
Concentration(s)	Community Health Education	Concentration	(s) Banner Code(s) CHED	

Description of proposal:

Proposal

The purpose of this proposal is to establish a combined bachelor's/master's degree program in Community Health Education. The total number of hours required for the B.S. Community Health Education major is 120 credits, and the M.E.D. Health Education and Promotion major, Community Health Education concentration requires 33 credit hours (153). With the combined degree program, 9 hours of graduate coursework will be shared between degree programs, resulting in 144 total unique credit hours.

Does proposed revision change program	n's total credit hours?	🛛 Yes	🔲 No
Current total credit hours: 153	Proposed total credit he	ours 144	

**Revise program** 

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 expected impact.

Units consulted (other departments, programs or campuses affected by this proposal): **None** 

REQUIRED ENDORSEMENTS	
Alle Br	3 4 2020
Department Chăir / School Director	· · · · · · · · · · · · · · · · · · ·
	//
Campus Dean (for Regional Campuses proposals)	3,16,20
College Dean (or designee)	······································
Dean of Graduate Studies (for graduate proposale)	//
Dearror Graduate Studies (for graduate proposals)	
Provost (or designee)	//



Department of Higher Education

Mike DeWine, Governor Randy Gardner, Chancellor

### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 02/06/20

Name of institution: Kent State University

### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: Bachelor of Science, Community Health Education major

**Name of master's degree program:** Master of Education, Health Education and Promotion major (Community Health concentration)

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

The total number of hours required for the Bachelor of Science degree in Community Health Education (CHED) is 120 credits and the Master of Education degree in Health Education & Promotion requires 33 credit hours (153). With the combined degree program, 9 credit hours will be shared between degrees resulting in 144 total unique credit hours.

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Students will apply for graduation clearance via the university's web-based portal (FlashLine) and undergo a Graduate Planning System (GPS) degree audit to ensure satisfactory completion of required credits toward the B.S. in Community Health Education.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Students will be informed on the College website and other media, including open houses and other events. Students will also be advised during undergraduate advising sessions by the graduate/undergraduate health education and promotion faculty.

# 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students will have the ability to take the Certified Health Education Specialist (CHES) Exam once they are in the last semester of their B.S. degree. Students who wish to leave the program without finishing the requisite graduate-level work will still earn their B.S. in Community Health once they have completed their degree requirements.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

# Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Students in the combined program will take HED 52041 *Health Coaching*, HED 54544 *Sexuality Education Programs*, and HED 64059 *Communication and Marketing*. This will allow CHED students the ability to enroll in the combined program and will address all the Competencies and Responsibilities required for the Certified Health Education Specialist exam, also addressed in slashed or equivalent undergraduate courses: HED 42041 *Health Coaching*, HED 44544 *Sexuality Education Programs*, and HED 32565 *Marketing in Health Education*. These three courses will be applied to the master's degree as elective (HED 54544 & 542041) and required (HED 64059) credit hours.

The list of courses are as follows:

- HED 52041 will be considered equivalent to HED 42041
- HED 54544 will be considered equivalent to HED 44544
- HED 64059 will be considered equivalent to HED 32565

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

## COMMUNITY HEALTH EDUCATION - B.S.

College of Education Health and Human Services School of Health Sciences 100 Nixson Hall Kent Campus 330-672-2197 www.kent.edu/ehhs/hs

### Description

The Bachelor of Science degree in Community Health Education gives students the necessary tools to plan, implement and evaluate health education programs for individuals, communities and groups. The major features a capstone internship experience during which the student works with a health educator in a community setting. The program qualifies students to take the Certified Health Education Specialist Exam administered by the National Commission for Health Education Credentialing.

State/Federal background checks may be required for practicum/ internship experiences.

### Fully Offered At:

Kent Campus

### **Admission Requirements**

**Freshman Students:** Admission to this major is selective. To be admitted directly into Community Health Education, it is required that new freshmen have a 2.750 high school GPA. Students who do not meet the GPA requirement at the time of admission for this major will be admitted to the EHHS General non-degree program until which time they have established a Kent State GPA of 2.750. They may then submit a change of program to declare this major.

**Current Kent State and Transfer Students:** Active Kent State students who wish to change their major must have attempted a minimum 12 credit hours at Kent State and meet all admission criteria listed above to be admitted. Students who have not attempted 12 credit hours at Kent State will be evaluated for admission based on their high school GPA for new students or transfer GPA for transfer students. Transfer students who have not attempted 12 credit hours at Kent State and/or other institutions will be evaluated based on both their high school GPA and college GPA.

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 program will be able to:

- Conduct strategic planning, analyze the organization's culture in relationship to program goals, facilitate cooperation between and among levels of program personnel, formulate practical modes of collaboration among health agencies and organizations and develop volunteer opportunities.
- 2. Exhibit competence in carrying out planned educational programs; employ a wide range of educational methods and techniques, apply individual and group process methods as appropriate to given learning situations and select methods that best facilitate the practice of program objectives; infer enabling objectives as needed to implement instructional programs in specified settings, select methods and media best suited to implement program plans for specific learners and determine the availability of information, personnel, time and equipment needed to implement the program for a given audience; monitor educational programs, adjusting objectives and activities as necessary; and use the code of ethics in professional practice.
- 3. Analyze factors the influence decision-makers, assess the appropriateness of language in health education messages and select a variety of communication methods and techniques in providing health information; demonstrate proficiency in communicating health information and health education needs and respond to public input regarding health education information; identify the significance and implications of health care providers` messages to consumers; and develop a personal plan for professional growth.
- 4. Utilize computerized health information retrieval system effectively and match an information need with the appropriate retrieval system; access online and other health information resources and interpret and select effective educational resource materials for dissemination; assemble educational material of value to the health of individuals and community groups, evaluate the worth and applicability of resource materials for given audiences and refer requesters to valid sources of information; and apply various processes in the acquisition of resource materials, compare different methods for distributing educational materials and analyze parameters of effective consultative relationships.
- 5. Obtain health-related data about social and cultural environments, growth and development factors, needs and interests, select valid sources of information about health needs and interests and utilize computerized sources of health-related information; employ or develop appropriate data-gathering instruments; distinguish between behaviors that foster and those that hinder well-being and investigate physical, social, emotional and intellectual factors that influence health behaviors; and analyze needs assessments.
- 6. Synthesize information presented in the literature, develop plans to assess achievement of program objectives, determine standards of performance to be applied as criteria of effectiveness and select appropriate methods for evaluating program effectiveness; carry out evaluation plans, utilize data collecting methods appropriate to the objectives and analyze resulting evaluation data; and interpret results of program evaluation and infer implications from findings for future program planning.
- 7. Communicate need for the program to those who will be involved; develop a logical scope and sequence plan for a health education program; organize the subject areas comprising the scope of a program in logical sequence; formulate appropriate and measurable program objectives, design educational programs consistent with specified program objectives; match proposed learning activities with those implicit in the stated objectives; select strategies best suited to implementation of educational objectives in a given setting; and plan

a sequence of learning opportunities building upon and reinforcing mastery of preceding objectives.

### **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.	
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**

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

### **Program Requirements**

Title

#### **Major Requirements**

Code

Credit

Hours

Major Requireme	ents (courses count in major GPA)	
HED 32565	MARKETING IN HEALTH EDUCATION (min C grade)	3
HED 11570	PERSONAL HEALTH (min C grade)	3
HED 11590	COMMUNITY HEALTH EDUCATION (min C grade)	3
HED 21030	INTRODUCTION TO HEALTH EDUCATION (min C grade)	3
HED 21050	HEALTH EDUCATION THEORIES (min C grade)	3
HED 32542	METHODS AND APPLICATIONS OF HEALTH EDUCATION (WIC) (min C grade)	5
HED 32544	HUMAN SEXUALITY (min C grade)	3

HED 34050	PROGRAM PLANNING AND EVALUATION IN	3
HED 44092	INTERNSHIP IN COMMUNITY HEALTH EDUCATION (ELR) (min S grade)	9
Choose from the foll	owing (min C grade):	3-4
PH 30002	INTRODUCTORY BIOSTATISTICS	
PSYC 21621	QUANTITATIVE METHODS IN PSYCHOLOGY I	
SOC 32220 & SOC 32221	DATA ANALYSIS and DATA ANALYSIS LABORATORY	
Additional Requirem	eents (courses do not count in major GPA)	
BSCI 10001	HUMAN BIOLOGY (KBS) (min C grade)	3
COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL) (min C grade)	3
ETEC 39525	EDUCATIONAL TECHNOLOGY	3
ETEC 47427	TECHNOLOGY AND LEARNING	3
or ETEC 47400	TRENDS IN EDUCATIONAL TECHNOLOGY	
JMC 20001	MEDIA, POWER AND CULTURE (DIVD) (KSS)	3
JMC 20005	FUNDAMENTALS OF MEDIA MESSAGES	3
NUTR 23511	SCIENCE OF HUMAN NUTRITION (KBS)	3
PH 30006	INTRODUCTION TO ENVIRONMENTAL HEALTH AND SAFETY	3
PWS 10035	LIFETIME FITNESS	2
PHIL 11001	INTRODUCTION TO PHILOSOPHY (DIVG) (KHUM)	3
or PHIL 21001	INTRODUCTION TO ETHICS (DIVG) (KHUM)	
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	n dial National
Health Education (H	IED) Electives, choose from the following:	18
HED 14020	MEDICAL TERMINOLOGY	
HED 32530	DRUG USE AND MISUSE	
HED 32575	CONSUMER HEALTH	
HED 34060	SMALL GROUP PROCESS	
HED 42041	HEALTH COACHING	
HED 44025	WOMEN'S HEALTH ISSUES	
HED 44544	SEXUALITY EDUCATION PROGRAMS	
HED 44550	DRUG ABUSE AND VIOLENCE EDUCATION PROGRAMS	
HED 46052	STRESS: RECOGNITION AND MANAGEMENT	
HED 46057	ADVANCED HUMAN SEXUALITY	
HED 47070	AIDS: ISSUES, EDUCATION AND PREVENTION	
HED 48092	FIELD EXPERIENCE IN HEALTH EDUCATION AND PROMOTION (ELR)	
Kent Core Composi	tion	6
Kent Core Mathema	atics and Critical Reasoning	3
Kent Core Humanit	ies and Fine Arts (minimum one course from each)	6
Kent Core Social So	ciences (must be from two disciplines)	3
Kent Core Basic Sc	iences Laboratory	1
Kent Core Addition	al	3
General Electives (1 hours, including 39	total credit hours depends on earning 120 credit upper-division credit hours)	12
Minimum Total Cre	dit Hours:	120

#### **Graduation Requirements**

Minimum Major GPA	Minimum Overall GPA
2.750	2.750

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## HEALTH EDUCATION AND PROMOTION - M.ED.

College of Education Health and Human Services School of Health Sciences 100 Nixson Hall Kent Campus 330-672-2197 www.kent.edu/ehhs/hs

### Description

The Master of Education degree in Health Education and Promotion is designed to enable individuals to pursue their diverse interests in the field while addressing the competencies essential to the professional development of health educators

Students in the program utilize theoretical models of attitude and behavioral change in assessing educational needs, designing educational interventions, evaluating the effectiveness of program efforts, and advocating for creative and competent health education opportunities. These skills prepare graduates for various employment positions in local, state and national government; K-12 schools and community colleges; health care facilities; worksite wellness programs; and nonprofit organizations.

Students are encouraged to pursue certification: Certified Health Education Specialist (CHES) or Master Certified Health Education (MCHES).

The Health Education and Promotion major comprises the following concentrations:

- The Community Health concentration provides background for those who will be involved in positions of leadership in a wide variety of health-related community settings, as well as for those who plan to pursue doctoral work in fields related to health education and health promotion.
- The School Health Licensure concentration enables graduates to teach health in schools or pursue diverse interests in the field. Competencies essential to school health education are addressed.

### **Fully Offered At:**

Kent Campus

### Accreditation

National Council for the Accreditation of Teacher Education

### **Admission Requirements**

- Bachelor's degree from an accredited college or university for unconditional admission
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for unconditional admission
- · Official transcript(s)
- Current Ohio teaching license (required for School Health Licensure concentration only)

- Goal statement
- Two 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:
  - Minimum 550 TOEFL PBT score (paper-based version)
  - Minimum 79 TOEFL IBT score (Internet-based version)
  - Minimum 77 MELAB score
  - Minimum 79 IELTS score
  - Minimum 58 PTE score

For more information about graduate admissions, please visit the Graduate Studies admission website. 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. Assess needs, assets and capacity for health education.
- 2. Plan health education and promotion activities.
- 3. Implement health education and promotion programs.
- 4. Conduct program evaluation and research in health education.
- 5. Serve as health education resource person.
- 6. Administer and manage health education.
- 7. Communicate and advocate for health and health education.

### **Program Requirements**

### **Major Requirements**

Code	Title	Credit Hours
<b>Major Requirements</b>		
HED 64050	HEALTH BEHAVIOR	3
HED 64055	NEEDS ASSESSMENT AND EVALUATION IN HEALTH PROMOTION	3
HED 64057	PROGRAM PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION	3
HED 64059	COMMUNICATION AND MARKETING IN HEALTH EDUCATION AND PROMOTION	3
HED 64061	FOUNDATIONS OF HEALTH EDUCATION AND PROMOTION	3
HED 64063	STRATEGIES IN HEALTH EDUCATION AND PROMOTION <sup>1</sup>	3
Concentrations		
Choose from the follo	owing:	15
Community Health	n	
School Health Lice	ensure	
Minimum Total Credit	t Hours:	33

HED 64063 will complete the student teaching requirement. State or Federal background checks may be required for practicum/internship experiences.

### **Community Health Concentration Requirements**

Code	Title	Credit Hours
Concentration Re	equirements	
HED 64030	INTRODUCTION TO RESEARCH AND DATA ANALYSIS IN HEALTH EDUCATION AND PROMOTION	3
HED 64062	ADMINISTRATION AND GRANT WRITING IN HEALTH PROMOTION	3
HED 64080	ADVOCACY AND POLICY ISSUES IN HEALTH EDUCATION AND PROMOTION	3
Health Education	n Electives (HED 50000 or 60000 level) <sup>1</sup>	6
Minimum Total (	Credit Hours:	15

1 Students are recommended to select courses around a common theme, such as sexuality, substance abuse or other options approved by advisor. Students who plan to pursue a doctorate are recommended to take courses in research and statistics.

#### School Health Licensure Concentration Requirements

Code	Title	Credit Hours
Concentration Re	equirements	
HED 54543	ADMINISTRATION OF SCHOOL HEALTH PROGRAMS	3
HED 54544	SEXUALITY EDUCATION PROGRAMS	3
HED 54550	DRUG ABUSE AND VIOLENCE EDUCATION PROGRAMS	3
HED 54051	BIOBEHAVIORAL ASPECTS OF DISEASE PREVENTION IN HEALTH EDUCATION AND PROMOTION	3
HED 64058	DEVELOPMENTAL APPROACHES IN TEACHING SCHOOL HEALTH EDUCATION <sup>1</sup>	3
Minimum Total (	Credit Hours:	15

Minimum Total Credit Hours:

1 HED 64058 will complete the student teaching requirement. State or Federal background checks may be required for practicum/internship experiences.

### **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.

#### **Graduation Requirements**

M.Ed. degree candidates have six years from the term of first enrollment to complete the degree.

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date 25-Feb-20 Curriculum Bulletin
	Effective Date Fall 2020 Approved by EPC
Department	Health Sciences
College	EH - Education, Health and Human Services
Degree	BS - Bachelor of Science MS - Master of Science
Program Name	Exercise Science/Exercise Physiology Program Banner Code EXSI/EXPH
Concentration(s)	Exercise Physiology/Exercise Specialist Concentration(s) Banner Code(s) EXPH/EXSP
Proposal	Revise program

Description of proposal:

The purpose of this proposal is to establish a combined bachelor's/master's degree program in Exercise Science/Physiology. The total number of hours required for the B. S. Exercise Science major is 120 credits and the M.S. Exercise Physiology major requires 34 credit hours (154). With the combined degree program, 9 hours of graduate coursework will be shared between degree programs, resulting in 145 total unique credit hours.

Does proposed revision change prog	ram's total credit hours?	🛛 Yes	🗌 No
Current total credit hours: 154	Proposed total credit h	nours 145	

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 expected impact.

Units consulted (other departments, programs or campuses affected by this proposal): **None** 

REQUIRED E	NDORSEMENTS
Alle Dr	3141 202
Department Chair / School Director	///
S. Mitchell	3,16,20
College Dean (or designee)	
Dean of Graduate Studies (for graduate proposals)	///
	, ,
Provost (or designee)	//
m Services   Form last updated July 2019	



Mike DeWine, Governor Randy Gardner, Chancellor

### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 02/06/20

Name of institution: Kent State University

### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: Bachelor of Science in Exercise Science

**Name of master's degree program:** Master of Science in Exercise Physiology (Exercise Physiology and Exercise Specialist concentrations)

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

The total number of hours required for the Bachelor of Science degree in Exercise Science is 120 credits and the Master of Science degree in Exercise Physiology requires 34 credit hours (154). With the combined degree program, 9 credit hours will be shared between degree programs, resulting in 145 total unique credit hours.

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Students will apply for graduation clearance via the university's web-based portal (FlashLine) and undergo a Graduate Planning System (GPS) degree audit to ensure satisfactory completion of required credits toward the B.S. in Exercise Science.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Students will be informed on the College website and other media, including open houses and other events. Students will also be advised during undergraduate advising sessions by the graduate/undergraduate exercise science/physiology faculty.

# 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students will have the ability to take the American College of Sports Medicine (ASCM) Certified Exercise Physiologist (C-EP) exam or the National Strength and Conditioning Association (NSCA) Strength and Conditioning Specialist (CSCS) Exam once they are in the last semester of their B.S. degree. Students who wish to leave the program without finishing the requisite graduate-level work will still earn their B.S. in Exercise Science.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

# Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Students in the combined program will take EXPH 55065 *Exercise Testing*, EXPH 55070 *Electrocardiography for the Exercise Physiologist*, and EXPH 55080 *Physiology of Exercise*. This will allow two of our three concentrations the ability to enroll in the combined program and will address all the learning outcomes and requirements for our undergraduate Commission on Accreditation of Allied Health Programs (CAAHEP) accreditation, also addressed in slashed-equivalent undergraduate courses: EXSC 45080 *Physiology of Exercise*, EXSC 45065 *Exercise Testing*, and EXSC 45070 *Electrocardiography for the Exercise Physiologist*. These three courses will be applied to the master's degree as elective credit hours.

The list of courses are as follows:

- EXPH 55065 will be considered equivalent to EXSC 45065
- EXPH 55070 will be considered equivalent to EXSC 45070
- EXPH 55080 will be considered equivalent to EXSC 45080

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

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Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University
## **EXERCISE SCIENCE - B.S.**

College of Education Health and Human Services School of Health Sciences 100 Nixson Hall Kent Campus 330-672-2197 www.kent.edu/ehhs/hs

### Description

The Bachelor of Science degree in Exercise Science comprises three concentrations:

- The Exercise Physiology concentration prepares students for graduate school in exercise physiology or health care professions.
- The Exercise Specialist concentration enables students to prepare for work in the clinical setting, ranging from a career in wellness to cardiac rehabilitation.
- The Pre-Physical/Occupational Therapy/Podiatric Medicine concentration prepares students for subsequent graduate school in these areas. The pre-podiatric medicine track is designed to be a combined program with Kent State University's College of Podiatric Medicine. Successful completion of this program, however does not guarantee acceptance into the Doctor of Podiatric Medicine degree. Please see the Podiatric Medicine doctoral program in the catalog for more information about the application process and acceptance criteria.

#### **Fully Offered At:**

Kent Campus

### Accreditation

Commission on Accreditation of Allied Health Education Programs, Committee on Accreditation for the Exercise Sciences

### **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 score, or by completing the ESL 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.

**Current Kent State and Transfer Students:** Active Kent State students who wish to change their major must have attempted a minimum 12 credit hours at Kent State and earned a minimum 2.000 overall Kent State GPA to be admitted. Students who have not attempted 12 credit hours at Kent State will be evaluated for admission based on their high school GPA for new students or transfer GPA for transfer students. Transfer students who have not attempted 12 credit hours of college-level coursework at Kent State and/or other institutions will be evaluated based on both their high school GPA and college GPA.

### **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	, tease
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	

-	
Kent Core Composition (KCMP)	6
Kent Core Mathematics and Critical Reasoning (KMCR)	• <b>3</b> • • • • • • • • • • •
Kent Core Humanities and Fine Arts (KHUM/KFA) (min one course each)	9
Kent Core Social Sciences (KSS) (must be from two disciplines)	6

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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

Code	Title	Credit
Major Requirements	(courses count in major GPA)	nours
ATTR/EXSC 25057	HUMAN ANATOMY AND PHYSIOLOGY I (KBS) (KLAB) <sup>1</sup>	4
ATTR/EXSC 25058	HUMAN ANATOMY AND PHYSIOLOGY II (KBS) (KLAB) <sup>1</sup>	4
ATTR 35040 or EXSC 45040	STRENGTH AND CONDITIONING ADVANCED STRENGTH AND CONDITIONING	2-3
ATTR/EXSC 35054	BIOMECHANICS	3
EXSC 15010	INTRODUCTION TO EXERCISE SCIENCE	2
EXSC 35022	EXERCISE LEADERSHIP	3
EXSC 35023	PROFESSIONAL CERTIFICATE PREPARATION	2
EXSC 35068	STATISTICS FOR EXERCISE SCIENTIST <sup>2</sup>	3
EXSC 45080	PHYSIOLOGY OF EXERCISE (WIC) 3	3
EXSC 45481	SEMINAR IN EXERCISE PHYSIOLOGY	1
NURS 20950	HUMAN GROWTH AND DEVELOPMENT FOR HEALTH PROFESSIONALS	3
or PEP 25033	LIFESPAN MOTOR DEVELOPMENT	
Additional Requirem	ents (courses do not count in major GPA)	
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
PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	3
GERO 14029	INTRODUCTION TO GERONTOLOGY (DIVD) (KSS)	3
NUTR 23511	SCIENCE OF HUMAN NUTRITION (KBS)	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Compositio	on	6
Kent Core Humanities	s and Fine Arts (minimum one course from each)	9
General Electives (tot hours, including 39 uj	al credit hours depends on earning 120 credit oper-division credit hours) <sup>4</sup>	12
Concentrations		
Choose from the follo	wing:	43
Exercise Physiolog	Э.Х	
Exercise Specialis	t	
Pre-Physical/Occu	pational Therapy/Podiatric Medicine	
vinimum Total Credit	Hours:	120

Students who have successfully completed BSCI 11010/BSCI 11020 or BSCI 21010/BSCI 21020 may use those courses in place of ATTR 25057/ATTR 25058 and EXSC 25057/EXSC 25058.

- <sup>2</sup> Students who have successfully completed MATH 12022 or PSYC 21621 may use those courses in place of EXSC 35068.
- <sup>3</sup> A minimum C grade must be earned to fulfill writing-intensive requirement.

Students are strongly encouraged to meet with faculty advisor when selecting electives. Maximum 12 credit hours from the Doctor of Podiatric Medicine degree can be used to fulfill general electives for students admitted to the combined bachelor's/doctoral degree program.

#### **Exercise Physiology Concentration Requirements**

Code	Title	Credit Hours
<b>Concentration Requi</b>	irements (courses count in major GPA)	
ATTR 25036	PRINCIPLES OF ATHLETIC TRAINING	3
CHEM 20481	BASIC ORGANIC CHEMISTRY I	4
or CHEM 30481	ORGANIC CHEMISTRY I	
EXSC 45096	INDIVIDUAL INVESTIGATION IN EXERCISE SCIENCE (ELR)	3
NUTR 33512	INTERMEDIATE NUTRITION SCIENCE	3
Additional Requirem	ents (courses do not count in major GPA)	
MATH 11009	MODELING ALGEBRA (KMCR)	3-4
or MATH 11010	ALGEBRA FOR CALCULUS (KMCR)	
General Electives		27
Minimum Total Credi	it Hours:	43

#### **Exercise Specialist Concentration Requirements**

Code	Title	Credit Hours	
<b>Concentration Requ</b>	irements (courses count in major GPA)		
ATTR 25036	PRINCIPLES OF ATHLETIC TRAINING	3	
ATTR 45040	PATHOLOGY AND PHARMACOLOGY FOR ALLIED HEALTH CARE PROVIDERS	AND PHARMACOLOGY FOR 3 TH CARE PROVIDERS	
or EXSC 41000	EXERCISE IMPLEMENTATION: AN EXERCISE INTER PROGRAM	RVENTION	
EXSC 35075	EXERCISE PROGRAMMING	3	
EXSC 40612	EXERCISE LEADERSHIP FOR THE OLDER ADULT	3	
EXSC 45065	EXERCISE TESTING	3	
EXSC 45070	ELECTROCARDIOGRAPHY FOR THE EXERCISE PHYSIOLOGIST	3	
EXSC 45492	INTERNSHIP IN PHYSICAL FITNESS AND CARDIAC REHABILITATION (ELR) <sup>1</sup>	3	
Additional Requirem	ents (courses do not count in major GPA)		
MATH 11009	MODELING ALGEBRA (KMCR)	3-4	
or MATH 11010	ALGEBRA FOR CALCULUS (KMCR)		
General Electives		19	
Minimum Total Credi	t Hours:	43	

State or Federal background checks may be required for practicum/ internship experiences.

#### Pre-Physical/Occupational Therapy/Podiatric Medicine Concentration Requirements

Code	Title	Credit Hours
<b>Concentration Re</b>	equirements (courses count in major GPA)	
BSCI 10110	BIOLOGICAL DIVERSITY (KBS) (KLAB)	4
BSCI 10120	<b>BIOLOGICAL FOUNDATIONS (KBS) (KLAB)</b>	4
EXSC 45096	INDIVIDUAL INVESTIGATION IN EXERCISE SCIENCE (ELR)	3
EXSC 45492	INTERNSHIP IN PHYSICAL FITNESS AND CARDIAC REHABILITATION (ELR) <sup>1</sup>	3

HED 14020	MEDICAL TERMINOLOGY 3
NUTR 33512	INTERMEDIATE NUTRITION SCIENCE 3
PHY 13001	GENERAL COLLEGE PHYSICS I (KBS)
PHY 13002	GENERAL COLLEGE PHYSICS II (KBS) 4
PHY 13021	GENERAL COLLEGE PHYSICS LABORATORY I (KBS) (KLAB)
PHY 13022	GENERAL COLLEGE PHYSICS LABORATORY II 1 (KBS) (KLAB)
PSYC 40111	ABNORMAL PSYCHOLOGY 3
Chemistry Elective, o goals):	choose from the following (depending on career 4-8
CHEM 20481	BASIC ORGANIC CHEMISTRY I
CHEM 30481	ORGANIC CHEMISTRY I
& CHEM 30482	and ORGANIC CHEMISTRY II
& CHEM 30475	and ORGANIC CHEMISTRY LABORATORY I
& CHEM 30476	(ELR)
	and ORGANIC CHEMISTRY LABORATORY II <sup>2</sup>
Additional Requirem	ents (courses do not count in major GPA)
MATH 11010	ALGEBRA FOR CALCULUS (KMCR) 3
MATH 11022	TRIGONOMETRY (KMCR)
Minimum Total Credi	t Hours: 43

- State or Federal background checks may be required for practicum/ internship experiences.
   Provide a state of the state of
- <sup>2</sup> Recommended for those students planning to apply to the Doctor of Podiatric Medicine degree.

### **Graduation Requirements**

Minimum Major GPA	 Minimum Overall GPA
2.250	2.000

 Upon completion of the degree, students are highly encouraged, especially those who do not have a 3.000 GPA, to take the American College of Sports Medicine (ACSM) Certified Exercise Physiologist exam and/or the Certified Personal Trainer exam to enhance employment opportunities. Admission into physical therapy or occupational therapy graduate programs is competitive by GPA.

### Roadmaps

- · Exercise Physiology Concentration
- Exercise Specialist Concentration
- Pre-Physical/Occupational Therapy/Podiatric Medicine Concentration

## EXERCISE PHYSIOLOGY - M.S.

College of Education Health and Human Services School of Health Sciences 100 Nixson Hall Kent Campus 330-672-2197 www.kent.edu/ehhs/hs

### Description

The Master of Science degree in Exercise Physiology prepares graduates for a wide variety of career options, including exercise prescription and research, as well as future doctoral study. Representative faculty research includes the areas of body composition, metabolism/nutritional requirements, environment, clinical exercise physiology and the psychophysiology of aging as it is influenced by physical activity and fitness. Athletic training faculty also support the degree path with their areas of expertise in clinical and educational research in the field of athletic training.

The Exercise Physiology major includes the following optional concentration:

 The Athletic Training concentration is designed to serve the needs of post-certification (or certification-pending) students who wish to further their knowledge and skills in the athletic training profession while pursuing a master's degree. Students have the opportunity to pursue advanced clinical and academic training while obtaining knowledge and skills relative to effective clinical instruction and supervision. Advanced research skills are also a critical component to this advanced track program. Opportunities to perform research independently and/or in conjunction with program faculty are widely available.

### **Fully Offered At:**

• Kent Campus

### Accreditation

Commission on Accreditation of Allied Health Education Programs

### **Admission Requirements**

- Bachelor's degree in exercise science, or equivalent preparation, from an accredited college or university for unconditional admission
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for unconditional admission
- · Official transcript(s)
- GRE or MCAT score of the 50<sup>th</sup> percentile
- Goal statement
- Two 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:
  - 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

Degree applicants are expected to have substantial preparation in the sciences, usually including coursework in biology, chemistry, physics, mathematics, anatomy, kinesiology and exercise physiology. For more information about graduate admissions, please visit the Graduate Studies admission website. 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. Pass one of the American College of Sports Medicine's (ACSM) exams: Certified Exercise Physiologist or Certified Personal Trainer.
- 2. Demonstrate understanding of the physiology of human movement across the lifespan.
- 3. Demonstrate detailed knowledge of the anatomy and physiology of the human and health and disease.
- 4. Demonstrate knowledge of the pathophysiology of disease, risk factors and special exercise populations, according to the American College of Sports Medicine.

Graduates of the Athletic Training concentration will be able to:

- 1. Apply the principles of the research process in athletic training by engaging with faculty and clinical staff in graduate research initiatives.
- Engage health care professionals and apply the knowledge gained, through their education in both the classroom and clinical settings.
- 3. Engage in program improvement as part of a continuous quality improvement initiative by evaluating the effectiveness of the program through multiple evaluation resources.

## Program Requirements

### Major Requirements

Code	Title	Credit Hours
Major Requiremer	nts	
ATTR 63018	ETHICS FOR HEALTH CARE PROFESSIONALS	
EXPH 63050	RESEARCH PROCESS IN ATHLETIC TRAINING AND EXERCISE PHYSIOLOGY	3
EXPH 63095	RESEARCH SEMINAR	1
Choose from the f	ollowing: ements for Students Not Declaring a Concentration	27
Athletic Training C	oncentration	
Minimum Total Cr	edit Hours:	34

#### Additional Requirements for Students Not Declaring a Concentration

Code	Title	Credit Hours
Major Requirements		
EXPH 63051	QUANTITATIVE AND RESEARCH METHODS	3
	IN ATHLETIC TRAINING AND EXERCISE PHYSIOLOGY	
EXPH 65081	ENERGY METABOLISM AND BODY COMPOSITION	3

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EXPH 65082	CARDIO-RESPIRATORY FUNCTION	3
Thesis or Non-Thesi	s Option, choose from the following:	6
EXPH 63199	THESIS I	
EXPH 63098 & EXPH 65192	RESEARCH and INTERNSHIP IN EXERCISE PHYSIOLOGY	
EXPH 65192	INTERNSHIP IN EXERCISE PHYSIOLOGY	
Suggested Electives	, choose from the following:	12
BMS 68610	HUMAN GROSS ANATOMY I	
BMS 68611	HUMAN GROSS ANATOMY II	
BSCI 50020	BIOLOGY OF AGING	
BSCI 60431	NEUROENDOCRINOLOGY	
EXPH 50612	EXERCISE LEADERSHIP FOR THE OLDER ADULT	
EXPH 55065	EXERCISE TESTING	
EXPH 55070	ELECTROCARDIOGRAPHY FOR THE EXERCISE PHYSIOLOGIST	
EXPH 55080	PHYSIOLOGY OF EXERCISE	
EXPH 60610	PHYSIOLOGY OF AGING: IMPLICATIONS FOR HUMAN BEHAVIOR	
EXPH 63098	RESEARCH	
EXPH 65080	PHYSIOLOGICAL BASIS OF EXERCISE AND SPORT	
EXPH 65086	NEUROBIOLOGY OF MOVEMENT AND EXERCISE	
NUTR 53520	SPORTS NUTRITION	
Addtional Elective	es Chosen in Consultation with Advisor	
Minimum Total Credi	t Hours:	27

### **Athletic Training Concentration Requirements**

Code	Title	Credit Hours
<b>Concentration Req</b>	uirements	
ATTR 62010	CONTEMPORARY ISSUES IN ATHLETIC TRAINING	3
ATTR 62012	EDUCATION AND SUPERVISION PROCESSES IN ATHLETIC TRAINING	3
ATTR 62014	ADVANCED CLINICAL PROCEDURES IN ATHLETIC TRAINING AND SPORTS MEDICINE	3
ATTR 62016	CLINICAL INQUIRY IN ATHLETIC TRAINING	3
Thesis or Non-The	sis Option, choose from the following: <sup>1</sup>	3-6
ATTR 63199	THESIS I	
ATTR 63098	RESEARCH	
Suggested Elective	es, choose from the following: <sup>1</sup>	9-12
BMS 60450	MEDICAL PHYSIOLOGY II	
BMS 68610	HUMAN GROSS ANATOMY I	
BMS 68611	HUMAN GROSS ANATOMY II	
BSCI 50020	BIOLOGY OF AGING	
BSCI 50142	BIOENERGETICS	
BSCI 50432	ENDOCRINOLOGY	
BSCI 50433	MAMMALIAN PHYSIOLOGY I	
BSCI 50434	MAMMALIAN PHYSIOLOGY II	
BSCI 60431	NEUROENDOCRINOLOGY	
CHEM 50261	PRINCIPLES OF BIOCHEMISTRY I	NTELIDISCIPLINA (N
EXPH 50612	EXERCISE LEADERSHIP FOR THE OLDER ADULT	
EXPH 55065	EXERCISE TESTING	
EXPH 55070	ELECTROCARDIOGRAPHY FOR THE EXERCISE PHYSIOLOGIST	

EXPH 55080	PHYSIOLOGY OF EXERCISE	
EXPH 60610	PHYSIOLOGY OF AGING: IMPLICATIONS FOR HUMAN BEHAVIOR	
EXPH 63051	QUANTITATIVE AND RESEARCH METHODS IN ATHLETIC TRAINING AND EXERCISE PHYSIOLOGY	
EXPH 63098	RESEARCH	
EXPH 65075	MUSCLE FUNCTION AND EXERCISE	
EXPH 65076	ENVIRONMENTAL STRESS AND EXERCISE	
EXPH 65080	PHYSIOLOGICAL BASIS OF EXERCISE AND SPORT	
EXPH 65081	ENERGY METABOLISM AND BODY COMPOSITION	
EXPH 65082	CARDIO-RESPIRATORY FUNCTION	
EXPH 65083	EXERCISE ENERGY METABOLISM	
EXPH 65084	CARDIOVASCULAR-RESPIRATORY DYNAMICS DURING EXERCISE	
EXPH 65086	NEUROBIOLOGY OF MOVEMENT AND EXERCISE	
NUTR 53513	MICRONUTRIENT NUTRITIONAL BIOCHEMISTRY	
NUTR 53520	SPORTS NUTRITION	
Addtional Electiv	ves Chosen in Consultation with Advisor	
Minimum Total Crea	dit Hours:	27

Students who select the non-thesis option must take additional coursework to meet the minimum credit hours required for the degree.

#### **Graduation Requirements**

1

Only in rare instances does a student fulfill the educational and research expectations within the minimum credit-hour requirement for this degree. Any deficiencies for a doctoral academic preparation must be corrected very early in the approved academic program.

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

 Preparation Date 25-Feb-20
 Curriculum Bulletin \_\_\_\_\_\_

 Effective Date
 Fall 2020
 Approved by EPC \_\_\_\_\_\_

 Department
 Health Sciences

 College
 EH - Education, Health and Human Services

 Degree
 BS - Bachelor of Science

 Program Name
 Nutrition

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

Proposal Revise program

Description of proposal:

The purpose of this proposal is to establish a combined bachelor's/master's degree program in Nutrition. The total number of hours required for the B. S. Nutrition major is 120 credits and the M.S. Nutrition major requires 32 credit hours (152). With the combined degree program, 9 hours of graduate coursework will be shared between degree programs, resulting in 143 total unique credit hours.

Does proposed revision change program's total credit hours?⊠ Yes□ NoCurrent total credit hours:152Proposed total credit hours 143

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 expected impact.** 

Units consulted (other departments, programs or campuses affected by this proposal): **None - this change only impacts Nutrition.** 

REQUIRED ENDORSEMENTS	
Uler Buchnie	2 125/2020
Department Chair / School Director	
	//
Campus Dean (for Regional Campuses proposals)	
S. Mitchell	3116120
College Dean (or designee)	
	//
Dean of Graduate Studies (for graduate proposals)	
	<u> </u>
Provost (or designee)	



Mike DeWine, Governor Randy Gardner, Chancellor

### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 02/05/20

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: Bachelor of Science in Nutrition

Name of master's degree program: Master of Science in Nutrition

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

The total number of hours required for the Bachelor of Science degree in Nutrition is 120 credits and the Master of Science degree in Nutrition requires 32 credit hours (152). With the combined degree program, 9 credit hours of graduate coursework will be shared between degree programs, resulting in 143 total unique credit hours.

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Students will apply for graduation clearance via FlashLine and undergo a GPS degree audit to ensure satisfactory completion of required credits toward the B.S. in Exercise Science.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Students will be informed on the College website and other media, including open houses and other events. Students will also be advised during undergraduate advising sessions by the graduate/undergraduate nutrition faculty.

## 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

As an accredited undergraduate degree by ACEND, students will have the ability to take the diet tech registered exam or apply to dietetic internship programs once they have completed all B.S. requirements. Students who wish to leave the program without finishing the requisite graduate-level work will still earn their B.S. in Nutrition.

## 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

# Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Students in the combined program will take NUTR 53514 *Medical Nutrition Therapy II*, NUTR 53515 *Community Nutrition*, and NUTR 53518 *Lifecycle Nutrition* which will address all the learning outcomes and requirements for the Accreditation Council for Education in Nutrition and Dietetics (ACEND), also addressed in slashed-equivalent undergraduate courses: NUTR 43514 *Medical Nutrition Therapy II*, NUTR 43515 *Community Nutrition*, and NUTR 43518 *Lifecycle Nutrition*. The three courses (NUTR 53514, NUTR 53515, and NUTR 51518) will be applied to the master's degree as elective credit hours.

The list of courses are as follows:

- NUTR 53514 *Medical Nutrition Therapy II* will be considered equivalent to NUTR 43514
- NUTR 53515 *Community Nutrition* will be considered equivalent to NUTR 43515
- NUTR 53518 Lifecycle Nutrition will be considered equivalent to NUTR 43518

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

## **NUTRITION - B.S.**

College of Education Health and Human Services School of Health Sciences 100 Nixson Hall Kent Campus 330-672-2197 www.kent.edu/ehhs/hs

### Description

The Bachelor of Science degree in Nutrition provides students with a broad general education and a strong foundation in nutrition, dietetics and the sciences. The emphasis is integrating theory, research and application of knowledge to the profession of dietetics. The curriculum meets the didactic program in dietetics requirements of the Academy of Nutrition and Dietetics, and graduates are eligible for admission to accredited internships. The faculty has expertise in nutritional sciences, exercise science, clinical and community practice and leadership studies.

### **Fully Offered At:**

• Kent Campus

### Accreditation

Accreditation Council for Education in Nutrition and Dietetics (ACEND)

### **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 score, or by completing the ESL 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.

**Current Kent State and Transfer Students:** Active Kent State students who wish to change their major must have attempted a minimum 12 credit hours at Kent State and earned a minimum 2.000 overall Kent State GPA to be admitted. Students who have not attempted 12 credit hours at Kent State will be evaluated for admission based on their high school GPA for new students or transfer GPA for transfer students. Transfer students who have not attempted 12 credit hours of college-level coursework at Kent State and/or other institutions will be evaluated based on both their high school GPA and college GPA.

### **Program Learning Outcomes**

Graduates of the program will be able to:

- Apply knowledge and skills necessary to plan and evaluate menus and diets of individuals/groups to promote nutritional health and wellbeing.
- 2. Demonstrate the ability to use oral and written communication skills effectively in the practice of nutrition and dietetics.
- 3. Demonstrate the ability to interpret current research and utilize critical thinking skills in the practice of nutrition and dietetics.
- 4. Apply acquired knowledge and skills to enroll in a supervised practice program, advanced/professional study or employment.

### **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.	
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.	an a
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 (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

### Requirements

### **Major Requirements**

Code

Title Major Requirements (courses count in major GPA)

indjør neden enrene	e (eeuree eeuren major er rij	
BSCI 20021	BASIC MICROBIOLOGY	3
BSCI 30130	HUMAN PHYSIOLOGY	3
CHEM 20481	BASIC ORGANIC CHEMISTRY I	4
CHEM 30284	INTRODUCTORY BIOLOGICAL CHEMISTRY	4
HM/NUTR 23012	INTRODUCTORY FOOD SCIENCE	3
HM/NUTR 23510	QUANTITY FOOD PRODUCTION, SERVICE AND SAFETY	3
HM/NUTR 43030	FOOD SERVICE SYSTEMS MANAGEMENT	3
MGMT 24163	PRINCIPLES OF MANAGEMENT	3
NUTR 23112	INTRODUCTION TO THE PROFESSION: NUTRITION AND DIETETICS	1
NUTR 23511	SCIENCE OF HUMAN NUTRITION (KBS)	3
NUTR 33512	INTERMEDIATE NUTRITION SCIENCE	3
NUTR 33522	INTRODUCTION TO NUTRITION ASSESSMENT	3
NUTR 33532	BUSINESS AND MANAGEMENT OF NUTRITION SERVICES	3
NUTR 35319	NUTRITION, HEALTH AND SOCIETY	3
NUTR 43013	RESEARCH AND STATISTICAL METHODS IN NUTRITION AND DIETETICS (WIC) <sup>2</sup>	3
NUTR 43016	WORLD FOOD CUSTOMS AND NUTRITION	3
NUTR 43511	MEDICAL NUTRITION THERAPY I	3
NUTR 43512	MACRONUTRIENT NUTRITIONAL BIOCHEMISTRY	3
NUTR 43513	MICRONUTRIENT NUTRITIONAL BIOCHEMISTRY	3
NUTR 43514	MEDICAL NUTRITION THERAPY II	3
NUTR 43515	COMMUNITY NUTRITION (ELR)	3
NUTR 43518	LIFECYCLE NUTRITION	3
NUTR 43522	INTEGRATIVE AND FUNCTIONAL NUTRITION	2
NUTR 43523	NUTRITION AND DIETETICS:PROFESSIONAL PRACTICE	1
Additional Requiren	nents (courses do not count in major GPA)	
BSCI 20019	BIOLOGICAL STRUCTURE AND FUNCTION	4
CHEM 10060	GENERAL CHEMISTRY I (KBS)	4
CHEM 10061	GENERAL CHEMISTRY II (KBS)	4
MATH 11009	MODELING ALGEBRA (KMCR)	4
PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	3
SOC 12050	INTRODUCTION TO SOCIOLOGY (DIVD) (KSS)	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Composit	ion	6

Kent Core Basic Science Laboratory <sup>3</sup>	1
Kent Core Humanities and Fine Arts (minimum one course from each)	9
Kent Core Additional	3
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)	9
Minimum Total Credit Hours:	120

Equivalent to BMRT 11009

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

3 It is recommended that students take CHEM 10062 as the Kent Core Basic Sciences laboratory.

### **Graduation Requirements**

Credit Hours

Minimum Major GPA	Minimum Overall GPA
2.250	2.000

## NUTRITION - M.S.

College of Education Health and Human Services School of Health Sciences 100 Nixson Hall Kent Campus 330-672-2197 www.kent.edu/ehhs/hs

### Description

The Master of Science degree in Nutrition emphasizes a strong nutritional sciences foundation through coursework and opportunities to participate in interdisciplinary research in community settings. Graduates obtain positions as nutrition-exercise specialists; cooperative extension nutrition specialists; higher education instructors; research associates; and as nutritionists in health care and community agencies such as Head Start and Women, Infants and Children (WIC).

The Nutrition major includes the following optional concentration:

 The Dietetic Internship concentration provide students with the resources and experiences needed to develop the skills necessary to become competent Registered Dietitian Nutritionists (RDN).
 Emphasis is placed on intellectual, technological, and professional development while fostering ethical and humanitarian values.

### **Fully Offered At:**

Kent Campus

### Accreditation

Dietetic Internship concentration: Accreditation Council for Education in Nutrition and Dietetics (ACEND)

### **Admission Requirements**

- Bachelor's degree from an accredited college or university for unconditional admission
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for unconditional admission
- Upper level, undergraduate coursework in biochemistry, physiology and advanced nutrition
- Official transcript(s)
- Goal statement
- Didactic Program in Dietetics (DPD) verification statement (required for Dietetic Internship concentration only)
- Dietetic internship application through the Dietetic Internship Centralized Application System (DICAS) with D & D Digital Computer Matching (required for Dietetic Internship concentration only)
- 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:
  - 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 admission website. 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:

- Describe the physiological functions, metabolism, dietary requirements, deficiency symptoms, food sources and the metabolic utilization of macronutrients and micronutrients for physiological processes; and how they relate to nutrition, health promotion and disease prevention/treatment.
- Contribute to the quality of life, well-being and wellness of individuals and families by utilizing their nutrition knowledge and participating in activities that promote nutritional well-being.
- 3. Demonstrate an understanding of research methods and apply knowledge gained by participation in research and/or outreach.

### **Program Requirements**

#### Major Requirements

Code	Title	Credit Hours
Major Requiremen	ts	
EVAL 65510	STATISTICS I FOR EDUCATIONAL SERVICES	3
NUTR 61018	TECHNIQUES OF RESEARCH IN FAMILY AND CONSUMER STUDIES	3
NUTR 63519	ADVANCED STUDY OF MICRONUTRIENTS	3
NUTR 63520	MACRONUTRIENT NUTRITION	3
NUTR 63521	NUTRITION AND DISEASE: CLINICAL APPLICATIONS	3
Thesis or Master's	Project Option	6
NUTR 61198	MASTER'S PROJECT <sup>1</sup>	
NUTR 63199	THESIS I <sup>2</sup>	
Supporting Elective advisor: <sup>3</sup>	es, choose from the following in consultation with	6
NUTR 51095	SPECIAL TOPICS IN NUTRITION	
NUTR 51096	INDIVIDUAL INVESTIGATION IN NUTRITION	
NUTR 53013	RESEARCH AND STATISTICAL METHODS IN NUTRITION	
NUTR 53016	WORLD FOOD CUSTOMS AND NUTRITION	
NUTR 53512	MACRONUTRIENT NUTRITIONAL BIOCHEMISTRY	
NUTR 53513	MICRONUTRIENT NUTRITIONAL BIOCHEMISTRY	
NUTR 53514	MEDICAL NUTRITION THERAPY II	
NUTR 53515	COMMUNITY NUTRITION	
NUTR 53518	LIFECYCLE NUTRITION	
NUTR 53520	SPORTS NUTRITION	
NUTR 53532	METHODS AND EXPERIENCES IN NUTRITION OUTREACH	
NUTR 63524	PERSPECTIVE ON PREVENTION AND PRACTICE IN COMMUNITY NUTRITION	
NUTR 63591	NUTRITION SEMINAR <sup>4</sup>	
Additional Requirer	nents or Concentration	

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Additional Requirements for Students Not Declaring a	
Concentration	
Dietetic Internship Concentration	

Minimum Total Credit Hours:

32-43

1 The master's project is intended for students who do not plan to continue graduate work beyond the master's degree. The option provides the opportunity to approach research and theory in a more applied manner. The presentation and interpretation of original research is not required. However, approval of the intended project by the student's master's project committee is required, as is the successful completion of an oral final examination conducted by the master's project committee.

- 2 The thesis is intended for research-oriented students and is designed to provide the opportunity to conduct original research. Approval of a thesis proposal by the student's thesis committee is required as is the successful completion of an oral final examination conducted by the thesis committee.
- 3 Students not in the Dietetic Internship may take HM 63024 toward the supporting electives.
- 4 Maximum 3 credit hours of NUTR 63591 may be applied towards the degree.

#### Additional Requirements for Students Not Declaring a Concentration

Code	Title	Credit Hours
Major Require	ments	
Additional Re	quirements (may be selected from other graduate	5
courses in cle	arly related areas)	
Minimum Tota	al Credit Hours:	5

#### **Dietetic Internship Concentration Requirements**

Code Concentration Re	Title	Credit Hours
HM 63024	MANAGEMENT OF FOOD AND NUTRITION SERVICES	3
NUTR 63525	DIETETIC PRACTICE: COMMUNITY	1
NUTR 63526	DIETETIC PRACTICE: MANAGEMENT	1
NUTR 63527	DIETETIC PRACTICE: CLINICAL	1
NUTR 63592	DIETETIC INTERNSHIP	10
Minimum Total C	redit Hours:	16

Minimum Total Credit Hours:

1

All students in dietetic internships are required to obtain criminal background checks, including the Bureau of Criminal Investigation and Identification (BCII) for the State of Ohio and the Federal Bureau of Investigation (FBI) prior to beginning practice experiences, annually, until internship practice experiences are complete and additionally as required by facilities.

### **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

	Preparation Date	e 25-Feb-20	Curriculum Bulletin	
	Effective Date	Fall 2020	Approved by EPC	
Department	Health Sciences			
College	EH - Education, Health and Humar	n Services		
Degree	BSE - Bachelor of Science in Educ	ation ME	D - Master of Education	
Program Name	School Health Education/Health E	ducation and	d Promotion	
	Program Banner Code SHED/HED	Р		

Concentration(s) School Health Licensure Concentration(s) Banner Code(s) SHLI Proposal **Revise program** 

#### Description of proposal:

The purpose of this proposal is to establish a combined bachelor's/master's degree program in School Health Education. The total number of hours required for the B.S.E. School Health Education major is 120 credits, and the M.E.D. Health Education and Promotion major, School Health Licensure Education concentration requires 33 credit hours (153). With the combined degree program, 9 hours of graduate coursework will be shared between degree programs, resulting in 144 total unique credit hours.

Does proposed revision change program's total credit hours? 🖾 Yes ∏ No Current total credit hours: 153 Proposed total credit hours 144

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 expected impact.

Units consulted (other departments, programs or campuses affected by this proposal): None

**REQUIRED ENDORSEMENTS** 

31412020

3,16,20

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

Provost (or designee)



Mike DeWine, Governor Randy Gardner, Chancellor

### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 02/26/20

Name of institution: Kent State University

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: Bachelor of Science in Education, School Health Education major

**Name of master's degree program:** Master of Education, Health Education and Promotion major (School Health Licensure concentration)

Proposed implementation date: Fall 2020

## 1. Identify the total number of credit hours in the undergraduate and master's programs combined.

The total number of hours required for the Bachelor of Science in Education degree in School Health Education (SHED) is 120 credits and the Master of Education degree in Health Education & Promotion requires 33 credit hours (153). With the combined degree program, 9 credit hours will be shared between degree programs, resulting in 144 total unique credit hours.

## 2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Students will apply for graduation clearance via the university's web-based portal (FlashLine) and undergo a Graduate Planning System (GPS) degree audit to ensure satisfactory completion of required credits toward the B.S.E. in School Health Education.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Students will be informed on the College website and other media, including open houses and other events. Students will also be advised during undergraduate advising sessions by the graduate/undergraduate health education and promotion faculty.

## 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students will have the ability to take their Ohio Assessments for Educators (OAE) Exams and apply for their Ohio Teaching License once they have completed their B.S.E. degree requirements. Students who wish to leave the program without finishing the requisite graduate-level work may still earn their B.S.E. in School Health Education.

## 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

# Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Students in the combined program will take HED 54543 Administration of School Health Programs, HED 54544 Sexuality Education Programs, and HED 54550 Drug Abuse and Violence Education Programs. This will allow SHED students the ability to enroll in the combined program and will address all the Competencies and Responsibilities required for the Ohio Assessments for Educators exams, also addressed in slashed-equivalent undergraduate courses: HED 44543 Administration of School Health Programs, HED 44544 Sexuality Education Programs, and HED 44550 Drug Abuse and Violence Education Programs. These three courses will be applied to the master's degree as required credit hours.

The list of courses are as follows:

- HED 54543 will be considered equivalent to HED 44543
- HED 54544 will be considered equivalent to HED 44544
- HED 54550 will be considered equivalent to HED 44550

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

## SCHOOL HEALTH EDUCATION -B.S.E.

College of Education Health and Human Services School of Health Sciences 100 Nixson Hall Kent Campus 330-672-2197 www.kent.edu/ehhs/hs

### Description

The Bachelor of Science in Education degree in School Health Education prepares individuals to teach health education in the schools. Graduates are eligible to pursue the state's multi-age licensure. Students complete a variety of field experiences and a culminating student teaching experience.

The Health and Physical Education optional concentration allows students to seek Ohio teacher licensure in both health education and physical education. The program is designed to be completed in five years and can allow students to satisfy up to 12 credit hours of program requirements with graduate courses.

### Fully Offered At:

Kent Campus

### Accreditation

National Council for Accreditation of Teacher Education

### **Admission Requirements**

Admission to this major is selective. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.750 high school GPA. Students who do not meet the GPA requirement at the time of admission for this major will be admitted to the EHHS General non-degree program until which time they have established a Kent State GPA of 2.750. They may then submit a change of program to declare this major.

Students are accepted into a teacher licensure program by transfer if they have achieved a minimum 2.750 GPA in previous college coursework. They must meet with an academic advisor in 304 White Hall as soon as possible to review specific requirements for admission to advanced 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 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.

Current Kent State and Transfer Students: Active Kent State students who wish to change their major must have attempted a minimum 12

credit hours at Kent State and meet all admission criteria listed above to be admitted. Students who have not attempted 12 credit hours at Kent State will be evaluated for admission based on their high school GPA for new students or transfer GPA for transfer students. Transfer students who have not attempted 12 credit hours of college-level coursework at Kent State and/or other institutions will be evaluated based on both their high school GPA and college GPA.

### **Program Learning Outcomes**

Graduates of the program will be able to:

- Analyze factors affecting the successful implementation of health education and Coordinated School Health (CSH); select media and resources best suited to implement plans for diverse learners; exhibit competence in carrying out planned programs; and monitor educational programs, adjusting objectives and instructional strategies as necessary.
- Evaluate the effectiveness of CSH; develop plans to assess student achievement of program objectives; carry out evaluation plans; interpret results of program evaluation; and infer implications of evaluation findings for future programs.
- 3. Coordinate provision of health education programs and services and develop a plan for comprehensive school health education with other components of a school health program; demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers and appropriate school staff; formulate practical modes of collaboration among health educators in all settings and other school and community health professionals; and organize professional development programs for teachers, other school personnel, community members and other interested individuals.
- 4. Utilize computerized health information retrieval systems effectively; establish effective consultative relationships with those requesting assistance in solving health-related problems; interpret and respond to requests for health information; and select effective educational resource materials for dissemination.
- 5. Communicate health information needs, concerns, and resources; interpret concepts, purposes, and theories of health education; predict the impact of social value systems on health education programs; select a variety of communication methods and techniques in providing health information; and foster communication between health care providers and consumers.
- 6. Obtain health-related data about social and cultural environments, growth and development factors, needs and interests of students; distinguish between the behaviors that foster and those that hinder well-being; and determine health education needs based on observed and obtained data.
- Recruit school and community representatives to support and assist in program planning; develop a logical scope and sequence plan for a health education program; formulate appropriate and measurable learner objectives; and design educational strategies consistent with specified learner objectives.
- Communicate and advocate for health and school health education by: analyzing and responding to factors that impact current and future needs in comprehensive school health education, applying a variety of communication methods and techniques, advocating for school health education and demonstrating professionalism.

### **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.	
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**

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

### Program Requirements Major Requirements

Code	Title	Credit
		Hours
Major Require	ments (courses count in major GPA; min	imum C grade in

all courses)		
HED 11570	PERSONAL HEALTH	3
HED 20000	TEACHING HEALTH TO YOUNG LEARNERS	3
HED 21030	INTRODUCTION TO HEALTH EDUCATION	3
HED 21050	HEALTH EDUCATION THEORIES	3
HED 32530	DRUG USE AND MISUSE	3
HED 32542	METHODS AND APPLICATIONS OF HEALTH EDUCATION (WIC)	5
HED 32544	HUMAN SEXUALITY	3
HED 34050	PROGRAM PLANNING AND EVALUATION IN HEALTH EDUCATION	3
HED 42041	HEALTH COACHING	3

HED 44543	ADMINISTRATION OF SCHOOL HEALTH PROGRAMS	3
HED 44544	SEXUALITY EDUCATION PROGRAMS	3
HED 44550	DRUG ABUSE AND VIOLENCE EDUCATION PROGRAMS	3
Additional Require	ements (courses do not count in major GPA)	
CI 47330	READING AND WRITING IN ADOLESCENCE/ ADULTHOOD (min C grade)	3
COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL) (min C grade)	3
CULT 29535	EDUCATION IN A DEMOCRATIC SOCIETY (min C grade)	3
EPSY 29525	EDUCATIONAL PSYCHOLOGY (min C grade)	3
NUTR 23511	SCIENCE OF HUMAN NUTRITION (KBS) (min C grade)	3
PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS) (min C grade)	3
SPED 23000	INTRODUCTION TO EXCEPTIONALITIES (DIVD) (min C grade)	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Compo	sition (min C grade)	6
Kent Core Mather	natics and Critical Reasoning	3
Kent Core Human	ities and Fine Arts (minimum one course from each)	6
Kent Core Social	Science (must be from two disciplines)	3
Additional Requir	ements or Concentration	
Choose from the	following:	42-80
Additional Rec Concentration	quirements for Students Not Declaring a	
Health and Ph	ysical Education concentration	and the fi
Minimum Total C	redit Hours:	120-158

## Additional Requirements for Students Not Declaring a Concentration

Code	Title	Credit Hours
Major Requiremen	ts (courses count in major GPA)	
HED 11590	COMMUNITY HEALTH EDUCATION (min C grade)	3
HED 42358	STUDENT TEACHING IN HEALTH EDUCATION (ELR)	9
HED 49525	INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE (min C grade)	3
PWS 10035	LIFETIME FITNESS (min C grade)	2
Health Education I	Electives, choose from the following (min C grade):	8
HED 32575	CONSUMER HEALTH	
HED 34060	SMALL GROUP PROCESS	
HED 42575	HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS	
HED 44025	WOMEN'S HEALTH ISSUES	
HED 46052	STRESS: RECOGNITION AND MANAGEMENT	
HED 46057	ADVANCED HUMAN SEXUALITY	
HED 47070	AIDS: ISSUES, EDUCATION AND PREVENTION	
HED 48092	FIELD EXPERIENCE IN HEALTH EDUCATION AND PROMOTION (ELR)	
Additional Require	ements (courses do not count in major GPA)	
BSCI 10001	HUMAN BIOLOGY (KBS) (min C grade)	3
ETEC 39525	EDUCATIONAL TECHNOLOGY (min C grade)	3

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ETEC 47427	TECHNOLOGY AND LEARNING (min C grade)	3
or ETEC 47400	TRENDS IN EDUCATIONAL TECHNOLOGY	
PHIL 11001	INTRODUCTION TO PHILOSOPHY (DIVG) (KHUM) (min C grade)	3
or PHIL 21001	INTRODUCTION TO ETHICS (DIVG) (KHUM)	
PSYC 20651	CHILD PSYCHOLOGY (DIVD) (KSS) (min C	3
Kent Core Basic Scie	grade) ences Laboratory	1
General Elective		1
Minimum Total Cred	lit Hours:	42

#### Health and Physical Education Concentration **Requirements**

Code	Title	Credit Hours
Concentration Re	quirements (courses count in major GPA)	nours
ATTR/EXSC 2505	7 HUMAN ANATOMY AND PHYSIOLOGY L(KBS)	
	(KLAB) (min C grade) <sup>1</sup>	
EHHS 49526	STUDENT TEACHING IN HEALTH AND	10 10
	PHYSICAL EDUCATION (ELR)	10
HED 49525	INQUIRY SEMINAR INTO PROFESSIONAL	3
	PRACTICE (min C grade)	
PEP 15010	INTRODUCTION TO PHYSICAL EDUCATION,	3
	FITNESS AND SPORT (min C grade)	
PEP 15011	DEVELOPMENT AND ANALYSIS OF INVASION	3
	GAMES (min C grade)	
PEP 15015	DEVELOPMENT AND ANALYSIS OF NET GAMES	3
	(min C grade)	
PEP 15016	DEVELOPMENT AND ANALYSIS OF TARGET	3
DED 1 COOR	AND FIELD GAMES (min C grade)	
PEP 15020	FUNDAMENTAL MOVEMENT, GYMNASTICS	3
DED DEDDE		verseeren.
PCP 20020	(min C arade)	3,
PFP 25026		
1 20020	ADVENTURE EDUCATION (min C grade)	3
PEP 25033	LIFESPAN MOTOR DEVELOPMENT (min C	1000 Con
	grade)	<b>.</b>
PEP 25056	ASSESSMENT OF LEARNING IN PHYSICAL	- es.esegee 3
	EDUCATION AND SPORT (min C grade)	-
PEP 35020	FITNESS EDUCATION (min C grade)	3
PEP 35084	MOTOR SKILL ANALYSIS (min C grade)	3400-040-04 3
PEP 45037	ADAPTED PHYSICAL EDUCATION (min C grade)	3
PEP 45051	ELEMENTARY SCHOOL PHYSICAL EDUCATION	3 - 1992 (1992) 
	METHODS (min C grade)	
PEP 45053	ELEMENTARY SCHOOL PHYSICAL EDUCATION	3
	CONTENT (min C grade)	
PEP 45058	SECONDARY SCHOOL PHYSICAL EDUCATION	3
· . · · ·	METHODS (min C grade)	
PEP 45059	SECONDARY SCHOOL PHYSICAL EDUCATION	3
	CONTENT (min C grade)	
PEP 49525	INQUIRY INTO PROFESSIONAL PRACTICE IN	3
	PHYSICAL EDUCATION (min C grade)	Salatan Ma
SPAD 35065		3
Dhuning Anthropological	MITSICAL ACTIVITY (WIC) (min C grade)	
Physical Activity, W	reliness and Sport (PWS) Electives, choose from the	3
DWE 10000	auey.	2012000.043
FWS HUZU		
PWS 10030	FILNESS WALKING	
rws Iusua	en de <b>Li Listei inte</b> lle en la constante de la	a constant of the

JOGGING

PWS 10403	BEGINNING BALLROOM DANCE	
PWS 10413	LATIN SOCIAL DANCE	
PWS 11426	VARSITY SPORT TRAINING AND CONDITIONIN	IG
PWS 11604	BEGINNING KARATE	
PWS 11633	JU JITSU	
PWS 11634	SELF-DEFENSE	
PWS 11663	BEGINNING YOGA	and a group of the
PWS 11664	PILATES	
PWS 11665	ZUMBA	ne en en recente de la perso
PWS 11666	BEGINNING SPINNING	
PWS 11667	BOOT CAMP I	
PWS 11673	INTERMEDIATE YOGA	
PWS 11674	INTERMEDIATE PILATES	
PWS 11675	ZUMBA TONING	
PWS 12324	WEIGHT TRAINING	
PWS 12325	WOMEN'S WEIGHT TRAINING	
PWS 12424	EXERCISE AND WEIGHT CONTROL	
PWS 12425	NAUTILUS EXERCISES	
PWS 13003	DANCE EXERCISE	
PWS 13010	JUDO-JUJITSÚ	
PWS 13016	CYCLING	· · · · · · · · · · · · ·
PWS 13040	CARDIO KICKBOXING	
Additional Requirem	ients (courses do not count in major GPA)	
Kent Core Humanitie	es and Fine Arts (minimum one course from each)	3
Kent Core Additiona	l	3
Minimum Total Cred	it Hours:	80

1 Students who have successfully completed BSCI 11010 may use that course in place of ATTR 25057/EXSC 25057.

#### Licensure Information

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.

Students must apply for State of Ohio Licensure (defined by completion of all licensure program requirements) within 12 months of program completion. After 12 months, applicants must meet State approved program/licensure requirements that are in effect at the time of application. This means that students who apply after the 12 month deadline may have to take additional coursework if the content, methods courses, program requirements, or licensure requirements have changed from the catalog in force.

#### Progression Requirement

Students must meet all professional requirements for admission to advanced study.

To manage enrollment and deliver high-quality programs, the faculty will select the most qualified applicants for admission based upon evaluation of standardized test scores of reading, writing and mathematics; academic success (overall GPA<sup>1</sup>) at Kent State University; non-academic criteria and other specific program criteria.

Please be aware that reapplication may be necessary if postponing advanced study coursework or if withdrawn for one year or more.

<sup>1</sup> Undergraduate students who have not completed a minimum of 12 Kent State University credit hours will be evaluated for advanced study and professional phase based on their high school GPA for new freshmen or transfer GPA for transfer students.

#### **Graduation Requirements**

Minimum Major GPA	Minimum Overall GPA
2.750	2.750

 Students in the Health Physical Education concentration must provide evidence of certification in First Aid, CPR and minimum equivalence to level 5 competency in Red Cross Swimming.

### **Roadmaps**

- School Health Education (no concentration)
- Health and Physical Education Concentration

## HEALTH EDUCATION AND PROMOTION - M.ED.

College of Education Health and Human Services School of Health Sciences 100 Nixson Hall Kent Campus 330-672-2197 www.kent.edu/ehhs/hs

### Description

The Master of Education degree in Health Education and Promotion is designed to enable individuals to pursue their diverse interests in the field while addressing the competencies essential to the professional development of health educators

Students in the program utilize theoretical models of attitude and behavioral change in assessing educational needs, designing educational interventions, evaluating the effectiveness of program efforts, and advocating for creative and competent health education opportunities. These skills prepare graduates for various employment positions in local, state and national government; K-12 schools and community colleges; health care facilities; worksite wellness programs; and nonprofit organizations.

Students are encouraged to pursue certification: Certified Health Education Specialist (CHES) or Master Certified Health Education (MCHES).

The Health Education and Promotion major comprises the following concentrations:

- The Community Health concentration provides background for those who will be involved in positions of leadership in a wide variety of health-related community settings, as well as for those who plan to pursue doctoral work in fields related to health education and health promotion.
- The School Health Licensure concentration enables graduates to teach health in schools or pursue diverse interests in the field. Competencies essential to school health education are addressed.

### **Fully Offered At:**

Kent Campus

### Accreditation

National Council for the Accreditation of Teacher Education

### **Admission Requirements**

- Bachelor's degree from an accredited college or university for unconditional admission
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for unconditional admission
- Official transcript(s)
- Current Ohio teaching license (required for School Health Licensure concentration only)

- Goal statement
- Two 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:
  - Minimum 550 TOEFL PBT score (paper-based version)
  - Minimum 79 TOEFL IBT score (Internet-based version)
  - Minimum 77 MELAB score
  - Minimum 79 IELTS score
  - Minimum 58 PTE score

For more information about graduate admissions, please visit the Graduate Studies admission website. 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. Assess needs, assets and capacity for health education.
- 2. Plan health education and promotion activities.
- 3. Implement health education and promotion programs.
- 4. Conduct program evaluation and research in health education.
- 5. Serve as health education resource person.
- 6. Administer and manage health education.
- 7. Communicate and advocate for health and health education.

### **Program Requirements**

### **Major Requirements**

Code	Title	Credit
Major Requirement	ts	Hours
HED 64050	HEALTH BEHAVIOR	illin oola
HED 64055	NEEDS ASSESSMENT AND EVALUATION IN HEALTH PROMOTION	999802+125925 3
HED 64057	PROGRAM PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION	3
HED 64059	COMMUNICATION AND MARKETING IN HEALTH EDUCATION AND PROMOTION	3
HED 64061	FOUNDATIONS OF HEALTH EDUCATION AND PROMOTION	3
HED 64063	STRATEGIES IN HEALTH EDUCATION AND PROMOTION <sup>1</sup>	3
Concentrations		
Choose from the fo	llowing:	15
Community Hea School Health L	lth icensure	
Minimum Total Cree	dit Hours:	33

HED 64063 will complete the student teaching requirement. State or Federal background checks may be required for practicum/internship experiences.

1

#### **Community Health Concentration Requirements**

Code	Title	Credit Hours
Concentration Ro	equirements	
HED 64030	INTRODUCTION TO RESEARCH AND DATA ANALYSIS IN HEALTH EDUCATION AND PROMOTION	3
HED 64062	ADMINISTRATION AND GRANT WRITING IN HEALTH PROMOTION	3
HED 64080	3	
Health Education	n Electives (HED 50000 or 60000 level) <sup>1</sup>	6
Minimum Total (	Credit Hours:	15

1 Students are recommended to select courses around a common theme, such as sexuality, substance abuse or other options approved by advisor. Students who plan to pursue a doctorate are recommended to take courses in research and statistics.

### School Health Licensure Concentration Requirements

Code	Title	Credit
		Hours
0	Bequiremente	

Concentration Re	quitemento	ann Maria	
HED 54543	ADMINISTRATION OF SCHOOL HEALTH PROGRAMS	3	
HED 54544	SEXUALITY EDUCATION PROGRAMS	3	
HED 54550	DRUG ABUSE AND VIOLENCE EDUCATION PROGRAMS		
HED 54051	D 54051 BIOBEHAVIORAL ASPECTS OF DISEASE PREVENTION IN HEALTH EDUCATION AND PROMOTION		
HED 64058	DEVELOPMENTAL APPROACHES IN TEACHING SCHOOL HEALTH EDUCATION <sup>1</sup>	3	
Minimum Total (	Credit Hours:	15	

Minimum Total Credit Hours:

1 HED 64058 will complete the student teaching requirement. State or Federal background checks may be required for practicum/internship experiences.

#### **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.

#### **Graduation Requirements**

M.Ed. degree candidates have six years from the term of first enrollment to complete the degree.

Master of Science in Applied Behavior Analysis

Program Development Plan

February, 2020

## **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.

One of the most widely used evidence-based interventions to improve socially significant behavior in humans is Applied Behavior Analysis. A Board Certified Behavior Analyst (BCBA) is a professional who has completed extensive, in-depth graduate-level training in behavioral principles and procedures, as well as supervised mentoring in applying these skills to benefit people throughout their lifetime. BCBAs receive this nationally recognized certification through the Behavior Analyst Certification Board. Between 2010-2017, **the national annual demand for Board Certified Behavior Analysts (BCBA) increased 800%** (Behavior Analyst Certification Board, 2018).

BCBAs deliver behavior analytic services to individuals across the lifespan in settings such as early intervention centers, homes, schools, alternative educational settings, nursing homes, residential facilities, and businesses. Many individuals receiving Applied Behavior Analytic services will have at least one medical diagnosis such as Autism Spectrum Disorder or a severe emotional or behavioral disorder, however this is not a requirement to be able to benefit from this versatile technology.

The proposed **100% online Master of Science in Applied Behavior Analysis** program delivers a comprehensive, highly specialized course sequence that imbues the theoretical and practical foundations of Applied Behavior Analysis. Students gain a comprehensive understanding of foundational behavioral principles and procedures, as well as advanced behavioral technologies like Functional Behavioral Assessment, Practical Functional Assessment, and Functional Analysis, that extends well beyond traditional classroom management.

The designation of the proposed program as a **Master of Science in Applied Behavior Analysis recognizes that Applied Behavior Analysis is a science**. Throughout the proposed program, students are immersed in behavior analytic literature, experimental design, intervention implementation, data collection, data analysis, and data interpretation. The designation as a Master of Science program also aligns with prospective students' desire to have Master of Science in Applied Behavior Analysis appear on their diploma. In fact, this is one criterion that many prospective students look for when choosing a master's degree program to prepare them for the Board Certified Behavior Analyst Examination.

The 100% online Master of Science in Applied Behavior Analysis program also includes a culminating experience in a practical setting during the final summer of the program during which students must demonstrate the full range and depth of behavior analytic skills learned during the program. This project is overseen and evaluated by Kent State University faculty who are also practicing BCBAs.

The proposed 100% Master of Science in Applied Behavior Analysis program **aligns with the Behavior Analyst Certification Board's current (2014-2021) and future (2022-2029) coursework and degree requirements** to be eligible to apply to sit for the Board Certified Behavior Analyst Examination. This means that students graduating from this program will have their educational requirements preapproved by the Behavior Analyst Certification Board when they apply to sit for the Board Certified **Behavior Analyst Examination**. This is a major factor that drives students' choice of where to complete the educational requirements to be eligible to become a Board Certified Behavior Analyst.

## 2. Description of the proposed curriculum including identification of any specializations intended to appear on the student transcript (see Section IV).

The proposed 100% online Master of Science in Applied Behavior Analysis program consists of 10 3credit graduate courses (30 hours total) and can be completed in 14 months. Nine of the 10 courses in the program currently exist and have been offered for the last 10 years as a part of the Behavioral Intervention Specialist Certificate program or as a part of the Special Education core in one of the many Special Education master's degree programs. Because the 100% online Master of Science in Applied Behavior Analysis degree program will continue to be recognized by the Behavior Analyst Certification Board as a Verified Course Sequence, students graduating from this program will have their educational requirements pre-approved by the Behavior Analyst Certification Board when they apply to sit for the Board Certified Behavior Analyst Examination. The following 10 courses comprise the proposed 100% online Master of Science in Applied Behavior Analysis program:

SPED 63300	Research Applications in Special Education	Summer
SPED 63201	Contemporary Issues in Special Education	Summer
SPED 53030*	Applied Behavior Analysis I	Fall
SPED 63301*	Single Subject Research Methods	Fall
<u>SPED 63033</u> *	Ethical and Professional Conduct in Applied Behavior Analysis	Fall
SPED 53031*	Applied Behavior Analysis II	Spring
<u>SPED 63031</u> *	Program Development in Applied Behavior Analysis	Spring
<u>SPED 63034</u> *	Concepts and Principles in Applied Behavior Analysis (new course)	Spring
<u>SPED 63032</u> *+	Advanced Interventions for Addressing Severe Behavior	Summer
<u>SPED 64892</u> +	Advanced Practicum	Summer

\* Denotes courses approved by the BACB as covering required content + = <u>Only after all other courses completed</u>; <u>Must be taken together</u>

Upon approval, the five courses unique to the Master of Science in Applied Behavior Analysis (bolded and underlined above) will have their programmatic designation changed to ABA (Applied Behavior Analysis). For example, SPED 63033 would become ABA 63033.

#### 3. Description of a required culminating, or integrated learning, experience.

The culminating experience in the 100% online Master of Science in Applied Behavior Analysis degree program will include the co-requisite SPED 63032 (ABA 63032) Advanced Interventions for Addressing Severe Behavior and SPED 64892 (ABA 64892) Advanced Practicum courses. After all other degree coursework is completed, and during the final summer of their program, students will spend six weeks in a setting where Applied Behavior Analytic interventions are used the majority of the time. Most frequently, this will be an Applied Behavior Analysis therapy clinic or school. In their approved setting, Kent State University graduate students will be working with a preschool through high school age student eligible for Applied Behavior Analytic services. During the experience, Kent State University faculty who are also practicing BCBAs supervises students. We're fortunate to have five part-time instructors that will continue to meet this need. Each one is a Board Certified Behavior Analyst and has been teaching and supervising in the current Behavioral Intervention Specialist Certificate program for the past 4-10 years.

Using scientific behavior analytic principles, behavior analytic literature, single subject experimental design, and intervention implementation, students will conduct a Functional Analysis. Students will collect data, analyze the data, and interpret the results. This project is presented to and evaluated by Kent State University faculty who are also practicing BCBAs.

Because the proposed Master of Science in Applied Behavior Analysis will be delivered 100% online, it is possible that students from outside Northeast Ohio will enroll. In this case, their culminating experience will be supervised by a BCBA in their local area, but will be monitored remotely by Kent State University faculty who are also practicing BCBAs. Because there is a national shortage of BCBAs, the model of remote supervision is a widely used technology that has been successfully implemented for the past 10 years within the current Behavior Intervention Specialist Certificate program. It takes advantage of the stringent requirements imposed by the Behavior Analyst Certification Board for BCBAs who supervise students who are working toward becoming BCBAs. These requirements include being a BCBA or BCBA-D (doctoral level), completing an 8-hour supervision curriculum, and completing 4 hours of continuing education on the topic of supervision during each two-year credential recertification cycle.

## 4. Administrative arrangements for the proposed program: department and school or college involved.

The proposed 100% online Master of Science in Applied Behavior Analysis degree program would be housed in the Special Education program in the School of Lifespan Development and Educational Sciences in the College of Education, Health, and Human Services.

# 5. 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.

- Between 2010-2017, the national annual demand for Board Certified Behavior Analysts (BCBA) increased 800% (Behavior Analyst Certification Board, 2018).
- Between June, 2017 and May, 2018, there were <u>9,186 job postings nationally</u> that required or preferred BCBA certification.
- In 2019, the Behavior Analyst Certification Board reported that there were <u>6,072 newly certified</u> <u>BCBAs</u>.
- On January 1, 2022, changes by the Behavior Analyst Certification Board will add coursework and field experience required to be eligible to sit for the Board Certified Behavior Analyst Examination.
- In order to remain a Behavior Analyst Certification Board Verified Course Sequence, the Behavioral Intervention Specialist Certificate Program **would need to be expanded to 24 credit hours**. It's unlikely graduate students would choose to complete a 24-hour certificate program.

- This presents the opportunity to <u>combine resources that currently exist</u> within the Special Education program to create one a highly desirable degree in a rapidly developing field that enables students seeking the Board Certified Behavior Analyst credential to acquire two requirements in one program (i.e., graduate degree in a Behavior Analyst Certification Board-approved field and coursework the Verified Course Sequence).
- Having a single degree program that allows students to obtain the necessary educational requirements to be eligible to sit for the Board Certified Behavior Analyst Examination would also allow Kent State University to **streamline and focus program advertising** as we compete with other programs around Ohio and nationally.
- Current students in the Behavioral Intervention Specialist Certificate program, as well as students in the General Special Education master's degree program who intend to become a Board Certified Behavior Analyst would be transferred to the Master of Science in Applied Behavior Analysis program. **The Behavioral Intervention Specialist Certificate program would be discontinued**. The General Special Education master's degree would remain an option for students with a goal other than becoming a Board Certified Behavior Analyst.
- As it is configured, a <u>100% online Master of Science in Applied Behavior Analysis</u> degree program would be a <u>unique offering in Ohio</u> for students seeking specialized training in this area. In addition to Kent State University, there are six universities in Ohio that offer a certificate or graduate degree that focuses on Applied Behavior Analysis. However, none of the existing programs would be duplicated by the proposed program in name, delivery format, and completion timeline:
  - Bowling Green University 100% online certificate in Applied Behavior Analysis
  - Cleveland State University 100% online BCBA Program; six courses
  - The Ohio State University in person Doctor of Philosophy in Applied Behavior Analysis; in person Master of Arts in Educational Studies and Special Education – can specialize in Applied Behavior Analysis
  - University of Cincinnati 100% online Master of Education in Foundations of Behavior Analysis; completed in 20 months
  - University of Dayton 100% online Master of Applied Behavior Analysis; Department of Counselor Education and Human Services; began Fall, 2019; 42 credits, two year program
  - Youngstown State University in person Master of Science in Applied Behavior Analysis; housed in the Psychology department
- A major factor that drives students' choice of where to complete the educational requirements to be eligible to become a Board Certified Behavior Analyst is the first-time pass rate on the Board Certified Behavior Analyst Examination for program graduates. The average **first-time pass rate** for the <u>life</u> of the Behavioral Intervention Specialist Certificate Program is **89%**. The average <u>national</u> first-time pass rate over the same time period is **64%**.

- Of the seven universities in Ohio that offer a certificate or graduate degree that focuses on Applied Behavior Analysis, their **2018** first-time pass rates for their students are as follows:
  - Bowling Green University No test takers
  - Cleveland State University No test takers
  - Kent State University 75% (8 test takers)
  - The Ohio State University 83% (6 test takers)
  - University of Cincinnati 55% (183 test takers)
  - University of Dayton No test takers; program began Fall, 2019
  - Youngstown State University No test takers

Note: Data are only reported for programs that have six or more students take the Board Certified Behavior Analyst Examination in a year. Additionally, no data are reported for programs in their first four years of operation.

#### 6. Prospective enrollment.

The 100% online Master of Science in Applied Behavior Analysis program would admit graduate students who have earned a bachelor's degree in **any field of study** while earning a 3.0 or better grade point average. This is possible because by including the Verified Course Sequence within the Master of Science in Applied Behavior Analysis degree program, students will receive all of the foundational Applied Behavior Analytic content required to be eligible to sit for the Board Certified Behavior Analyst Examination. Currently, the majority of students in the Behavioral Intervention Specialist Certificate program are Intervention Specialists working in public school settings. All but a few are Ohio residents.

It's anticipated that Everspring will become a strategic partner in nationally advertising the Master of Science in Applied Behavior Analysis degree program. This could result in a dramatic increase in graduate student enrollment. Initially, however, enrollment will decrease in the General Special Education Masters degree program. This is the master's degree program that students currently use to piece together the degree and course work requirements they need to be eligible to apply to sit for the Board Certified Behavior Analyst Examination. However, after current students in the General Special Education master's degree and Behavioral Intervention Specialist Certificate programs are moved to the Master of Science in Applied Behavior Analysis program, the overall number of graduate students enrolled in Special Education graduate programs is expected to increase.

#### 7. Special efforts to enroll and retain underrepresented groups in the given discipline.

The 100% online Master of Science in Applied Behavior Analysis degree program will be advertised to Historically Black Colleges and Universities. Given the interactive nature of the online courses, students would become part of a connected, highly focused, supportive group of students all working toward a common goal. Everspring will also be a strategic partner in enrollment management and student retention.

#### 8. Availability and adequacy of the faculty and facilities available for the new degree program.

Over the past 10 years that the Behavioral Intervention Specialist Certificate program has been offered, the courses have been taught by a combination of tenure track, non-tenure track, and part time faculty members in the Special Education program. The following faculty will continue their roles in the newly created 100% online Master of Science in Applied Behavior Analysis program:

 Christine Balan, PhD, BCBA Advisor, Behavioral Intervention Specialist Certificate Program Advisor, Master of Science in Applied Behavior Analysis Program (moving forward)

Special Education Faculty, Non-Tenure Track

- Pena Bedesem, PhD Special Education Faculty, Tenure Track
- Andrew Wiley, PhD Special Education Faculty, Tenure Track
- Jennifer Sweeney, PhD, BCBA-D Special Education, Part-Time Faculty
- Nichole Williams, MA, BCBA Special Education, Part-Time Faculty
- Rosemarie Griffin, MA, BCBA Special Education, Part-Time Faculty
- Carrie Yasenosky, MA, BCBA Special Education, Part-Time Faculty
- Stacy Cianciolo, MA, **BABC** Special Education, **Part-Time Faculty**

One of the current part-time faculty members who is a Board Certified Behavior Analyst will be contracted to teach the one new course (SPED XXXXX Concepts and Principles in Applied Behavior Analysis) that has been added to the proposed Master of Science in Applied Behavior Analysis program. Instructional technology available through Blackboard will continue to support the delivery of the 100% online program proposed. In addition, it is anticipated that Everspring will add resources and support.

#### 9. Need for additional facilities and staff and the plans to meet this need.

Because the Master of Science in Applied Behavior Analysis program will be delivered 100% online, no additional facilities will be needed. The immediate need will be for one part-time instructor who has the Board Certified Behavior Analyst credential. As it stands, several part-time instructors have been a longstanding component of the current Behavioral Intervention Specialist Certificate and are eager to teach more courses for the program. If enrollment in the Master of Science in Applied Behavior Analysis program increases dramatically, additional part-time faculty members who have the Board Certified Behavior Analyst credential will be needed.

## 10. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

The immediate additional cost associated with the proposed 100% online Master of Science in Applied Behavior Analysis program is approximately \$4746. This represents the salary paid to one additional part-time faculty member who has the Board Certified Behavior Analyst credential. Even if the Master of Science in Applied Behavior Analysis program was not being developed, the additional course would need to be added to the Behavioral Intervention Specialist Certificate program in order to make it eligible to keep its status as a Verified Course Sequence though the Behavior Analyst Certification Board. Therefore, the additional cost will be zero.

Please see Financial Impact statement included as an attachment.

To: Dr. Maria Zaragoza, Chair, Psychological Sciences, College of Arts and Sciences

From: Dr. Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences

Dr. Christine Balan, Professor and Coordinator of the Behavioral Intervention Specialist Certificate Program

Date: February 25, 2020

#### **RE: Establishment of a new degree: Master of Science in Applied Behavior Analysis**

The School of Lifespan Development and Educational Sciences is creating a 100% online Master of Science in Applied Behavior Analysis degree. The degree includes a comprehensive, highly intensive course sequence that infuses the scientific, theoretical, and practical foundations of Applied Behavior Analysis. In addition, the proposed program aligns with the Behavior Analyst Certification Board's current coursework and degree requirements to be eligible to apply to sit for the Board-Certified Analyst Examination.

The proposed title for the new graduate degree is Master of Science in Applied Behavior Analysis (ABA).

As listed in the attached Program Development Plan, the degree includes course from Special Education.

We anticipate moving forward with College Curriculum Committee approval in March and EPC approval in April 2020.

If you have any concerns and/or questions regarding the establishment of the Master of Science in Applied Behavior Analysis degree, please contact either of us by March 13, 2020 or sooner. <u>cbalan@kent.edu</u>, 2-0595 or <u>mdellman@kent.edu</u> 2-6958; Thank you.

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparat	tion Date <b>25-Feb-20</b>	Curriculum Bulletin
	Effective	Date Fall 2020	Approved by EPC
Department	Foundations, Leadershp a	nd Administration	
College	EH - Education, Health and	d Human Services	
Degree	BS - Bachelor of Science	MA - Master of Arts	
Program Name	Sport Administration	Program Banner Co	de SPAD
Concentration(s)	Concentration(s)	Banner Code(s)	
Proposal	Revise program		

Description of proposal:

The purpose of this proposal is to establish a combined bachelor's/master's degree program in Sport Administration. The total number of hours required for the B. S. Sport Administration major is 120 credits and the M.A. Sport Administration major requires 34 credit hours (154). With the combined degree program, 9 hours of graduate coursework will be shared between degree programs, resulting in 145 total unique credit hours.

Does proposed revision change program	n's total credit hours?	🛛 Yes	🗌 No
Current total credit hours: 154	Proposed total credit he	ours 145	

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 expected impact.

Units consulted (other departments, programs or campuses affected by this proposal): None - this action only impacts Sport Administration.

REQUIRED ENDORSEM	ENTS
Kin Schindul W Department Chair / School Director	3,2,2020
Compus Doop (for Degional Compused proposale)	//
S. Mitchell	3,16,20
College Dean (or designee)	/ /
Dean of Graduate Studies (for graduate proposals)	
Provost (or designee)	



Mike DeWine, Governor Randy Gardner, Chancellor

### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 02/07/20

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: Bachelor of Science in Sport Administration

Name of master's degree program: Master of Arts in Sport Administration

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

The B.S. Sport Administration major requires 120 credit hours and the M.A. Sport Administration (SPAD) major requires 34 credit hours (154). With the combined degree program, 9 credits hours will be shared between the two majors, resulting in 145 total unique credit hours.

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Students will apply for graduation clearance via the university's web-based portal (FlashLine) and undergo a Graduate Planning System (GPS) degree audit to ensure satisfactory completion of required credits toward the B.S. in Sport Administration. Students will complete a program of study form specifically designed for the combined program. This document will explicitly list the courses that will be used for both programs and ultimately will ensure that the student has met the requirements of the baccalaureate program.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Students will be exposed to this program opportunity through the SPAD web page, literature, student recruitment events, classroom presentations in our Introductory course and faculty recruitment.

4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students will be able to apply for and potentially obtain entry-level positions in a wide array of sport industries including but not limited to professional sport, collegiate athletics and youth sport which includes high school and other amateur programs.

5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

### See attached.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University

COMBINED	BS/MS	SPORT	ADMINISTR	ATION
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GRADUATE COURSE		UNDERGRADUATE EQUIVALENTS		
SPAD 55022	EVENT PLANNING AND	SPAD 45022	EVENT PLANNING AND	
	PRODUCTION		PRODUCTION	
SPAD 55024	SPORT IN GLOBAL	SPAD 45024	SPORT IN GLOBAL	
	PERSPECTIVE		PERSPECTIVE	
SPAD 55026	SPORT AND THE MEDIA	SPAD 45026	SPORT AND THE MEDIA	
SPAD 55029	HISTORY AND CURRENT	SPAD 45029	HISTORY AND CURRENT	
	ISSUES IN COLLEGIATE		ISSUES IN COLLEGIATE	
	ATHLETICS		ATHLETICS	
SPAD 55032	SALES MANAGEMENT IN	SPAD 45032	SALES MANAGEMENT IN	
	SPORT AND ENTERTAINMENT		SPORT AND ENTERTAINMENT	
SPAD 65021	ORGANIZATION AND	SPAD 45021	ORGANIZATION AND	
	MANAGEMENT OF SPORTS		ADMINISTRATION OF	
	PROGRAMS		ATHLETICS	
SPAD 65033	LEGAL ISSUES IN SPORT	SPAD 46080	LEGAL ISSUES IN SPORT AND	
			RECREATION	
SPAD 65045	SPORT MARKETING	SPAD 45023	SPORT MARKETING	
SPAD 65046	FACILITY MANAGEMENT AND	SPAD 35025	FACILITY MANAGEMENT	
	OPERATIONS			
SPAD 65092	INTERNSHIP IN SPORT	SPAD 45092	INTERNSHIP IN SPORT	
	ADMINISTRATION		ADMINISTRATION (3 credit	
			hours only)	

#### Viewing: Sport Administration - B.S.

### Last approved: Fri, 03 May 2019 20:36:20 GMT

Program Type:

Major or Degree

#### College:

College of Education Health and Human Services

#### Department/School:

School of Foundations, Leadership, and Administration

Level: Undergraduate

Program Name:

Sport Administration - B.S.

#### Degree:

Bachelor of Science

#### List the delivered modes for the program:

On-Ground

Fully Offered At: List all campuses/locations and methods (e.g., online, accelerated) for which a student can fully complete the program.

#### Kent Campus

CIP Code 310504 - Sport and Fitness Administration/Management.

### **Catalog Copy**

### Effective Catalog:

2020-2021

#### Description: Describe the program as you would to a prospective student.

The Bachelor of Science degree in Sport Administration prepares students for careers in the sport industry through a balanced academic program and numerous practical experiences. Students complete a core group of courses developed to exceed accreditation guidelines, and all students are required to complete one of the following minors:

- Business (http://catalog.kent.edu/colleges/bu/mis/business-minor/)
- · Data Analytics (http://catalog.kent.edu/colleges/bu/econ/data-analytics-minor/)
- · Finance (http://catalog.kent.edu/colleges/bu/fin/finance-minor/)
- International Business for Non-Business Majors (http://catalog.kent.edu/colleges/bu/mis/international-business-non-businessmajors-minor/)
- Management for Non-Business Majors (http://catalog.kent.edu/colleges/bu/mis/management-non-business-majors-minor/)
- Marketing (http://catalog.kent.edu/colleges/bu/mken/marketing-minor/)

The curricular balance of sport, business and sociological courses along with three required practical experiences make the program of study one that is cutting edge compared to other programs within the state of Ohio and across the country.

## 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.

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 (http://www.kent.edu/admissions/undergraduate/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 score, or by completing the ESL level 112 Intensive Program. For more information on international admission, visit the Office of Global Education's admission website (http:// www.kent.edu/globaleducation/international-admissions/).

Transfer, Transitioning and Former Students: For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website (https://www.kent.edu/transfer/).

**Current Kent State and Transfer Students**: Active Kent State students who wish to change their major must have attempted a minimum 12 credit hours at Kent State and earned a minimum 2.500 overall Kent State GPA to be admitted. Students who have not attempted 12 credit hours at Kent State will be evaluated for admission based on their high school GPA for new students or transfer GPA for transfer students. Transfer students who have not attempted 12 credit hours will be evaluated based on both their high school GPA and college GPA.

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 "demonstrate," "understand," appreciate," etc.

Graduates of this program will be able to:

- 1. Demonstrate comprehensive knowledge in the areas of promotion and marketing as related to sport.
- 2. Effectively and safely implement sporting events and fundraising events.
- 3. Demonstrate an understanding of the policies and organizations that govern sport.
- 4. Demonstrate knowledge of basic legal concepts and theory as it applies to sport.
- 5. Demonstrate financial knowledge of accounting, economics and finance as it applies to sport.
- 6. Demonstrate an understanding of ethics in sport management.
- 7. Demonstrate an understanding of management and organizational skills in sport.
- 8. Demonstrate an understanding of behavioral dimensions in sport.

#### **Program Requirements:**

Code	Title	Credit Hours
Major Requirements (course	s count in major GPA)	ordaterroard
SPAD 15000	INTRODUCTION TO SPORT ADMINISTRATION	3
SPAD 25000	SPORT IN SOCIETY (DIVD)	3
SPAD 25092	PRACTICUM I IN SPORT ADMINISTRATION (ELR)	1
SPAD 35021	GOVERNANCE IN SPORT	3
SPAD 35025	FACILITY MANAGEMENT	3
SPAD 35065	HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL ACTIVITY (WIC) <sup>2</sup>	3
or SPAD 45029	HISTORY AND CURRENT ISSUES IN COLLEGIATE ATHLETICS	
SPAD 35092	PRACTICUM II IN SPORT ADMINISTRATION (ELR)	1
SPAD 45021	ORGANIZATION AND ADMINISTRATION OF ATHLETICS	3
SPAD 45022	EVENT PLANNING AND PRODUCTION	3
SPAD 45023	SPORT MARKETING	3
SPAD 45024	SPORT IN GLOBAL PERSPECTIVE	3
SPAD 45026	SPORT AND THE MEDIA	3
SPAD 45027	PUBLIC RELATIONS AND PROMOTION IN SPORT	3
SPAD 45030	SPORT ENTERPRISE (WIC) <sup>2</sup>	3
SPAD 45032	SALES MANAGEMENT IN SPORT AND ENTERTAINMENT	3
SPAD 45091	SEMINAR FOR INTERNSHIP PREPARATION	1
SPAD 45092	INTERNSHIP IN SPORT ADMINISTRATION (ELR) <sup>1</sup>	12
SPAD 46080	LEGAL ISSUES IN SPORT AND RECREATION	3
Analytics/Statistics Elective, c	hoose one of the following:	3-4
BMRT 21004	BUSINESS ANALYTICS I	
MATH 10041	INTRODUCTORY STATISTICS (KMCR) <sup>3</sup>	
MGMT 24056	BUSINESS ANALYTICS I	
Additional Requirements (con	urses do not count in major GPA)	
ACCT 23020	INTRODUCTION TO FINANCIAL ACCOUNTING	3
ARCH 10001	UNDERSTANDING ARCHITECTURE (KFA)	3
COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL)	3
ECON 22060	PRINCIPLES OF MICROECONOMICS (KSS)	3
ECON 22061	PRINCIPLES OF MACROECONOMICS (KSS)	3
Mathematics (MATH) Elective,	choose from the following: <sup>3</sup>	3-5
MATH 10040	INTRODUCTORY STATISTICS PLUS (KMCR)	
MATH 10041	INTRODUCTORY STATISTICS (KMCR)	

Minimum Total Credit Hours:		120
General Electives (total credit hours	depends on earning 120 credit hours, including 39 upper-division credit hours)	14-17
Kent Core Basic Sciences (must incl	ude one laboratory)	6-7
Kent Core Humanities or Fine Arts (r	ninimum one course from each)	3.
Kent Core Composition		1992 - Sentar State (1992), 2013 - Sentar <b>G</b> e
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	• <b>1</b>
or SOC 12050	INTRODUCTION TO SOCIOLOGY (DIVD) (KSS)	
PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	a anti a a contra conta
PHIL 21001	INTRODUCTION TO ETHICS (DIVG) (KHUM)	3
MKTG 25010	PRINCIPLES OF MARKETING	1.1.2.2.2.2.2.2.2.2.2.2.2.2.2.2.3.3.2.2.2.3.3.2.2.2.3.3.2.2.2.3.3.2.2.2.2.3.3.3.2.2.2.3.3.3.2.2.2.3.3.3.2.2.2.3
MATH 14002	BASIC MATHEMATICAL CONCEPTS II (KMCR)	en an 11 an an 20 Airt an 11 an 11 an 12
or MATH 10771	BASIC MATHEMATICAL CONCEPTS (PLUS (KMCR)	
MATH 14001	BASIC MATHEMATICAL CONCEPTS I (KMCR)	
MATH 12012	CALCULUS WITH PRECALCULUS II (KMCR)	and there the instances show a test
MATH 12002		
MATH 12002		분석과 양성한 우리로는 것은 다 반응다.
MATH 11022		
MATH 11012		the fight of a set of a the
OF MATH 10775	Course MATH TU/74 NOT Found (KMCR)	
	ALGEBRA FOR CALCULUS (KMCR)	
or MATH 10772	MODELING ALGEBRA PLUS (KMCR)	
MATH 11009	MODELING ALGEBRA (KMCR)	
MATH 11008	EXPLORATIONS IN MODERN MATHEMATICS (KMCR)	
MATH 10675	ALGEBRA FOR CALCULUS BOOST (KMCR)	
MATH 10051	QUANTITATIVE REASONING (KMCR)	
MATH 10050	QUANTITATIVE REASONING PLUS (KMCR)	

<sup>1</sup> State and Federal background checks may be required for practicum and internship experiences.

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

Students should review the mathematics requirement for their selected minor prior to registering for their mathematics (MATH) elective course. MATH 10041 Introductory Statistics may fulfill both *Analytics/Statistics* and *Mathematics electives* requirements. In doing so, additional general electives may be required to maintain the 120 minimum total credit hours for graduation.

#### **Total Credit Hours:**

120

#### **Progression Requirements**

#### **Progression Requirements:**

Student must maintain a minimum 2.500 overall GPA and a minimum 2.500 major and minor GPA every semester, until graduation. Students who do not maintain the minimum required GPA<sup>1</sup> will receive a warning and will be required to meet with their faculty and professional advisor to develop a plan of continuation. The plan will include all actions necessary to continue in the current program, the opportunity to declare a different program, a timeline of when actions should occur, and next steps if actions are not followed.

Please refer to the Not Permitted to Continue policy (http://catalog.kent.edu/academic-policies/not-permitted-continue/) in the Academic Policies section in the University Catalog.

Undergraduate students who have not completed a minimum of 12 Kent State University credit hours will be evaluated for advanced study and professional phase based on their high school GPA for new freshmen or transfer GPA for transfer students.

#### **Graduation Requirements**

Graduation Requirements: (i.e., minimum grade in specific courses, passage of specific exam)

Minimum Major GPA	Minimum Overall GPA
2.500	2.500

 Successful completion of one of the following minors is required for graduation: Business (http://catalog.kent.edu/colleges/ bu/mis/business-minor/), Data Analytics (http://catalog.kent.edu/colleges/bu/econ/data-analytics-minor/), Finance (http:// catalog.kent.edu/colleges/bu/fin/finance-minor/), International Business for Non-Business Majors (http://catalog.kent.edu/ colleges/bu/mis/international-business-non-business-majors-minor/), Management for Non-Business Majors (http:// catalog.kent.edu/colleges/bu/mis/management-non-business-majors-minor/) and Marketing (http://catalog.kent.edu/colleges/

A minimum 6 credit hours in the minor must be outside of the course requirements for any major or other minor the student is pursuing. Students should consult their advisor when choosing electives to fulfill minor requirements.
# **SPORT ADMINISTRATION - M.A.**

## Program Type:

Major or Degree

### College:

College of Education Health and Human Services

### Department/School:

School of Foundations, Leadership, and Administration

Level: Graduate

Program Name: Sport Administration - M.A.

Degree: Master of Arts

### List the delivered modes for the program:

On-Ground

Fully Offered At: List all campuses/locations and methods (e.g., online, accelerated) for which a student can fully complete the program.

#### Kent Campus

CIP Code 310504 - Sport and Fitness Administration/Management.

### **Catalog Copy**

### Description: Describe the program as you would to a prospective student.

The Master of Arts degree in Sport Administration provides students a knowledge base in management theory and application in sport settings. The program culminates with an internship, research project or thesis.

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.

- Bachelor's degree from an accredited college or university for unconditional admission (http://catalog.kent.edu/admissioninformation/#Minimum)
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for unconditional admission (http://catalog.kent.edu/admissioninformation/#Minimum)
- · Official transcript(s)
- · GRE, MAT, GMAT or approved equivalent standardized test if GPA is below 3.000
- Goal statement
- · Two 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:
  - 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 admission website (http://www.kent.edu/ graduatestudies/admissions/). For more information on international admission, visit the Office of Global Education's admission website (http://www.kent.edu/globaleducation/international-admissions/).

# 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 "demonstrate," "understand, "appreciate," etc.

Graduates of this program will be able to:

- 1. Demonstrate the knowledge and experience necessary to become successful as a professional in the sport industry.
- 2. Apply theoretical and practical knowledge of the industry in a professional career.
- 3. Engage and expand the number of international promotional, scholarly and educational research/presentation opportunities in the profession.

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#### **Program Requirements:**

Code	Title	Credit Hours
Major Requirements		Clean Hours
EVAL 65510	STATISTICS   FOR EDUCATIONAL SERVICES	3
or EVAL 65511	RESEARCH IN EDUCATIONAL SERVICES	<b>3</b>
SRM 63018	Course SRM 63018 Not Found	5 
SRM 63095	Course SRM 63095 Not Found	1
SRM 65008	Course SRM 65008 Not Found	3
or SRM 65061	Course SRM 65061 Not Found	5
SRM 65039	Course SRM 65039 Not Found	3
SRM 65033	Course SRM 65033 Not Found	3
SRM 65042	Course SRM 65042 Not Found	3
SRM 65045	Course SRM 65045 Not Found	3
Major Electives, choose from t	the following: <sup>1</sup>	6-9
CI 55015	PSYCHOLOGY OF COACHING	•••
EVAL 68713	MULTIVARIATE ANALYSIS IN EDUCATIONAL RESEARCH <sup>2</sup>	
EVAL 68714	FACTOR ANALYSIS IN EDUCATIONAL RESEARCH <sup>2</sup>	
HIED 66657	LEADERSHIP IN EDUCATION ORGANIZATIONS	
SRM 55022	Course SRM 55022 Not Found	
SRM 55029	Course SRM 55029 Not Found	
SRM 55031	Course SRM 55031 Not Found	
SRM 55032	Course SRM 55032 Not Found	
SRM 55033	Course SRM 55033 Not Found	
SRM 56000	Course SRM 56000 Not Found	
SRM 56028	Course SRM 56028 Not Found	
SRM 56030	Course SRM 56030 Not Found	
SRM 56060	Course SRM 56060 Not Found	
SRM 56070	Course SRM 56070 Not Found	
SRM 63195	Course SRM 63195 Not Found	
SRM 65006	Course SRM 65006 Not Found	
SRM 65008	Course SRM 65008 Not Found	
SRM 65021	Course SRM 65021 Not Found	
SRM 65034	Course SRM 65034 Not Found	
SRM 65036	Course SRM 65036 Not Found	
SRM 65038	Course SRM 65038 Not Found	
SRM 65046	Course SRM 65046 Not Found	
SRM 65048	Course SRM 65048 Not Found	
Thesis or Non-Thesis Option, c	choose from the following:	3-6
SRM 63098	Course SRM 63098 Not Found <sup>3</sup>	
or <mark>SRM 65092</mark>	Course SRM 65092 Not Found	
SRM 63199	Course SRM 63199 Not Found	

Minimum Total Credit Hours:

Students who select the non-thesis option must select 9 credit hours of concentration electives to meet the overall minimum credit hours for the degree.
 2 EVAL 60712 and EVAL 60714 are constantiated by the second s

EVAL 68713 and EVAL 68714 are concentration electives for students choosing the thesis option only.

<sup>3</sup> If student chooses SRM 65092, State or Federal background checks may be required for practicum or internship experiences.

### **Total Credit Hours:**

34



Mike DeWine, Governor Randy Gardner, Chancellor

## Change Request: Online or Blended/Hybrid Delivery

### Institution offering the degree program: Kent State University

Degree designation: Master of Public Health degree in Public Health, Epidemiology concentration

### The program will satisfy the following criteria:

- Image: The 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 the Ohio Department of Higher Education and the Higher Learning Commission?

□ No ⊠ Yes Kent State's College of Public Health has been accredited by the Council on Education for Public Health (CEPH) since 2012. Next review is in December 2020.

### Does this degree program include the creation of original research or scholarship?

🛛 No 🗆 Yes

### Does this degree program include an experiential component?

 $\Box$  No  $\boxtimes$  Yes See the attached Supplementary Information form.

### Will the program be offered in partnership with a third-party, commercial online service provider?

□ No ⊠ Yes Kent State will utilize educational consultant Everspring Inc. to provide student services in recruitment, admission and advising.

### Approximately what percentage of program content will be completed online?

The M.P.H. degree, Epidemiology concentration, will be offered fully online, in addition to on-ground, see the last page for course delivery. The M.P.H. degree concentrations in Health Policy and Management and Social and Behavioral Sciences are offered fully online (CCGS approved Health Policy and Management in May 2014 and Social and Behavioral Sciences in May 2017).

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings Interim Dean of Graduate Studies Kent State University Date

# SUPPLEMENTARY INFORMATION FORM

## **Experiential Component**

Describe how professional or clinical experiences are implemented and assessed. At a minimum, address the following areas (1) criteria for selecting the location(s) of such experiences; (2) qualifications of preceptors or faculty; (3) a list of competencies that will be evaluated; and (4) 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.

Since practical knowledge and skills are essential to a successful career in public health, students in Kent State's M.P.H. degree undertake a planned, supervised and evaluated practicum to fulfill their degree requirements.

Criteria of setting for the public health practicum (EPC 60192 Practicum Experience in Epidemiology):

- 1. To provide an opportunity for the student to synthesize, integrate and apply practical skills, knowledge, and training learned through courses
- 2. To gain professional experience in a public health work environment
- 3. To work on public health projects that align with student interest.

Prior to starting the practicum, students must complete an online course in human subjects research provided by the Collaborative Institutional Training Initiative (CITI Program). Students complete either the Biomedical or Social Behavioral-Educational module. or Biomedical module.

### Student Responsibilities:

- 1. Review practicum guidelines
- 2. Discuss practicum and related issues with your practicum faculty advisor
- 3. Proactively select a practicum site and site preceptor
- 4. Complete all forms in Blackboard Learn
- 5. Act as a professional always

Practicum Faculty Advisor Responsibilities:

- 1. Act as a guide for the student
- 2. Review specific practicum requirements
- 3. Discuss potential sites and types of practicum experiences
- 4. Discuss practicum progress
- 5. Review and approve the following forms:
  - a. Student application
  - b. Preceptor's application and résumé (CV)
  - c. Student's practicum plan
  - d. Midpoint evaluation and revised practicum plan, if submitted
  - e. Final evaluations: site preceptor and student
  - f. Judge practicum based on evaluation and input from the site preceptor and faculty reviewers

### Site Preceptor Responsibilities:

- 1. Review practicum guidelines
- 2. Submit a preceptor profile application, including résumé (CV)
  - a. Preceptor must have at least a master's degree and/or substantial practice experience
- 3. Review and develop project
- 4. Review and approve student's practicum plan
- 5. Engage with student and provide constructive feedback and guidance
- 6. Provide guidance for professional conduct
- 7. Verify student's weekly contact hours
- 8. Complete the following on the practicum website:
  - a. Midpoint evaluation form in conjunction with the student
  - b. Final site preceptor evaluation of the student and practicum
  - c. Evaluate the student's professional behavior

### M.P.H. DEGREE COMPETENCIES

As part of the practicum portfolio, students are asked to describe how they met these competencies during the program.

### **Evidence-Based Approaches to Public Health**

- 1. Apply epidemiological methods to the breadth of settings and situations in public health practice
- 2. Select quantitative and qualitative data collection methods appropriate for a given public health context
- 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- 4. Interpret results of data analysis for public health research, policy or practice

### Public Health and Health Care Systems

- 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

### Planning and Management to Promote Health

- 7. Assess population needs, assets and capacities that affect communities' health
- 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- 9. Design a population-based policy, program, project or intervention
- 10. Explain basic principles and tools of budget and resource management
- 11. Select methods to evaluate public health programs

### **Policy in Public Health**

- 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
- 15. Evaluate policies for their impact on public health and health equity

### Leadership

- 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- 17. Apply negotiation and mediation skills to address organizational or community challenges

### Communication

- 18. Select communication strategies for different audiences and sectors
- 19. Communicate audience-appropriate public health content, both in writing and through oral presentation
- 20. Describe the importance of cultural competence in communicating public health content

### **Interprofessional Practice**

21. Perform effectively on interprofessional teams

### Systems Thinking

22. Apply systems thinking tools to a public health issue

Kent State University | Change Request: M.P.H. Public Health–Epidemiology Online Delivery | Page 4

## Public Health – M.P.H. Degree

Concentration in Epidemiology

✓ Course is offered currently for that delivery

\* Course will be offered online after proposal approval

Major Requirements (19 credit hours)			Hybrid	Ground
BST 52019	BST 52019 Biostatistics in Public Health			$\checkmark$
EHS 52018	Environmental Health Concepts in Public Health	$\checkmark$		$\checkmark$
EPI 52017	Fundamentals of Public Health Epidemiology	$\checkmark$		$\checkmark$
HPM 52016	Public Health Administration	$\checkmark$		$\checkmark$
HPM 53010	Community Health Needs Assessment	$\checkmark$		$\checkmark$
SBS 54634	Social Determinants of Health Behaviors	$\checkmark$		$\checkmark$
Epidemiology	Concentration Requirements (15 credit hours)			
BST 63012	Survival Analysis in Public Health	*		$\checkmark$
or EPI 63034 Longitudinal Data Analysis		*		$\checkmark$
BST 63014 Applied Regression Analysis of Public Health Data		$\checkmark$		$\checkmark$
EPI 63014	Epidemiology of Chronic Diseases	$\checkmark$		$\checkmark$
EPI 63015	Epidemiology of Infectious Diseases	$\checkmark$		$\checkmark$
EPI 63016	Principles of Epidemiological Research	*		$\checkmark$
Practicum and Electives (12 credit hours)				
EPI 60192 Practicum (see note)			-site experie	ence
Students choose either 3-credit hour or 6-credit hour practicum				
Major Electives (with advisor approval)				$\checkmark$
Students choose	e two or three courses (6-9 credit hours) from			

College of Public Health courses

Note:

3-credit hour practicum requires 150 contact hours 6-credit hour practicum requires 300 contact hours

# **SPORT, EXERCISE AND PERFORMANCE PSYCHOLOGY - MINOR**

### In Workflow

- 1. TLC Agenda Role (saugusti@kent.edu)
- 2. TLC Director (asandman@kent.edu)
- 3. EH CCC Agenda Role Undergraduate (saugusti@kent.edu;%20hapettit@kent.edu)
- 4. EH Dean Undergraduate (acrowe@kent.edu;%20hapettit@kent.edu;%20saugusti@kent.edu)
- 5. Provost (jkellog7@kent.edu;%20ttillet1@kent.edu;%20dvan@kent.edu)
- 6. Educational Policies Council (jkellog7@kent.edu;%20dvan@kent.edu)
- 7. Final Catalog Review (Final%20Catalog%20Review@kent.edu)

### **Approval Path**

- 1. Tue, 19 Nov 2019 16:10:41 GMT Susan Augustine (saugusti): Approved for TLC Agenda Role
- 2. Wed, 20 Nov 2019 18:48:05 GMT Alexa Sandmann (asandman): Approved for TLC Director
- 3. Fri, 06 Dec 2019 20:31:22 GMT Hilda Pettit (hapettit): Rollback to Initiator
- Sat, 11 Jan 2020 03:29:33 GMT Susan Augustine (saugusti): Approved for TLC Agenda Role
- 5. Mon, 13 Jan 2020 16:16:49 GMT Alexa Sandmann (asandman): Approved for TLC Director
- 6. Fri, 17 Jan 2020 15:02:17 GMT Hilda Pettit (hapettit): Approved for EH CCC Agenda Role - Undergraduate
- 7. Fri, 17 Jan 2020 15:04:15 GMT Hilda Pettit (hapettit): Approved for EH Dean - Undergraduate

### **New Program Proposal**

Date Submitted: Sat, 11 Jan 2020 03:25:27 GMT

# Viewing: Sport, Exercise and Performance Psychology - Minor

### Last edit: Mon, 09 Mar 2020 19:30:30 GMT

Changes proposed by: ikim2

### **Reviewer Comments**

Susan Augustine (saugusti) (Tue, 19 Nov 2019 16:10:37 GMT): Approved by TLC School Curriculum Committee 11/19/2019. Hilda Pettit (hapettit) (Fri, 06 Dec 2019 20:31:22 GMT): Rollback: This proposal was tabled for further discussion by the EHHS Curriculum Committee on Dec. 6, 2019, .

Susan Augustine (saugusti) (Sat, 11 Jan 2020 03:29:30 GMT): revised to address EHHS CCC concerns; resubmitted Hilda Pettit (hapettit) (Fri, 17 Jan 2020 15:02:15 GMT): Approved by EHHS Curriculum Committee 1/17/2020.

### Program Type:

Minor

### College:

College of Education Health and Human Services

### Department/School:

Teaching, Learning and Curriculum Studies

### Level:

Undergraduate

### Program Name:

Sport, Exercise and Performance Psychology - Minor

### Degree:

Minor

### List the delivered modes for the program:

100% Online More than 50% Online

# Fully Offered At: List all campuses/locations and methods (e.g., online, accelerated) for which a student can fully complete the program.

- Online
- Hybrid

#### Lead administrator for this proposal:

Insook Kim

#### Explain the need for this program:

The Sport, Exercise, and Performance Psychology (SEPP) minor will be administrated by the Physical Education and Sport Performance (PESP) program area housed in the School of Teaching, Learning and Curriculum Studies (TLC) within the College of Education, Health and Human Services (EH or EHHS) and will be open to all majors.

This minor will provide students, athletes, and those preparing for careers as coaches, sport practitioners, and sport administrators with the knowledge of psychological theory and skills to enhance human behavior in the sport and exercise settings and artistic performance. By exploring social-psychological concepts such as motivation, self-confidence, concentration, anxiety, or burnout, among others, and how these concepts can influence a sport environment (e.g., losing focus under pressure or having self-doubts during a game), this minor will prepare students to work in wide-ranging sport-related fields or to further their education in their chosen careers via graduate programs and certification.

With high demand for SEPP programs, the proposed newly developed SEPP minor fills a void within the existent programs at Kent State at a time in which sport, exercise and performance is becoming even more visible within the field. An illustration of that, is that the Association of Applied Sport Psychology (AASP) -the leading organization for sport psychology consultants and professionals-, has just received accreditation this month by the National Commission for Certifying Agencies (NCCA). The NCCA has been accrediting certifying programs based on the highest quality standards in professional certification to ensure the programs adhere to modern standards of practice in the certification industry. AASP program is the only nationally accredited certification for mental performance consultants in the world; joining the 300+ NCCA-accredited programs that certify individuals in a wide range of professions and occupations including athletic trainers, strength and conditioning coaches, counselors, nurses, and emergency technicians. Graduates of the new SEPP minor will have an opportunity to be part of a rigorous program in sport, exercise and performance psychology at Kent State to learn, apply and be able to access the market of growing field.

There is an opportunity for growth in educational programs available for individuals interested in learning about the principles of SEPP as well as the application of those principles to students' personal lives and professional careers. To date, there are few universities in the country that offer a minor in SEPP that provide young students with an overview of the area and skill development of how to apply that knowledge to their chosen sport career. Within the few existing programs, only a minority of those have a focus on sport and exercise instead of mostly a psychology component. Lastly, only a few of those programs can be completed fully online.

The SEPP minor at Kent State is unique and necessary because:

• It allows students an opportunity to incorporate application and instruction in the field of sport, exercise, and psychology; and to do so in accordance with proficiency guidelines of the Association for Applied Sport Psychology (AASP) as well as those of the American Psychological Association (APA).

• It lets students choose exercise, coaching, or sport as their primary area of interest within their SEPP program. This program caters to a wide variety of students in programs from sport administration to education, psychology or exercise science, an angle that currently KSU does not have.

• It facilitates students to complete a short program that would let them to follow two different paths; (a) to incorporate and apply their new knowledge into their chosen sport-related field or, (b) continuing further study into a graduate program in sport and exercise psychology.

• It is distinct from the typical structure of minors in that this proposed minor allows students to complete it entirely online. This is a new option that appeals to diverse students; the 100% delivery allows them to interact with professors in a virtual environment while having complete flexibility and autonomy to balance their studies with their jobs (or other responsibilities), while retaining the same excellence in quality curriculum and teaching with the latest online learning technology.

Given the growing challenges in university enrollment, there is a clear need for more creative and flexible programs that would fit our demographics without compromising educational quality and rigor. The field of sport and exercise performance is undoubtedly a popular one that attracts students' interest.

While one of the course requirements (PSYC 41584 THE PSYCHOLOGY OF EXERCISE) has a prerequisite (PSYC 11762 GENERAL PSYCHOLOGY) that is not included in the minor, the majors most likely to register for this minor are already required to take PSYC 11762 as part of their major requirements. Therefore, this should not be a barrier at this time..

This minor program will be a foundation to create a fully online SEPP major in the near future.

# Are you establishing new or revising courses for this program? If yes, please explain. (You will also need to submit separate course workflows.)

Four new courses, SEPP 20026 Psychological Foundations of Sport and Exercise, SEPP 45033 Motivation in Sport, Performance, and Movement Settings, SEPP 45007 Principles and Application of Sport Psychology, and SEPP 40020 High Performance Athletes in Sport will be added as required or elective courses. Separate course workflows have been submitted.

#### Explain the current or future resources needed to support this program (e.g., faculty, staff, facilities, fiscal):

Currently, the initial plan is to hire Dr. Brett Nichols (as an adjunct) to teach SEPP 20026 Psychological Foundations of Sport and Exercise and SEPP 40020 High Performance Athletes. SEPP 45033 Motivation in Sport, Performance, and Movement Settings and SEPP 45007 Principles and Application of Sport Psychology will be taught by Dr.Guivernau as part of their current teaching with PESP without increasing her load. If Dr. Nichols is not available another qualified individual will be hired. Since these are an online course, we have a broad range of hiring potential and we have a large established network in the field to draw from. The college and the university is fully committed to this program and will provide the needed support to be sure we can cover classes, advising and support for the SEPP minor/major.

Dr. Marta Guivernau is the logical and acceptable choice for program coordinator. This would benefit the minor, and it makes sense given her expertise in the sport and exercise psychology field, her development of minor courses and her current teaching load within Physical Education and Sport Performance (PESP) program area. However, the specifics of this role need to be further discussed with the FLA/TLC School directors so that her current load can be adjusted. Dean Hannon has committed financial support to hire and adjunct where needed. A key piece though is that Dr. Guivernau's teaching load will not impact FLA. Sport Administration is assured that they will not lose her as she is primarily from the school FLA and is vital to their program. Per Dean Hannon's email (attached), PESP would be able to hire a qualified adjunct to cover any class she cannot teach; if that happens, her current SPAD courses will continue to be part of her load.

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

Enrollment may increase in courses offered by Physical Education Professional (PEP), Athletic Training (ATTR), Health Education (HED), Psychological Sciences, and Sport Administration (SPAD). They have been consulted and approve including their courses in the minor.

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

#### **Units Consulted**

School of Foundations, Leadership and Administration

College of Arts and Sciences

Department of Psychological Sciences

School of Health Sciences

School of Teaching, Learning and Curriculum Studies

### **Catalog Copy**

#### **Effective Catalog:**

2020-2021

#### Description: Describe the program as you would to a prospective student.

The Sport, Exercise and Performance Psychology minor provides students, athletes and those preparing for careers as coaches, sport practitioners and sport administrators with the knowledge of psychological theory and skills development to enhance human behavior in spot and exercise settings and artistic performance. The minor explores social-psychological concepts such as motivation, self-confidence, concentration, anxiety or burnout, and how these concepts can influence a sport environment (e.g., losing focus under pressure or self-doubt during a game). Students are prepared to work in a wide-range of sport-related fields or to further their education in their chosen careers by continuing to a graduate program and certification.

# 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.

Admission to a minor is open to students declared 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 declared 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.

# 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 "demonstrate," "understand," appreciate," etc.

Graduates of this program will be able to:

- 1. Gain knowledge and skills on the influences of the psychological aspects of exercise, injury and physical activity on performance.
- 2. Achieve a greater understanding of performance and achievement within the context of sport at a variety of levels, with diverse populations and in many different sports.
- Consider a holistic perspective of sport, which includes athlete-centered coaching, cultural competence, development of character and life lessons in youth sport.
- 4. Demonstrate effective leadership and ethical decision-making skills

#### **Program Requirements:**

Code	Title	Credit Hours
Minor Requirements		
PESP 45015	PSYCHOLOGY OF COACHING	3
PSYC 41584	THE PSYCHOLOGY OF EXERCISE <sup>1</sup>	3
SEPP 20026	PSYCHOLOGICAL FOUNDATIONS OF SPORT AND EXERCISE	3
SEPP 45007	PRINCIPLES AND APPLICATION OF SPORT PSYCHOLOGY	3
SEPP 45300	MOTIVATION IN SPORT, PERFORMANCE, AND MOVEMENT SETTINGS	3
Minor Elective, choose from the follow	wing:	2-3
ATTR 43018	ETHICAL LEADERSHIP FOR HEALTH CARE (WIC)	
HED 46052	STRESS: RECOGNITION AND MANAGEMENT	
PESP 25033	LIFESPAN MOTOR DEVELOPMENT	
PESP 45020	CONTEMPORARY ATHLETIC COACHING	
SEPP 40020	HIGH PERFORMANCE ATHLETES IN SPORT	
SPAD 25000	SPORT IN SOCIETY (DIVD)	
SPAD 45024	SPORT IN GLOBAL PERSPECTIVE	
Course approved by faculty adviso	)r	
Minimum Total Credit Hours:		17

Minimum Total Credit Hours:

Course has prerequisite (PSYC 11762) outside of the minor requirements.

#### **Total Credit Hours:**

17

1

### **Progression Requirements**

### **Graduation Requirements**

#### Graduation Requirements: (i.e., minimum grade in specific courses, passage of specific exam)

- Minimum 6 credit hours in the minor must be upper-division coursework (30000 and 40000 level).
- · Minimum 6 credit hours in the minor must be outside of the course requirements for any major or other minor the student is pursuing.
- Minimum 50 percent of the total credit hours for the minor must be taken at Kent State (in residence).

## Additional Documents (e.g., needs assessment, e-mail communication)

Dean's email.pdf

### **Curriculum Services Information**

#### **Administrating Campus**

Kent

Searchable Banner Major Code SEPP

Key: 613

Date Submitted: 03/06/20 2:31 pm

# **Viewing: University Readiness Standards and**

# **Placement Assessment**

Last approved: 05/05/19 2:48 pm

Last edit: 03/10/20 12:28 pm

Changes proposed by: cmill241

Catalog Pages Using this Policy <u>University Readiness Standards and Placement Assessment</u>

Reviewer Comments

Proposal Type	Policy			
Proposal Name	University Rea	diness Standards and I	Placement Assessr	nent
Proposed Effective Cata	alog Year: 20 <del>20</del>	<b>020-2021</b> 019-2020	Effective Term:	Fall <b>2021</b> <del>2019</del>
Level of Request	University Leve	el		
Proposed on behalf of:	University Coll	lege		
What actions are you taking? To clarify and revise t Assessment. <del>Revise c</del>	the existing po <del>sut scores per n</del>	l <b>icy for the University</b> nandate by the Ohio D	Readiness Standa <del>epartment of High</del>	rds and Placement e <del>r Education.</del>
Why are you taking these actions? To provide detailed c policy. This would all to update the placen	larification on ow for a better nent standards	the existing assessme r understanding of the within the English De	nt scores and lang e existing policy. A partment which w	uage within the Iso, there is a need vould assist in

### 1. Provost

- 2. Educational Policies Council
- 3. Faculty Senate Chair
- 4. Board of Trustees

## History

- 1. Aug 30, 2018 by clmig-jwehrheim
- 2. May 5, 2019 by Therese Tillett (ttillet1)
- 3. May 5, 2019 by Therese Tillett (ttillet1)

### improving the placement of students into the appropriate reading and/or writing courses.

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

	Units Consulted
Department of English	

Other Units Consulted:

### **Department of Mathematics**

## **Proposal Summary for a Policy:**

Where will this University Catalog policy be published?

Academic Level of Undergraduate Policy

Background Information: a synopsis of the history of the topic and the circumstances that have led to the recommendation

To provide detailed clarification on the existing assessment scores and language within the policy. This would allow for a better understanding of the existing policy. Also, there is a need to update the placement standards within the English Department which would assist in improving the placement of students into the appropriate reading and/or writing courses.

Alternatives and Consequences: other options that could be pursued or actions that may occur if this proposal is not approved

If the policy revisions are not made the current policy will be unclear and may cause confusion regarding advising students. Also, if the clarification of the scores is not updated students may not be accurately placed.

Specific Recommendation and Justification: the preferred action and the rationale that supports that choice

Revise the policy as reflected in the requested changes for the 2020-21 University Catalog to allow for clarification of the existing assessment scores and language within the policy.

Catalog Copy

In 2012, the Ohio Department of Higher Education established uniform statewide standards and college testing

thresholds for remediation-free status for undergraduate students. Students meeting these standards and thresholds are deemed remediation-free and are eligible to enroll in college-level courses in the respective subjects. These standards and thresholds do not replace Kent State's placement assessment policies.

Readiness

Tests	Mathematics	English	Reading
ACT	22	18	22
SAT	530	480 Evidence-Based	480 Evidence-Based
		Reading and Writing	Reading and Writing
Accuplacer Classic	55 College-Level Mathematics	88 Sentence Skills or 5	80
		Writeplacer	
Accuplacer Next	263 Quantitative Reasoning, Algebra and	263 Writing or 5	250 Reading
Generation	Statistics or 263 Advanced Algebra and	Writeplacer	
	Functions		
GED	165+	165+	165+
MapleSoft T.A.	Algebra 50% of items correct	n/a	n/a
ALEKS	46	n/a	n/a
PlaceU	18	n/a	n/a

# Kent State University Placement Assessment

Kent State University uses ACT, SAT, GED and/or placement assessment(s) to determine appropriate course placement in mathematics, English, foreign language, general chemistry and critical and core reading strategies. Any required placement assessments must be completed before a student registers for classes. This is to ensure student readiness and correct course placement. Students who are required to complete the ALEKS chemistry **placement** assessment will do so after registering for <u>CHEM 10060</u>. Any student required to attend a campus-specific orientation program (e.g., Destination Kent State: Advising and Registration) will be required to complete all appropriate assessments prior to the orientation program.

Students who earn college credit before enrolling at Kent State may be exempt from taking some or all placement assessments. Students must submit their college transcripts (including College Credit Plus and dual enrollment credit), Advanced Placement (AP), International Baccalaureate (IB) and military transcript(s) for review and consideration of transfer credits in order to be except from taking some or all placement assessments. Most assessments are accessible online. Students will be provided with information about assessments that are required and how to access the **assessment**, assessment either by e-mail, "**My Lists**" Next Steps Checklist or some other form of communication.

**Time Limits:** ACT, SAT, **ALEKS mathematics** ALEKS mathematics and Accuplacer scores are accepted for two years from the date of the assessment and can be used for placement in mathematics, English and critical and core reading strategies. ALEKS chemistry scores are accepted only for the semester in which students are registered for <u>CHEM 10060</u> and <u>CHEM 10062</u>. Placement assessment scores **for Foreign Language provided provided** through WebCape can be used **for for** one year from the date of assessment.

# **Mathematics Placement**

All undergraduate degree programs require the successful completion of the Kent Core Mathematics and Critical Reasoning requirement. Some programs may require specific mathematics course(s). Placement into mathematics courses is determined by a student's score on the ALEKS placement assessment and/or the ACT or SAT score. Not all students need to take the ALEKS **mathematics** placement assessment, and students should check their "**My Lists**" Next-Steps Checklist in FlashLine for that determination. However, all students scoring below 22 on ACT mathematics or below 530 on SAT mathematics need to take **the ALEKS placement assessment**. ALEKS. Students They may improve their initial placement score by working then retake ALEKS in individualized learning module, then retaking the ALEKS mathematics placement assessment. <del>a proctored environment in an attempt to improve their placement score.</del> They have free access to Upon completing the learning modules and reassessment for one year. initial assessment online, students have free access to work in the ALEKS Learning Module. Students who score 80 percent mastery in the learning modules have an excellent chance of improving their placement through a proctored reassessment.

Students deemed remediation-free in mathematics, as described in the table above, may register for one of the following courses, as required by their major:

Algebra Track: MATH 10675, MATH 10771, MATH 10772

Non-Algebra Track: MATH 10041 MATH 10051, MATH 11008

Remediation-free students who want to register for a course other than the ones listed above may take the ALEKS mathematics placement assessment.

They may then retake ALEKS in a proctored environment in an attempt to improve their placementscore. Students who are not achieve the scores below will be deemed remediation-free remediation free in mathematics, as described in the table above, must take the ALEKS mathematics placement assessment to determine the course they should take as required by their major. at Kent State University.

**Mathematics Placement** 

Assessment	<u>Score</u>
ACT Mathematics	<del>22+</del>
SAT Mathematics	<del>530+</del>
ALEKS	<del>35+</del>
GED Mathematical Reasoning College Ready	<del>165+</del>

## **English Placement**

All undergraduate degree programs require successful completion of the Kent Core Composition requirement. Placement into the appropriate starting course in the sequence is determined by ACT English or SAT evidencebased reading and writing. In the event students do not have ACT or SAT scores and are attending a Kent State University regional campus, they will take Accuplacer **Next Generation reading and reading comprehension and** Writeplacer. This assessment is available on site only. Students who have taken Accuplacer sentence skills, Writeplacer or reading comprehensive at another institution within two years of their initial start date may opt to transfer those scores to Kent State University.

Students enrolled at a Kent State University regional campus who do not meet the university readiness standards will be required to enroll in and earn a minimum C grade in <u>ENG 01001</u> and a minimum C- grade <u>ENG 11002</u> before they can enroll in <u>ENG 21011</u>. Students who wish to challenge their writing placement **may** do so using Accuplacer

Writeplacer.			
Kent Campus Students			
English Placement			
Assessment		Score	Placement
ACT English		0-25	<u>ENG 11011</u>
		26+	ENG 21011
SAT Evidence-Based Reading and Writing		200-590	<u>ENG 11011</u>
		600+	<u>ENG 21011</u>
Accuplacer and Writeplacer (challenge to ACT/SAT placement)		7+	<u>ENG 21011</u>
GED Reasoning Through Language Arts College Reading		165+ *	<u>ENG 11011</u>
Regional Campus Students			
English Placement			
Assessment	Score	Placeme	ent
ACT English	0-17	<u>ENG 010</u>	001 and
		ENG 110	002
	<del>18-25</del>	ENG 11(	)11
ACT English and 3.0+ high school GPA within two years	16-17	<u>ENG 110</u>	)11
ACT English	18-25	ENG 110	)11
	26+	ENG 210	)11
ACT Reading and Writeplacer Next Generation	0-19 and	4 ENG 010	001 and
		<u>ENG 110</u>	002
ACT Reading and Writeplacer Next Generation	20+ and 4	ENG 110	<u>)11</u>
SAT Evidence-Based Reading and Writing	200-470	<u>ENG 010</u>	001 and
		<u>ENG 110</u>	002
SAT Evidence-Based Reading and Writing and 3.0+ high school GPA within	430-470	<u>ENG 110</u>	<u>)11</u>
two years			
SAT Evidence-Based Reading and Writing	480-590	<u>ENG 110</u>	<u>)11</u>
	600+	<u>ENG 210</u>	<u>)11</u>
Accuplacer Reading Comprehension and Writeplacer	<del>0-79 and</del>	ENG 01(	) <del>01 and</del>
	<del>0-</del> 4	ENG 11(	) <del>02</del>
	<del>80+ and 4</del>	ENG 11(	<del>)11</del>
Accuplacer Next Generation Reading	200-249	<u>ENG 010</u>	001 and
		<u>ENG 110</u>	002
Accuplacer Next Generation Reading	250	<u>ENG 110</u>	<u>)11</u>
Accuplacer Next Generation Writing	0-3	<u>ENG 010</u>	<u>)01</u> and
		<u>ENG 110</u>	002
	4	ENG 110	<u>)11</u>
	5-6	<u>ENG 110</u>	<u>)11</u>
	7+	ENG 210	<u>)11</u>
GED Reasoning Through Language Arts College Reading	<del>165+</del>	ENG 11(	)11

GED Reasoning Through Language Arts College Reading

ENG 11011

165+ \*

# **Foreign Language Placement**

All students intending to take a foreign language course at Kent State University must complete the Foreign Language Placement Questionnaire online in FlashLine, or via a link provided on the student's : "**My Lists**" **Checklist. Completion of the questionnaire will determine if the student will need to complete a Foreign Language Placement Assessment.** Next Steps Checklist. Completion of the questionnaire will determine if the student will need to complete a foreign language placementassessment. All students should begin foreign language study in the appropriate course, which may be determined in one of the following ways:

University-approved proficiency or placement examination; or

Documentation of previously earned college credits in a foreign language through coursework, Credit by Exam (CBE), Advanced Placement (AP), International Baccalaureate (IB) or College Level Examination Program (CLEP). **Foreign Language Requirements:** Generally, foreign language requirements are met by passing the highest level course in the language requirement or a course beyond the highest level in the requirement. Students should review the University Catalog and consult with their academic advisor(s) to determine specific language experience beyond the Elementary I level without receiving credit for the previous course(s) and, thus, may complete the requirement with fewer credit hours and fewer courses than specified in their language requirement. In this case, the credit hours not used for the language requirement may be still required for graduation, but may be applied toward coursework in the student's major or minor or as electives.

**Foreign Language Proficiency Waiver:** Students able to demonstrate foreign language proficiency comparable to the highest course in their foreign language requirement may be able to have their language requirement waived. Students should review the University Catalog and consult with their academic advisor(s) and the Department of Modern and Classical Language Studies to verify eligibility.

International students who were educated through high or secondary school in a language other than English. Foreign language waivers will be granted to international students who have (a) TOEFL, IELTS, MELAB, PTE Academic score recorded in their Kent State University academic record; (b) completed English-as-secondlanguage courses at Kent State; or (c) provided documentation that they attended a secondary or high school in a country in which courses were taught in a language other than English (e.g., high school transcripts or diploma in the original language along with a certified English translation).

American Council on the Teaching of Foreign Languages (ACTFL) exams. A proficiency waiver will be granted through Elementary II of a foreign language to students who provide an official ACTFL Oral Proficiency Interview (OPI) certificate confirming oral proficiency of at least an intermediate low level. A proficiency waiver will be granted through Intermediate II of a foreign language to students who provide an official ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) certificate confirming oral and writing proficiency of at least an intermediate low level. The tests are administered by Language Testing International. Students are responsible for the costs of the exam(s) and for providing the Department of Modern and Classical Language Studies with a copy of the certificate(s).

Common European Framework of Reference for Language (CEFR) Ratings. A proficiency waiver will be granted through Elementary II of a foreign language to students who provide an official (European) CEFR certificate confirming oral proficiency of at least the B1.1 level. A proficiency waiver will be granted through Intermediate II

of a foreign language to students who provide an official CEFR certificate confirming oral and writing proficiency of at least the B1.2 level. Students are responsible for providing the Department of Modern and Classical Language Studies with a copy of the certificate(s).

Defense Language Proficiency Test (DLPT). A proficiency waiver will be granted through Elementary II of a foreign language to students who were tested during military service and provide an official DLPT certificate confirming oral proficiency of at least ILR 1. A proficiency waiver will be granted through Intermediate II of a foreign language to students who provide an official DLPT certificate confirming oral proficiency of at least ILR 1+. Alternative proficiency measures. Students may have proficiency in a language for which no standardized test exists. In this case, students should contact the Department of Modern and Classical Language Studies to arrange

for assessment by an approved native speaker of that foreign language (e.g., teacher, professor or certified translator), with the assessment method approved in advance by a department administrator.

# **General Chemistry Placement**

All students registered for <u>CHEM 10060</u> must complete the ALEKS **Chemistry Placement Assessment chemistry** assessment prior to the start of the semester. Directions will be provided through the student's "**My Lists**" Next Steps Checklist and via e-mail. Students will be given access to this assessment for the six weeks prior to the start of classes each term (fall, spring, summer). Any student **who does** not **complete learning and/or mastering** 90 of the 90 topics of the basic chemistry knowledge being assessed will be de-registered from the class and the related laboratory course, <u>CHEM 10062</u>.

# **Core and Critical Reading Strategies Placement**

Kent State University regional campuses offer two courses to help students develop reading strategies to successfully complete college-level coursework — <u>RC 00003</u> and <u>RC 00006</u>. A student placed into <u>RC 00003</u> must take <u>RC 00006</u> the following term. Both courses require a minimum C grade. Students who have taken the Accuplacer **Classic or Next Generation reading comprehension** at another institution within two years of their initial start date may opt to transfer that score to Kent State University.

Core and Critical Reading Strategies Placement

Assessment	Score	Placement
ACT Reading	0-13	<u>RC 00003</u>
	14-19	<u>RC 00006</u>
	20+	No Course
SAT Evidence-Based Reading and Writing	200-380	<u>RC 00003</u>
	390-470	<u>RC 00006</u>
	480+	No Course
Accuplacer Classic Reading Comprehension	<del>0-50</del>	<del>RC 00003</del>
Accuplacer Classic Reading	0-50	<u>RC 00003</u>
	51-79	<u>RC 00006</u>
	80-120	No Course
Accuplacer Next Generation Reading Comprehension	<del>200-221</del>	<del>RC 00003</del>
Accuplacer Next Generation Reading	200-221	RC 00003

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Assessment	Score	Placement	
	222-249	<u>RC 00006</u>	
	250-300	No Course	
GED Reasoning Through Language Arts College Ready	165+ *	No Course	
* Kent State University awards college credit for GED scores o	of 175 and higher.		

If this is a Policy Register revision, please attach a markup.

EPC\_19jan\_attach16.pdf

Attach supporting documents (e.g., syllabus, letters of support, non-encroachment, e-mail communication)

Key: 50

# UNIVERSITY READINESS STANDARDS AND PLACEMENT ASSESSMENT

In 2012, the Ohio Department of Higher Education established uniform statewide standards and college testing thresholds for remediation-free status for undergraduate students. Students meeting these standards and thresholds are deemed remediation-free and are eligible to enroll in college-level courses in the respective subjects. These standards and thresholds do not replace Kent State's placement assessment policies.

Tests	Mathematics	English	Reading
ACT	22	18	22
SAT	530	480 Evidence-Based Reading and Writing	480 Evidence-Based Reading and Writing
Accuplacer Classic	55 College-Level Mathematics	88 Sentence Skills or 5 Writeplacer	80
Accuplacer Next Generation	263 Quantitative Reasoning, Algebra and Statistics or 263 Advanced Algebra and Functions	263 Writing or 5 Writeplacer	250 Reading
GED	165+	165+	165+
MapleSoft T.A.	Algebra 50% of items correct	n/a	n/a
ALEKS	46	n/a	n/a
PlaceU	18	n/a	n/a

# Kent State University Placement Assessment

Kent State University uses ACT, SAT, GED and/or placement assessment(s) to determine appropriate course placement in mathematics, English, foreign language, general chemistry and critical and core reading strategies. Any required placement assessments must be completed before a student registers for classes. This is to ensure student readiness and correct course placement. Students who are required to complete the ALEKS chemistry placement assessment will do so after registering for CHEM 10060. Any student required to attend a campus-specific orientation program (e.g., Destination Kent State: Advising and Registration) will be required to complete all appropriate assessments prior to the orientation program.

Students who earn college credit before enrolling at Kent State may be exempt from taking some or all placement assessments. Students must submit their college transcripts (including College Credit Plus and dual enrollment credit), Advanced Placement (AP), International Baccalaureate (IB) and military transcript(s) for review and consideration of transfer credits in order to be except from taking some or all placement assessments.

Most assessments are accessible online. Students will be provided with information about assessments that are required and how to access the assessment, either by e-mail, 'My Lists' Checklist or some other form of communication.

**Time Limits:** ACT, SAT, ALEKS mathematics and Accuplacer scores are accepted for two years from the date of the assessment and can be used for placement in mathematics, English and critical and core reading

strategies. ALEKS chemistry scores are accepted only for the semester in which students are registered for CHEM 10060 and CHEM 10062. Placement assessment scores for Foreign Language provided through WebCape can be used for one year from the date of assessment.

### **Mathematics Placement**

All undergraduate degree programs require the successful completion of the Kent Core Mathematics and Critical Reasoning requirement. Some programs may require specific mathematics course(s). Placement into mathematics courses is determined by a student's score on the ALEKS placement assessment and/or the ACT or SAT score. Not all students need to take the ALEKS mathematics placement assessment, and students should check their 'My Lists' Checklist in FlashLine for that determination. However, all students scoring below 22 on ACT mathematics or below 530 on SAT mathematics need to take the ALEKS placement assessment.

Students may improve their initial placement score by working in individualized learning module, then retaking the ALEKS mathematics placement assessment. They have free access to the learning modules and reassessment for one year. Students who score 80 percent mastery in the learning modules have an excellent chance of improving their placement through a proctored reassessment.

Students deemed remediation-free in mathematics, as described in the table above, may register for one of the following courses, as required by their major.

- Algebra Track: MATH 10675, MATH 10771, MATH 10772
- Non-Algebra Track: MATH 10041 MATH 10051, MATH 11008

Remediation-free students who want to register for a course other than the ones listed above may take the ALEKS mathematics placement assessment.

Students who are not deemed remediation-free in mathematics, as described in the table above, must take the ALEKS mathematics placement assessment to determine the course they should take as required by their major.

## **English Placement**

All undergraduate degree programs require successful completion of the Kent Core Composition requirement. Placement into the appropriate starting course in the sequence is determined by ACT English or SAT evidence-based reading and writing. In the event students do not have ACT or SAT scores and are attending a Kent State University regional campus, they will take Accuplacer Next Generation reading and Writeplacer. This assessment is available on site only. Students who have taken Accuplacer sentence skills, Writeplacer or reading comprehensive at another institution within two years of their initial start date may opt to transfer those scores to Kent State University.

Students enrolled at a Kent State University regional campus who do not meet the university readiness standards will be required to enroll in and earn a minimum C grade in ENG 01001 and a minimum C- grade ENG 11002 before they can enroll in ENG 21011. Students who wish to challenge their writing placement may do so using Accuplacer Writeplacer.

### **Kent Campus Students**

Assessment	Score	Placement
ACT English	0-25	ENG 11011
	26+	ENG 21011

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SAT Evidence-Based Reading and Writing	200-590	ENG 11011
	600+	ENG 21011
Accuplacer and Writeplacer (challenge to ACT/SAT placement)	7+	ENG 21011
GED Reasoning Through Language Arts College Reading	165+*	ENG 11011
Regional Campus Stud	lents	
Assessment	Score	Placement
ACT English	0-17	ENG 01001 and ENG 11002
ACT English and 3.00+ high school GPA within two years	16-17	ENG 11011
ACT English	18-25	ENG 11011
	26+	ENG 21011
ACT Reading and Writeplacer Next Generation	0-19 and 4	ENG 01001 and ENG 11002
ACT Reading and Writeplacer Next Generation	20+ and 4	ENG 11011
SAT Evidence-Based Reading and Writing	200-470	ENG 01001 and ENG 11002
SAT Evidence-Based Reading and Writing and 3.00+ high school GPA within two years	430-470	ENG 11011
SAT Evidence-Based Reading and Writing	480-590	ENG 11011
	600+	ENG 21011
Accuplacer Next Generation Reading	200-249	ENG 01001 and ENG 11002
Accuplacer Next Generation Reading	250	ENG 11011
Accuplacer Next Generation Writing	0-3	ENG 01001 and ENG 11002
	4	ENG 11011
	5-6	ENG 11011
	7+	ENG 21011
GED Reasoning Through Language Arts College	165+ *	ENG 11011

Reading

\* Kent State University awards college credit for GED 175+ scores.

### **Foreign Language Placement**

All students intending to take a foreign language course at Kent State University must complete the Foreign Language Placement Questionnaire online in FlashLine, or via a link provided on the student's : 'My Lists' Checklist. Completion of the questionnaire will determine if the student will need to complete a Foreign Language Placement Assessment. All students should begin foreign language study in the appropriate course, which may be determined in one of the following ways:

- 1. University-approved proficiency or placement examination; or
- 2. Documentation of previously earned college credits in a foreign language through coursework, Credit by Exam (CBE), Advanced

Placement (AP), International Baccalaureate (IB) or College Level Examination Program (CLEP).

Foreign Language Requirements: Generally, foreign language requirements are met by passing the highest level course in the language requirement or a course beyond the highest level in the requirement. Students should review the University Catalog and consult with their academic advisor(s) to determine specific language requirements for their college and program. Some students may begin their university foreign language experience beyond the Elementary I level without receiving credit for the previous course(s) and, thus, may complete the requirement with fewer credit hours and fewer courses than specified in their language requirement. In this case, the credit hours not used for the language requirement may be still required for graduation, but may be applied toward coursework in the student's major or minor or as electives.

**Foreign Language Proficiency Waiver.** Students able to demonstrate foreign language proficiency comparable to the highest course in their foreign language requirement may be able to have their language requirement waived. Students should review the University Catalog and consult with their academic advisor(s) and the Department of Modern and Classical Language Studies to verify eligibility.

- International students who were educated through high or secondary school in a language other than English. Foreign language waivers will be granted to international students who have (a) TOEFL, IELTS, MELAB, PTE Academic score recorded in their Kent State University academic record; (b) completed English-as-second-language courses at Kent State; or (c) provided documentation that they attended a secondary or high school in a country in which courses were taught in a language other than English (e.g., high school transcripts or diploma in the original language along with a certified English translation).
- 2. American Council on the Teaching of Foreign Languages (ACTFL) exams. A proficiency waiver will be granted through Elementary II of a foreign language to students who provide an official ACTFL Oral Proficiency Interview (OPI) certificate confirming oral proficiency of at least an intermediate low level. A proficiency waiver will be granted through Intermediate II of a foreign language to students who provide an official ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) certificate confirming oral and writing proficiency of at least an intermediate low level. The tests are administered by Language Testing International. Students are responsible for the costs of the exam(s) and for providing the Department of Modern and Classical Language Studies with a copy of the certificate(s).
- 3. Common European Framework of Reference for Language (CEFR) Ratings. A proficiency waiver will be granted through Elementary II of a foreign language to students who provide an official (European) CEFR certificate confirming oral proficiency of at least the B1.1 level. A proficiency waiver will be granted through Intermediate II of a foreign language to students who provide an official CEFR certificate confirming oral and writing proficiency of at least the B1.2 level. Students are responsible for providing the Department of Modern and Classical Language Studies with a copy of the certificate(s).
- 4. Defense Language Proficiency Test (DLPT). A proficiency waiver will be granted through Elementary II of a foreign language to students who were tested during military service and provide an official DLPT certificate confirming oral proficiency of at least ILR 1. A proficiency waiver will be granted through Intermediate II of a foreign language

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to students who provide an official DLPT certificate confirming oral proficiency of at least ILR 1+.

5. Alternative proficiency measures. Students may have proficiency in a language for which no standardized test exists. In this case, students should contact the Department of Modern and Classical Language Studies to arrange for assessment by an approved native speaker of that foreign language (e.g., teacher, professor or certified translator), with the assessment method approved in advance by a department administrator.

### **General Chemistry Placement**

All students registered for CHEM 10060 must complete the ALEKS Chemistry Placement Assessment prior to the start of the semester. Directions will be provided through the student's 'My Lists' Checklist and via e-mail. Students will be given access to this assessment for the six weeks prior to the start of classes each term (fall, spring, summer). Any student who does not complete 90 of the 90 topics of the basic chemistry knowledge being assessed will be de-registered from the class and the related laboratory course, CHEM 10062.

### **Core and Critical Reading Strategies Placement**

Kent State University regional campuses offer two courses to help students develop reading strategies to successfully complete collegelevel coursework – RC 00003 and RC 00006. A student placed into RC 00003 must take RC 00006 the following term. Both courses require a minimum C grade. Students who have taken the Accuplacer Classic or Next Generation at another institution within two years of their initial start date may opt to transfer that score to Kent State University.

Assessment	Score	Placement
ACT Reading	0-13	RC 00003
	14-19	RC 00006
	20+	No Course
SAT Evidence-Based Reading and Writing	200-380	RC 00003
	390-470	RC 00006
	480+	No Course
Accuplacer Classic Reading	0-50	RC 00003
	51-79	RC 00006
	80-120	No Course
Accuplacer Next Generation Reading	200-221	RC 00003
	222-249	RC 00006
	250-300	No Course
GED Reasoning Through Language Arts College	165+ *	No Course

Ready

\* Kent State University awards college credit for GED 175+ scores.



Mike DeWine, Governor Randy Gardner, Chancellor

# INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

Date of submission:	10 February 2020
Name of institution:	Kent State University
Primary institutional contact for this request:	Therese E. Tillett Associate Vice President of Curriculum Planning and Administration Office of the Provost 330-672-8558, ttillet1@kent.edu
Name of program:	Social Work major, Bachelor of Social Work degree
Classification of Instructional Program (CIP):	44.0701 Social Work: A program that prepares individuals for the professional practice of social welfare administration and counseling, and that focus on the study of organized means of providing basic support services for vulnerable individuals and groups. Includes instruction in social welfare policy; case work planning; social counseling and intervention strategies; administrative procedures and regulations; and specific applications in areas such as child welfare and family services, probation, employment services, and disability counseling.
Proposed start date:	Fall 2021 Start date is contingent upon final approval from the Ohio Department of Higher Education and the Higher Learning Commission.
Type of request:	<ul> <li>New degree designation at Kent State</li> <li>New major within an existing degree at Kent State</li> </ul>

### **Delivery options:**

- ☑ Campus-based (Ashtabula Campus, Salem Campus, Tuscarawas Campus)
- □ Online/hybrid delivery
- $\hfill\square$  Flexible or accelerated delivery
- $\hfill\square$  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, student teaching)

### The institution will be seeking specialized accreditation for the program:

🗆 No 🛛 🖾 Yes

Kent State will seek program accreditation from the Council on Social Work Education (CSWE). An accredited B.S.W. degree will allow students to enter the Master of Social Work degree with an advanced standing status and, thereby, complete their master's in less time than students with a non-accredited B.S.W. degree.

### Provide a brief description of the request.

Kent State University seeks to establish a Bachelor of Social Work (B.S.W.) degree. The degree will be administered by the College of Applied and Technical Studies and offered on-ground at the Ashtabula, Salem and Tuscarawas campuses. This degree is designed to address the needs of rural Ohio for additional licensed social workers.

### Explain the academic unit's rationale for making the request.

Many fields feed into what are traditionally known as the "helping professions." Social work, however, is one of the few to successfully combine the practical with the academic due to a solid academic foundation and broad-based practical skills developed in an internship and field practicum.

Graduates of a B.S.W. degree are eligible sit for the examination to become a licensed social worker. Licensed social workers are employed in hospitals, schools, mental health clinics, correctional facilities, nursing homes and child welfare and human service agencies, in addition to agencies that advocate for policy change on local, state and federal levels. A licensed social worker is able to do assessment and behavioral health counseling (under the supervision of someone with a higher level of social work licensure) and has the capacity to work with community organizing, work as grant writers or provide specialized case management services at larger organizations. The Centers for Medicaid and Medicare Services currently includes licensed social workers—but excludes licensed counselors—as in-network providers for Medicare-covered services.

Despite these job opportunities, many agencies report difficulty in finding licensed social workers to employ in many rural areas of Ohio. A B.S.W. degree offered at Kent State's Salem, Ashtabula and Tuscarawas campuses will provide a workflow stream to agencies (see next page). As displayed on the map on the last page, accredited B.S.W. degrees offered by public institutions in Northeast Ohio are primarily located in cities (e.g., Cleveland, Akron, Youngstown).

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

A representative from the College of Applied and Technical Studies will attend a candidacy workshop offered by the Council on Social Work Education in September 2020. The college currently employs two administrators with a M.S.W. degree, who will provide preliminary guidance along with an (unofficial) advisory board from Ashtabula agencies.

Each of the three campuses (Ashtabula, Salem, Tuscarawas) will be requesting the hire of one qualified faculty member who meets the following accreditation standards:

The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> Council on Social Work Education (2015). Educational policies and accreditation standards for baccalaureate and master's social work programs. Accreditation Standards 3.2.–Faculty (B3.2.4, p. 16). Retrieved from <a href="http://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015

### Number of people employed as social workers in Ohio is expected to grow over the next 10 years\*

For the social worker position, there were		Social Worker	Total Labor Market	Relative Growth
1,560	Ohio	16.68%	3.51%	High
job postings in Ohio in the past 12 months	Nationwide	16.23%	5.78%	High



All Advertised Educational Levels



### **Top Industries Hiring**



#### **Experience** Level



### Top Employers Hiring\*

Employer	#	%
Cleveland Clinic	79	6.59
National Youth Advocate Program	41	3.42
Firelands Regional Medical Center	39	3.26
Mercy Health	36	3.01
OhioGuidestone	35	2.92
Department of Veterans Affairs	31	2.59
Bellefaire JCB	22	1.84
HCR ManorCare	22	1.84
Netcare Corporation	20	1.67
Tri-Health	19	1.59

#### **Top Position Titles\***

Title	#	%
Social Worker	812	67.78
Family Advocate	40	3.34
Social Service Assistant	38	3.17
Youth Specialist	21	1.75
School Therapist	17	1.42
Case Manager	16	1.34
Family Support Specialist	12	1.00
Family Intervention Specialist	11	0.92
Community Mental Health Worker	9	0.75
Afterschool Youth Specialist	8	0.67

\* All experience

# Accredited Social Work Degree Programs in Ohio



# Proposed Bachelor of Social Work degree:

- 😒 Kent State University
  - Kent State-Ashtabula
  - Kent State-Salem
  - Kent State-Tuscarawas

# Public (14) and private (16) Ohio colleges and universities that offer a bachelor's degree in social work accredited by the Council on Social Work Education:

### 🔷 Public

### Private

Bowling Green State University	Ashla
Central State University	Aultm
Cleveland State University	Blufft
Lakeland County Community College*	Capita
Lorain County Community College*	Cedar
Miami University	Defiar
Ohio State University	Franc
Ohio University	Lourd
University of Akron	Malor
University of Cincinnati	Moun
University of Rio Grande	Moun
University of Toledo	Ohio [
Wright State University	Union
Youngstown State University	Unive
* Offered in partnership with	Ursuli
roungstown State University	Vaula

Ashland University Aultman College Bluffton University Capital University Cedarville University Defiance College Franciscan University Lourdes University Malone University Malone University Mount St. Joseph University Mount Vernon Nazarene University Ohio Dominican University Union Institute and University University of Findlay Ursuline College

### Xavier University



TO: Educational Policies Council

FROM: Interim Senior Vice President and Provost Melody J. Tankersley

SUBJECT: Agenda for Tuesday, 12 May 2020 Meeting

DATE: Tuesday, 5 May 2020; UPDATED Thursday, 7 May 2020

The April EPC meeting will be conducted remotely via Microsoft Teams. An invitation with information for signing on to Teams will be sent to members of the EPC listserv.

### Join the Teams EPC Meeting

## **ACTION ITEMS**

### JOINT EPC

 Minutes of meeting on 20 April 2020. Attachment 1

### UNDERGRADUATE EPC

College of Applied and Technical Studies (presented by Interim Dean Susan J. Stocker)

 Establishment of a Cybersecurity [CYSE] major within the Associate of Applied Business [AAB] degree. Minimum total credit hours to combined program completion are 60. Effective Fall 2021 pending final approvals | Attachment 2

### **GRADUATE EPC**

College of Arts and Sciences, Department of Computer Science (presented by Associate Dean Babacar M'Baye)

 Establishment of an Artificial Intelligence [AI] major within the Master of Science [MS] degree to be offered on the Kent Campus. Minimum total credit hours to combined program completion are 30. Effective Fall 2021 pending final approvals | Attachment 3

### **INFORMATION ITEMS**

### JOINT EPC

### **College of Aeronautics and Engineering**

- Establishment of a combined B.S./M.E.T. degree program in the Aeronautical Systems Engineering Technology [AESE]/Engineering Technology [ENGT] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141. Effective Fall 2020 | Attachment 5
- Establishment of a combined B.S./M.E.T. degree program in the Aeronautics [AERN]/Engineering Technology [ENGT] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141. Effective Fall 2020 | Attachment 6

### INFORMATION ITEMS continued JOINT EPC continued College of Aeronautics and Engineering continued

- Establishment of a combined B.S./M.E.T. degree program in the Aerospace Engineering [AERS]/ Engineering Technology [ENGT] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141. Effective Fall 2020 | Attachment 7
- Establishment of a combined B.S./M.E.T. degree program in the Applied Engineering [AENG]/ Engineering Technology [ENGT] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141. Effective Fall 2020 | Attachment 8
- Establishment of a combined B.S./M.E.T. degree program in the Computer Engineering Technology [CET]/ Engineering Technology [ENGT] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141. Effective Fall 2020 | Attachment 9
- Establishment of a combined B.S./M.E.T. degree program in the Mechanical Engineering Technology [MERT]/Engineering Technology [ENGT] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141. Effective Fall 2020 | Attachment 10
- Establishment of a combined B.S./M.E.T. degree program in the Mechatronics Engineering [MENG]/ Engineering Technology [ENGT] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141. Effective Fall 2020 | Attachment 11
- Establishment of a combined B.S./M.E.T. degree program in the Mechatronics Engineering Technology [MCET]/Engineering Technology [ENGT] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 141. Effective Fall 2020 | Attachment 12

### College of Arts and Sciences, Department of Chemistry and Biochemistry

 Establishment of a combined P.S./M.S. degree program in the Chemistry [CHEM] majors that will allow the double-counting of 9 graduate credit hours. Minimum to a credit hours to combined program completion are 141.
 Effective Fall 2020 | Attachment 4

### College of Communication and Information, School of Journalism and Mass Communication

- Establishment of a combined B.S./M.A. degree program in the Digital Media Production [DMP]/ Journalism and Mass Communication [JMC] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 144. Effective Fall 2020 | Attachment 13
- Establishment of a combined B.S./M.A. degree program in the Journalism [JOUR]/Journalism and Mass Communication [JMC] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 144. Effective Fall 2020 | Attachment 14
- Establishment of a combined B.S./M.A. degree program in the Public Relations [PR]/Journalism and Mass Communication [JMC] majors that will allow the double-counting of 9 graduate credit hours. Minimum total credit hours to combined program completion are 144. Effective Fall 2020 | Attachment 15

### **INFORMATION ITEMS** continued

### UNDERGRADUATE EPC

### College of Business Administration, Department of Management and Information Systems

 Revision of instructional delivery for the General Business [GBUS] major within the Bachelor of Business Administration [BBA] degree. The program will be offered fully online in addition to on-ground. Admission, course and graduation requirements are unchanged. Effective Fall 2020 | Attachment 16

### **GRADUATE EPC**

College of Aeronautics and Engineering; College of Architecture and Environmental Design; College of the Arts; College of Arts and Sciences; College of Business Administration; College of Communication and Information; College of Education, Health and Human Services; College of Nursing; College of Podiatric Medicine; College of Public Health

 Inclusion of the Duolingo English Test as an option to determine English proficiency for international admission for all graduate programs (master's, post-master's and doctoral levels) in all academic colleges (scores vary per program as approved by program area).
 Effective Fall 2020 | Attachment 17

### College of Communication and Information, School of Digital Sciences

15. Temporary suspension of admission for the Digital Sciences [DS] major within the Master of Digital Sciences [MDS] degree. Admission will be suspended while the faculty engage in a comprehensive revision of the degree program with a plan to launch the new curriculum in fall 2022. Effective Spring 2021 | Attachment 18

## LESSER ACTION ITEM

### **GRADUATE EPC**

### College of Business Administration, Department of Management and Information Systems

 Revision of learning outcomes and admission requirements for the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree. Admission revision allows applicants to submit GMAT or GRE scores for any concentration; currently, only GMAT scores are accepted for the Accounting [ACCT] concentration, while GMAT or GRE scores are accepted for other concentrations. Effective Fall 2020 (effective fall 2021 for admission revision)

## AGENDA UPDATE

### 19 November EPC Agenda

1. Department of Mathematical Sciences has inactivated MATH 10773 Algebra for Calculus Stretch I (3). The course inactivation originally appeared on the 28 January 2019 EPC agenda (notification that item was withdrawn on the 18 March 2019 EPC agenda).



## Educational Policies Council Minutes of the Meeting Tuesday, 12 May 2020

**Ex-Officio Members present (or represented):** Interim Provost Melody J. Tankersley; Co-Chair Pamela E. Grimm; Deans Sonia A. Alemagno, Barbara A. Broome, Kenneth J. Burhanna (represented by Kara L. Robinson), James C. Hannon, Mark S. Mistur, Eboni J. Pringle, Amy L. Reynolds, Deborah F. Spake, Cynthia R. Stillings, Susan J. Stocker (interim); Associate Deans Cathy L. Dubois, Jocelyn Harrison, Miriam L. Matteson, Babacar M'Baye (interim), Stephen A. Mitchell, Kara L. Robinson, Wendy A. Umberger, William T. Willoughby

**Ex-officio Members not present (or not represented):** Deans James L. Blank, John R. Crawford-Spinelli, Alison J. Smith; Senior Associate Dean Vincent J. Hetherington; Associate Dean Maureen McFarland

Faculty Senate-Appointed Representatives present (or represented): Professors Edward Dauterich, Richard L. Mangrum, Donald L. White; Associate Professors Jeffrey Ciesla, Jennifer M. Cunningham, Helen Piontkivska

Faculty Senate-Appointed Representatives not present (or not represented): Professors Darci L. Kracht, Robert J. Twieg; Associate Professor Ann Abraham

**Council Representatives present (or represented):** Dean Sonia A. Alemagno; Professors Michael W. Chunn, Christine A. Hudak; Associate Professors Ivan Bernal, Thomas W. Brewer, Duane J. Ehredt, Derek Kingsley, Denise M. McEnroe-Pettite, Jonathan F. Swoboda, Matthew J. Crawford, Ann Heiss, Dandan Liu, Oana Mocioalca, David B. Robins; Assistant Professors Brian R. Barber, Sara Bayramzadeh, Yvonne M. Smith

**Council Representatives not present (or not represented):** Associate Professor Lawrence J. Marks

Observers present: Morgan Stilgenbauer

**Consultants and Guests present:** Susan M. Augustine, Arvind Bansal, Aimee J. Bell, Benhaida Salma, Alicia R. Crowe, Larry G. Froehlich, Mary Ann Haley, Jeremiah Harris, Lynette Johnson, Jennifer S. Kellogg, Javed Khan, Shelley Marshall, Felix Offodile, Gail M. Rebeta, Hollie B. Simpson, Elizabeth A. Sinclair, Linnea C. Stafford, Therese E. Tillett, Lana K. Whitehead, Cathy M. Zingrone

Interim Provost Melody J. Tankersley called the meeting to order at 3:20p.m., on Tuesday, 12 May 2020, via Microsoft Teams.

Joint EPC Action Item I: Minutes of meeting on 20 April 2020.

Professor Edward Dauterich made a motion to approve, and Professor Christine A. Hudak seconded the motion.

With no questions or comments, the item passed unanimously.

**Undergraduate EPC Action Item I:** Establishment of a Cybersecurity [CYSE] major within the Associate of Applied Business [AAB] degree. Minimum total credit hours to combined program completion are 60.

Interim Dean Susan J. Stocker explained that the program is 60 credit hours and pending fall 2020 approval.

Co-Chair Pamela E. Grimm expressed concern for a lack of communication across units. She said there was mention in the proposal that there was no cyber security at the university. However, the topic was being reviewed in Computer Science and Aeronautics and Engineering. There was no supporting documentation coming from other academic units. Additionally, she expressed concern for the proposal not having specific information about demand for students with bachelors, associates and masters. She asked how the program fits generally at the university and what assessment of demand there was for this program.

Interim Associate Provost Manfred H. van Dulmen explained that since October, a group of people interested in cyber security across the university have been meeting regularly. They meet, at least, once a month to coordinate these proposals. The group reflects IT, CCI, Business, Arts and Sciences, Regional Campuses, Computer Science and Aeronautics and Engineering. The group agreed that any proposal that goes to EPC around cyber security would first be reviewed by the group. The initial inquiry and current proposal was reviewed. Upon the review, there were changes made to the initial inquiry based on the feedback. The group, especially Sue and Shelley, are working to create a website where students can go to see the differences in cyber security programs. Furthermore, this group is working on a microcredential in career and cybersecurity. It is important that the information about this group is communicated in proposals.

Interim Provost Tankersley encouraged that if this proposal passes, information about the collaboration should be added.

Associate Lecturer Shelley Marshall stated that some of the conversation had about this is that are different roles in the industry in cybersecurity. When looking at the demand for cybersecurity roles, there is a huge, unmet demand. The students with an associate degree are cybersecurity professionals that will work in smaller businesses doing both IT and cybersecurity. They are generally the very first level. They are probably working under cyber security professionals doing the work as directed. The degree was built so that it can easily fit with the Bachelor of Science in IT and cybersecurity or applied cybersecurity and forensics. This program is a steppingstone and an initiative that has the need and the backing of Ohio.

Co-chair Grimm explained that this made sense, but was also concerned about marketing and how that will go. From her research, she saw a lot of cybersecurity positions wanting a bachelor's degree. She does not want this degree to be oversold, especially, for students looking to advance in cybersecurity.

Interim Provost Tankersley agreed that it is important to talk about industry demands and job potential and to have one place for faculty to get the data and information that can be pulled into the process. She suggested that Curriculum Services, Therese and Mary Parker could collaborate on something that streamlines the process of getting data and to make sure it is in the proposals.

With no further questions or comments, the item passed unanimously.

**Graduate EPC Action Item I:** Establishment of an Artificial Intelligence [AI] major within the Master of Science [MS] degree to be offered on the Kent Campus. Minimum total credit hours to combined program completion are 30.

Interim Associate Dean Babacr M'Baye explained that the proposal is to establish a Master of Science in Artificial Intelligence beginning fall 2021. It comes from trends in computer science, the study of robotics and the job market. There are around 30,000 job openings in AI related areas. The industrial demands need educational systems to graduate students at a faster rate. The limited number of AI graduates is choking the AI revolution in multiple sectors. Whether students decide to enroll in a master's program or later into a doctoral program, they are well prepared to understand all elements of artificial intelligence. The coursework is a total of 30 credits. 24 credits for coursework and 6 credits of either a thesis option or non-thesis option. Some students may work directly with the industry after their master's degree and may not need the thesis. Those students thinking about moving onto doctoral studies will be encouraged to write a thesis. Additionally, the faculty will have expertise in the various areas of artificial intelligence.

Associate Dean Stephen A. Mitchell made a motion to approve the item, and Associate Dean William T. Willoughby seconded the motion.

An EPC member asked how this program is different from the Data Science program.

Chair Javed Khan explained that what is coming after Data Science is Artificial Intelligence. The difference is that data science is focused on understanding data of human beings for various purposes. Additionally, in AI, user data information beyond humans is gathered in a way that would be building intelligent systems. There is overlap with Data Science, but they have a very different purpose. AI is targeted for automation with the things that we do. Data Science is to create our understanding about the nature and our environment.

An EPC member said that they have typically seen AI as a concertation in Data Science rather than them being separate. They asked if there were common courses between Data Science and AI.

Javed Khan explained that Data Science uses machine learning techniques which AI also uses. There are a lot of overlap in the tools. However, the goal is very different. One gives the information and knowledge and the other executes the action.

Arvind Bansal stated that some of the universities offer AI as part of Data Science if they do not have as much to offer, but still want to include it. Kent State has a lot to offer on the spectrum.

With no further questions or comments, the item passed unanimously.

With no other comments, questions or concerns, Interim Provost Melody J. Tankersley adjourned the meeting at 3:55pm.

Respectfully submitted,

Christer N. C.J

Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost



## Educational Policies Council Minutes of the Meeting Monday, 20 April 2020

**Ex-Officio Members present (or represented):** Interim Provost Melody J. Tankersley; Co-Chair Pamela E. Grimm; Deans Sonia A. Alemagno, James L. Blank, Christina L. Bloebaum, Barbara A. Broome, Kenneth J. Burhanna (represented by Kara L. Robinson), John R. Crawford-Spinelli, James C. Hannon, Mark S. Mistur, Eboni J. Pringle, Amy L. Reynolds, Alison J. Smith, Deborah F. Spake, Cynthia R. Stillings, Susan J. Stocker (Interim); Associate Deans Cathy L. Dubois, Jocelyn S. Harrison, Miriam L. Matteson, Babacar M'Baye, Stephen A. Mitchell, Kara L. Robinson, William T. Willoughby;

**Ex-officio Members not present (or not represented):** Senior Associate Dean Vincent J. Hetherington; Associate Deans Maureen McFarland, Wendy A. Umberger

**Faculty Senate-Appointed Representatives present (or represented):** Professors Edward Dauterich, Darci L. Kracht, Richard L. Mangrum, Donald L. White; Associate Professors Ann Abraham, Jeffrey Ciesla, Jennifer M. Cunningham, Helen Piontkivska

**Faculty Senate-Appointed Representatives not present (or not represented):** Professor Robert J. Twieg

**Council Representatives present (or represented):** Dean Amy L. Reynolds; Professors Michael W. Chunn, Christine A. Hudak; Associate Professors Ivan Bernal, Thomas W. Brewer, Matthew J. Crawford, Duane J. Ehredt, Ann Heiss, Derek J. Kingsley, Dandan Liu, Richard L. Mangrum, Denise M. McEnroe-Petitte, David B. Robins, Jonathan F. Swoboda; Assistant Professors Brian R. Barber, Sara Bayramzadeh, Yvonne M. Smith

**Council Representatives not present (or not represented):** Associate Professor Lawrence L. Marks

Observers not present: Morgan Stilgenbauer, Drake Wartman

**Consultants and Guests present:** Susan M. Augustine, Aimee J. Bell, Larry G. Froehlich, Mary Ann Haley, Shannon Helfstine, Lynette Johnson, Jennifer S. Kellogg, Christa N. Ord, Johanna Pionke, Gail M. Rebeta, Matthew Rollyson, Hollie B. Simpson, Elizabeth A. Sinclair, Linnea C. Stafford, Therese E. Tillett, Cathy M. Zingrone

Interim Provost Melody J. Tankersley called the meeting to order at 3:20p.m., on Monday, 20 April 2020, via Microsoft Teams.

### Joint EPC Action Item 1: Minutes of meeting on 27 January 2020.

Associate Dean Stephen A. Mitchell motioned to approve the item, and Interim Dean Susan J. Stocker seconded the motion.

With no questions or comments, the item passed with one member abstaining.

### Joint EPC Action Item 2: Revision of the policies on dual degrees double majors.

Dean Sonia A. Alemagno made a motion to approve the item, and Professor Edward Dauterich seconded.

Interim Provost Melody J. Tankersley explained that the proposal is to revise the policies that oversee students declaring double majors and dual degrees at the undergraduate and graduate level. Due to confusion between the differing rules between the two, the proposal requests to redefine double major as being two majors within the same degree meaning. As long as the degrees are the same, a student can have majors in different colleges. The committee recommends eliminating the 140-credit-hour minimum for dual degrees as the members believe it is a holdover. The driving force should be that the student meets the major requirements for both degrees regarding credit hours. Additionally, the committee recommends eliminating the 15-credit-hours required for dual associate degrees. For the graduate dual degree, the committee proposes to allow students to declare masters and doctoral degree programs in different disciplines.

Without questions or comments, the item passed unanimously.

# Joint EPC Action Item 3: Revision of the policy on combined bachelor's/master's degree programs.

Dean Cindy R. Stillings motioned to approve the item, and Professor Richard L. Mangrum seconded the motion.

Dean Cindy R. Stillings stated that the proposal is keeping with the state's new regulation with online bachelors and master's degrees. The policy is being updated to meet the new state guidelines. UG may apply to a master's program after they have completed at least 60 hours. They have to meet all requirements of the master's degrees and be admitted. Depending on the number of hours of the master's degree, they can double count nine or twelve, but the total must be 141. They're charged undergrad tuition rates for the graduate courses while they are an undergrad student. Programs need to apply to the state in order to apply for combined master's program under certain circumstances which will be in the new curricular guidelines. All of that will be in the policy. The changes include replacing the GPA per credit hours with the minimum 3.0 overall leaving the decision on whether the student is eligible for graduate study to the individual programs. The requirement that a letter grade must be earned in courses that will be double counted has been removed, because there are a number of professional degree programs where an SU is awarded. The categories of informal and formal have been removed. They are specifically combined degree programs now.

With no questions or comments, the item passed unanimously.

## Joint EPC Action Item 4: Revision of school name, from School of Journalism and Mass Communication to School of Media and Journalism.

Associate Professor David B. Robins made a motion to approve, and Associate Professor Jeffrey Ciesla seconded.

Dean Amy L. Reynolds explained that the School of Journalism and Mass Communication saw the earlier name change of Digital Sciences to Emerging Media and Technology and liked the idea of adding media to the school's name. They wanted to do this because most people tend to affiliate the term media to all of the programs, broadly, within the school. The faculty in Journalism and Mass Communication in consultation across the college with all of the programs decided Media and Journalism is a better contemporary reflection of their programs. Mass Communication is still more an academic term and not used professionally. Additionally, it helps to align the marketing and recruiting efforts to roll out both school name changes at the same time.

An EPC member asked for clarification on the decision to choose that name despite there not being that many schools with that name.

Dean Reynolds replied, that data of school names was highly variable. The faculty felt it was important to include both media and journalism, because media is so broad and they did not want to lose the news and journalism part. Data was collected by an outside company and a focus group was conducted with Kent State students and high school students. There was not a meaningful difference in keeping or not keeping journalism with it versus being a school of media alone. Faculty still felt it was important to keep journalism.

Without further questions or comments, the item passed unanimously.

### Graduate EPC Action Item 1: Revision of the policy on thesis for master's degree.

Professor Edward Dauterich motioned to approve the item, and Associate Dean William T. Willoughby seconded the motion.

Dean Cindy R. Stillings stated that the graduate deans updated the policy to include up-to-date information as well as removing the graduate faculty status levels f1, f2, f3. The requirement to register for thesis in the summer term has been removed. A statement was added that the hours earned in Thesis II do not count towards the degree. It was always the case, but it is now added to the policy. The deadline for thesis completion would be determined by each college, because of the nature of the different thesis, thesis projects and capstones. The decision to determine when the deadlines would be for thesis are left up to the college.

Without questions or comments, the item passed unanimously.

### Graduate EPC Action Item 2: Revision of the policy on dissertation for doctoral degree.

Associate Dean Stephen A. Mitchell made a motion to approve the item, and Associate Professor Jeffrey Ciesla seconded.

Dean Cindy R. Stillings explained that the dissertation policy was updated to remove the levels of graduate faculty status. It was clarified that a dissertation is required for the Ph.D. rather than all doctoral degrees, because there are different practical experiences. The requirement for students to register for dissertation in the summer was eliminated. A maximum of 30-credit-hours of dissertation is counted towards the degree. This was always the case, but is now stated in the policy. The deadline for dissertations are as they have always been the third Monday following the final date for oral examination. This is now stated in the policy.

Without questions or concerns, the item passed unanimously.

# Graduate EPC Action Item 3: Establishment of a policy on remote participation in a thesis or dissertation defense.

Professor Edward Dauterich motioned to approve the item, and Associate Professor Jeffrey Ciesla seconded the motion.

Dean Cindy R. Stillings shared that this is a new policy for remote thesis or dissertation. The students enrolled in fully online degree programs are not required to be physically present for their dissertation defense. With the permission of the dissertation chair, students or committee members can participate remotely in the dissertation defense under the following conditions that a web conferencing software is to be used. There have been so many successful web defenses already this semester being used through a number of different software that it remains open and available to the university. The chair of the dissertation committee is responsible for ensuring the tech elements are there and that everybody can see and hear.

Without questions or comments, the item passed unanimously.

## Graduate EPC Action Item 4: Revision of name of the Evaluation and Measurement [EVAL] major within the Master of Education [MED] and Doctor of Philosophy [PHD] degrees. Revised name is Research, Measurement and Statistics [RMS].

Associate Professor Derek J. Kingsley made a motion to approve the item, and Professor Christine A. Hudak seconded.

Dean Stephen A. Mitchell explained that the proposal is for a change in program title for the master's and doctoral degrees. The degrees are currently titled "Evaluation and Measurements." The proposed title is "Research, Measurement and Statistics" for both degrees. Faculty in the programs felt that the nature of the coursework and the fields for which they prepare students reflect the other title better. They compared their own program titles with that of other institutions that supports this name change.

With no questions or comments, the item passed unanimously.

# Undergraduate EPC Action Item 1: Establishment of a Sport, Exercise and Performance Psychology [SEPP] minor to be offered fully online and hybrid on the Kent Campus.

Dean Amy L. Reynolds motioned to approve the item, and Assistant Professor Brian R. Barber seconded the motion.

Dean James C. Hannon stated that the proposal is for a minor in Sport, Exercise and Performance Psychology online. This minor addresses a need from a growing area of interest in the field revolving around sport, exercise and performance psychology. It will provide students with base knowledge of psychological theory and skill development important in the area of improving performance in both sport, exercise and artistic performance areas. The minor will touch on a variety of concepts including motivation, self-confidence, concentration, anxiety, burnout and how these concepts are directly applied within both sporting, exercise and artistic environments to improve performance. This minor would be attractive to large number of students within many established majors on the campus, such as exercise science, sports administration, athletic training and psychology. As well as, potentially, students in a variety of artistic fields.

An EPC member asked about the feasibility of hiring adjunct faculty with the current situation and whether that effects the proposal.

Dean Hannon replied no and that this was planned to be offered and the particular adjunct faculty member was also working within the program/course development this past year.

With confusion on the placement of commas in the title, an EPC member asked if psychology applies to all three or just performance.

Dean Hannon explained that the specific name is recommended by the accrediting association.

Melody added that the program requirements suggest psychology applies to all three—sport, exercise and performance

Without any other questions, comments or concerns, the item passed unanimously.

# Undergraduate EPC Action Item 2: Revision of the university readiness standards and placement assessment for undergraduate students entering the university.

Professor Darci L. Kracht made a motion to approve the item, and Professor Edward Dauterich seconded.

Dean Eboni J. Pringle explained that the proposal requests to update language and assessment tools. Updates coming from math are providing enrollment clarification or decisions for students who are deemed remediation-free so they know which courses they can choose without taking ALEKS. The writing program is submitting some additional requests for criteria for placement.

Professor Jennifer M. Cunningham stated that they reviewed additional measures for placement. This would mostly affect students on regional campuses. The data is from the Kent Campus that is believed to apply widely. Students that have an ACT score of 16 or 17 and a high school GPA of 3.0 or above do really well in College Writing I. The proposal is to look at high school GPA in addition to ACT scores so that students who have a 16 or 17 and a high school GPA of 3.0 or above will be placed directly into College Writing I instead of the stretch remedial course. This would affect about 100 students every semester.

Without questions or comments, the item passed unanimously.

With no other comments, questions or concerns, Interim Provost Melody J. Tankersley adjourned the meeting at 4:12pm.

Respectfully submitted,

Christer N. C.

Christa N. Ord Administrative Secretary, Curriculum Services Office of the Provost
### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSA May 2020 | Attachment 2 | Page 1

		Preparation Date	е	Curriculum Bulletin	
		Effective Date	Fall 2020	Approved by EPC	
Department	Information Tech	nology			
College	AP - Applied and	<b>Technical Studi</b>	es		
Degree	AAB - Associate	of Applied Busin	ess		
Program Name	Cybersecurity	Prog	ram Banner Co	ode	
Concentration(s)	Concer	ntration(s) Bannei	Code(s)		
Proposal	Establish progra	m			
Description of propo This proposal is to	osal: establish a major	, Cybersecurity,	in the AAB de	gree.	
Does proposed revis Current total credit h	sion change program nours:	m's total credit ho Proposed total c	urs?	🗋 No	
Describe impact on staffing consideratio	other programs, pol ons; need; audience	licies or procedure ; prerequisites; te	es (e.g., duplica acher educatio	ation issues; enrollment and n licensure):	

No impact on other Associate degree programs. The focus of the existing Associate of Applied Business in Information Technology is on computer support. Supporting computer infrastructures relies on securing them. As the proposed AAB in Cybersecurity major will be designed to provide job opportunities and articulate into the existing Bachelor of Science in Information Technology (BSIT).

Units consulted (other departments, programs or campuses affected by this proposal): Regional Campus Faculty Councils, CATS Curriculum Committee, EPC, Faculty Senate

REQUIRED ENDORSEMENTS	1 2020
Department Chair / School Director	
Strange Stocker (Ashtabula)	112112020
Campus Dean (for Regional Campuses proposals)	
Desan Actor (PATS)	1 191 19090
College Dean (or designee)	
V	/

1 1

Dean of Graduate Studies (for graduate proposals)

Provost (or designee)



FORM

### **New Programs**

a 1	01	A 11 A
Substantiv	e ( 'hange /	Application
Substantiv	c change i	application

Institution:	City, S	tate:	
Name of per	son completing	this application:	
Title:	Phone:	Email:	
Date Submit	tted:		

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 <u>http://www.hlcommission.org/change</u> 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: <u>http://www.hlcommission.org/document\_upload/</u>.

### **Part 1: General Questions**

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

Kent State University proposes establishing an Associate of Applied Business in Cybersecurity 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 Cybersecurity degree would complement the existing Information Technology programs at Kent State University and respond to a national need for more graduates trained to provide a secure infrastructure.

The U.S. Bureau of Labor Statistics (BLS) projects cyber security jobs to increase 32 percent through 2028, which is much faster than the average for all occupations.<sup>1</sup>

According to some reports, the cybersecurity unemployment rate is zero and the number of job openings will more than triple over the next five years.<sup>2</sup>

The focus of the existing Associate of Applied Business (AAB) in Information Technology and Bachelor of Science in Information Technology (BSIT) degrees is on computer support. Supporting computer infrastructures relies on securing them. As the proposed AAB in Cybersecurity degree is designed to articulate into the existing Bachelor of Science in Information Technology (BSIT), it will provide students with a pathway from an associate to bachelor's degree in the field of cybersecurity. The BSIT has seven concentrations including Application Development, Applied Computer Security and Forensics, Database Design and Administration, Health Information Technology, Integrated Information Technology, Internet/Multimedia, and Networking.

Kent State has offered an associate degree in information technology for more than four decades on its regional campuses (and fully online since 2011). The AAB Cybersecurity will offer students another option in addition to the AAB in Information Technology for an entry-level degree that is focused on the extremely critical topic of cybersecurity.

### 2. Is this application being submitted in conjunction with another application?

|--|

🖂 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 prog	ıram 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

<sup>&</sup>lt;sup>1</sup> https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm

<sup>&</sup>lt;sup>2</sup> https://cybersecurityventures.com/career-news/

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

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	🗌 Yes	🗌 No	
System approvals	🗌 Yes	🗌 No	Not Applicable
State approval	🗌 Yes	🗌 No	
Foreign country(ies) approvals	🗌 Yes	🗌 No	Not Applicable
For Distance or Correspondence Education on Process in place to ascertain and secure state approval(s) as required	ly: □ 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 <a href="http://www.hlcommission.org/change-visit">http://www.hlcommission.org/change-visit</a> 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 <a href="http://nces.ed.gov/ipeds/cipcode/">http://nces.ed.gov/ipeds/cipcode/</a>.

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 Associate of Applied Business degree in Cybersecurity. The CIP code that will be assigned is the following:

**CIP 43.0404 Cybersecurity Defense Strategy/Policy**: A program that focuses on the study of strategy, policy, and standards regarding the security of and operations in cyberspace. Includes instruction in incident response, information assurance, recovery policies, vulnerability reduction, deterrence, threat reduction, and resiliency.

b) Total credit hours (indicate whether semester or quarter) for completion of the program

The degree program is 60 semester credit hours, comprising 38 hours of major requirements and 22 hours of general education/general elective 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 two years (four semesters).

d) Proposed initial date for implementation of the program

The proposed implementation is the fall 2020 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 AAB Cybersecurity 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 information technology 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 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 <u>Contractual Screening Form</u> 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.

Туре	of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Re ac stu	ecruitment and dmission of cudents	Not applicable	Not applicable
B. Co ar sti	ourse placement nd advising of udents	Not applicable	Not applicable
C. De ov cu	esign and versight of urriculum	Not applicable	Not applicable
D. Di ar	irect instruction nd oversight	Not applicable	Not applicable
E. Of de ins	ther support for elivery of struction	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 43.04 (Secure Science and Technology).

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.

Currently, Kent State does not offer a bachelor's degree program in the same two-digit CIP series 43 (Homeland Security, Law Enforcement, Firefighting, and related protected services).

### 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?

Not applicable.

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 College of Applied and Technical Studies (CATS) and at Kent State University overall. The proposed degree program was approved by the Information Technology Curriculum Committee. The committee is composed of all full-time faculty in in the discipline in the regional campus system.

The U.S. Bureau of Labor Statistics (BLS) projects cyber security jobs to increase 32 percent through 2028, which is much faster than the average for all occupations.<sup>3</sup>

According to some reports, the cybersecurity unemployment rate is zero and the number of job openings will more than triple over the next five years.<sup>4</sup>

In addition to be approved by the Information Technology Curriculum Committee, the proposal was approved by CATS 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 courses in the Associate of Applied Business degree in Information Technology and Bachelor of Science in Information Technology major. No new courses were created with the exception of four courses last year which can be used as electives in the AAB Information Technology and BSIT. If future program growth warrants it, additional program faculty may be needed.

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 demand shown in the BSIT Applied Cybersecurity and Forensics concentration. The numbers below begin with the concentration when the program was under the Bachelor of Technical and Applied Studies degree.

<sup>&</sup>lt;sup>3</sup> https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm

<sup>&</sup>lt;sup>4</sup> https://cybersecurityventures.com/career-news/

Growth of existing BSIT Applied Cybersecurity and Forensics concentration since implementation

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
4	18	41	45	48	47	54	54	84

The need for technology support and secure environments is strong. The Bureau of Labor Statics projects employment for Information Security Analysts to grow 32 percent between 2018 and 2028, faster than the average for all occupations.

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?

Program enrollment is expected to 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 AAB Cybersecurity degree will be no exception and will undergo the same scrutiny as other. This program would be utilizing several courses from other Information Technology programs that are already sustainable at both the associate and bachelor's degree level.

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.

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 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 13000 APPLIED SECURITY ESSENTIALS

Course covering a basic introduction to securing connected devices. Topics include computer security, Internet security, and mobile security.

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 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 21300 INTRODUCTION TO SECURITY INCIDENT MANAGEMENT *New Fall 2020* Course covering an introduction to defending against cyber attackers.

IT 22000 SURVEY OF IT CYBERSECURITY New Fall 2020

Course introduces students to cybersecurity in information technology. Topics include authentication, encryption, enterprise computing, the role of users in security, data management and end-to-end security in networking.

IT 23000 INTRO TO OPERATING SYSTEM SECURITY *New Fall 2020* Course introducing operating system security configurations, considerations, and best practices.

IT 24000 DEVELOPING AND IMPLEMENTING SECURITY POLICIES *New Fall 2020* This course covers governance, legal considerations, and regulations related to information security policy development and implementation.

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 11004 Survey of Information Technology 3 IT 11005 Introduction to Operating Systems and Networking Technology 3 4 IT 11009 **Computer Assembly and Configuration** IT 13000 **Applied Security Essentials** 3 IT 21002 4 Network Setup and Configuration 3 IT 21007 Cyber Ethics in Information Technology 3 IT 21110 Introduction to Routing and Switching IT 21200 **Ethical Hacking** 3 3 IT 21300 Introduction to Security Incident Management IT 22000 Survey of IT Cybersecurity 3 IT 23000 3 Intro to OS Security 3 IT 24000 **Developing and Implementing Security Policies** Additional Requirements UC 10097 Destination Kent State: First Year Experience 1

Kent Core Composition	3
Kent Core Mathematics and Critical Reasoning	3
Kent Core Humanities and Fine Arts	3
Kent Core Social Sciences	3
Kent Core Basic Sciences	3
Information Technology (IT) Elective choose any IT course	6

Minimum Total Credit Hours: 60

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 information technology faculty assess and evaluate the program overall for both online and onground 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 Information Technology Curriculum Committee during the yearly reporting cycle. The curriculum committee is composed of all full-time Information Technology 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 10 full-time faculty supporting the existing program on all regional campuses, who teach both on-ground and online courses. 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. One additional full-time position is in the process of being filled.

17. What will the impact of the new initiative be on faculty workload?

The new initiative will have no impact on faculty workload as several of the courses are currently offered in existing programs. Additional faculty may be hired based on program need.

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.

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 information 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.

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: Cybersecurity

Proposed Degree: Associate of Applied Business

Administrating College: College of Applied and Technical Studies

Administrating Department:

## 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 Associate of Applied Business in Cybersecurity degree in the College of Applied and Technical Studies. 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 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. Cybersecurity is a necessary component of the Information Technology sub-discipline which focuses on supporting end users in a variety of settings for a wide spectrum of computing needs including software and hardware. The Joint Task Force on Cybersecurity Education<sup>1</sup> defines the cybersecurity discipline as: "A computing-based discipline involving technology, people, information, and processes to enable assured operations in the context of adversaries. It involves the creation, operation, analysis, and testing of secure computer systems. It is an interdisciplinary course of study, including aspects of law, policy, human factors, ethics, and risk management." The programs at these institutions have a long history of serving the unique needs within their communities. The diversities are reflected in the cybersecurity programs. (Note to Therese – I wasn't sure how many are within the 30 miles)

Stark State College offers an Associate of Applied Science Cyber Security and Computer Forensics Technology degree. Coursework includes IT security, cyber forensics, security investigation and penetration studies, A+ Certification, network technology, Linux administration, forensic accounting, cryptography, biometric applications, white collar crime, communication, English, computer applications, college algebra, and cultural diversity.

Lakeland Community College has an Associate of Applied Business in Cybersecurity degree. Coursework includes network technology, computer forensics, Cisco networking and security, English, information

<sup>1</sup> http://cybered.acm.org/

technology, computer science, college algebra, criminal justice, programming logic, Linux administration, principles of management, introduction to business, Python programming, security investigation and penetration studies, selected arts and humanities, and natural science courses.

Cuyahoga Community College has an Associate of Applied Business in Information Technology, Cybersecurity. Coursework includes project management, information technology concepts for programmers, communication, scripting fundamentals for cybersecurity, networking fundamentals, mathematics, Cisco networking technologies, English, Linux administration, business communication, programming logic, and network administration.

Lorain County Community College has an Associate of Applied Science in Cyber and Information Security. Coursework includes operating system interfaces, quantitative reasoning, ethics, psychology, biology, cyber-forensics, network integration, cyber defense methods, cyber-crime and law, English, Cisco, A+ Certification, python scripting and programming, and IT security.

The proposed Cybersecurity degree will offer an additional avenue of higher education in a major with strong potential for employment and will be a natural pathway to the existing Applied Computer Security and Forensics concentration within the Bachelor of Science in Information Technology (BSIT) degree. Topics include risk identification, security testing and monitoring, and enterprise risk management, networking, hardware and operating systems including A+ Certification, Cisco networking technologies, cyber defense methods, cyber ethics, incident management, and developing and implementing security policies.

### CATALOG COPY

### **Description of Program:**

Describe the program as you would to a prospective student.

The Associate of Applied Business in Cybersecurity degree provides students with an applied approach to information security concepts. With an ever-growing threat to sensitive and critical data in the field of information technology, understanding the impact of security issues on businesses and individuals is critical. The degree program gives students the tools they need to address current security issues including risk identification, security testing and monitoring, and enterprise risk management. Because the degree is built upon a solid knowledgebase, additional topics include networking, hardware and operating systems, Cisco networking technologies, cyber defense methods, cyber ethics, incident management, and developing and implementing security policies.

### 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:

If program does <u>not</u> 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 associate 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.

Graduates of this program will be able to:

- 1. Demonstrate core competency in cybersecurity-related topics
- 2. Describe the scope of the information security field and its impact on information technology
- 3. Identify and analyze security risks to determine potential impacts
- 4. Demonstrate ability to develop plans to mitigate security risks
- 5. Identify professional, legal, and ethical behavior

### **Program Requirements:**

Adjust the table to the proposed curriculum, including the Kent Core and general elective requirements.

Major Requi	rements (courses count in major GPA)				
Course	Title	Credits			
IT 11004	Survey of Information Technology	3			
IT 11005	Introduction to Operating Systems and Networking Technology	3			
IT 11009	Computer Assembly and Configuration	4			
IT 13000	Applied Security Essentials	3			
IT 21002	Network Setup and Configuration	4			
IT 21007	Cyber Ethics in Information Technology	3			
IT 21110	Introduction to Routing and Switching	3			
IT 21200	Ethical Hacking	3			
IT 21300	Introduction to Security Incident Management (New Course)	3			
IT 22000	Survey of Information Technology Cybersecurity (New Course)	3			
IT 23000	Intro to Operating System Security (New Course)	3			
IT 24000	Developing and Implementing Security Policies (New Course)	3			
Additional Requirements (courses do not count in major GPA)					
Course	Title	Credits			
UC 10097	Destination Kent State: First Year Experience	1			
Kent Core Co	omposition	3			
Kent Core M	athematics and Critical Reasoning	3			
Kent Core H	umanities and Fine Arts (minimum one course from each)	3			
Kent Core Social Sciences		3			
Kent Core Basic Sciences		3			
Information Technology (IT) Elective choose any IT course					
	Minimum Total Credit Hours:	60			

### Graduation Requirements:

Minimum Major GPA: 2.000 Minimum Overall GPA: 2.000 Additional Graduation Requirements: *(i.e., minimum grade in specific courses, passage of specific exam)* 

### Roadmap

Adjust the table to the proposed curriculum, including the Kent Core and general elective requirements.

Semester One		
Course	Title	16 Credits
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
Information Techr	nology Elective	3
Kent Core Requir	ement	3
Kent Core Requir	ement	3
Semester Two		
Course	Title	14 Credits
IT 11009	Computer Assembly and Configuration	4
IT 13000	Applied Security Essentials	3
IT 21002	Network Setup and Configuration	4
Kent Core Requir	ement	3
Semester Three		
Course	Title	15 Credits
IT 21110	Introduction to Routing and Switching	3
IT 21200	Ethical Hacking	3
IT 21300	Introduction to Security Incident Management	3
Kent Core Requir	ement	3
Semester Four		
Course	Title	15 Credits
IT 22000	Survey of Information Technology Cybersecurity	3
IT 23000	Intro to Operating System Security	3
IT 24000	Developing and Implementing Security Policies	3
Information Techr	nology Elective	3
Kent Core Requir	ement	3

### Kent State University Fiscal Impact Statement

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	15	22	35	59
Headcount part-time	10	15	23	40
Full-time equivalent (FTE) enrollment	19	28	44	75
II. Projected Program Income				
Tuition	\$118,006	\$173,992	\$273,416	\$466,050
Expected state subsidy	\$ 46,208	\$ 68,096	\$107,008	\$182,400
Externally funded stipends, as applicable	\$-	\$-	\$-	\$-
Other Income	\$-	\$-	\$-	\$-
Total Projected Program Income	\$164,214	\$242,088	\$380,424	\$648,450
III. Program Expenses				
New personnel:				
- Instruction				
Full-time: (include #)	\$-	\$-	\$-	\$-
Part-time: (include #)	\$-	\$-	\$-	\$-
-Non-instruction				
Full-time: (include #)	\$-	\$-		
Part-time: (include #)	\$ -	\$-	\$-	\$-
Current personnel:				
- Instruction				
Full-time: 12.5%/AY of 1 TT; 10%/AY of 1 NTT; 20%/AY of 1 NTT	\$ 31,138	\$ 31,760	\$ 32,396	\$ 33,044
Part-time: (include #)	\$-	\$-	\$-	\$-
-Non-instruction				
Full-time: (include #)	\$ -	\$-	\$-	\$-
Part-time: (include #)	\$ -	\$-	\$-	\$-
Benefits for all personnel	\$ 11,708	\$ 11,942	\$ 12,181	\$ 12,425
New facilities/building/space renovation (describe in narrative below)	\$-	\$-	\$-	\$-
Scholarship/stipend support	\$-	\$-	\$-	\$-
Additional library resources	\$-	\$-	\$-	\$-
Additonal technology or equipment needs	\$ -	\$-	\$-	\$-
Other expenses (see below)	\$-	\$-	\$-	\$-
Total Projected Program Expenses	\$ 42,846	\$ 43,702	\$ 44,577	\$ 45,469
Projected Program Net	\$121,368	\$198,386	\$335,847	\$602,981
Other Evenence				
Other Expenses	¢	¢	¢	¢
PCM overhead estimated at 50%	φ - φ	ው - ድ	φ - φ	φ - φ
PCM tuition allocation to other colleges	φ - ¢	φ - ¢	φ - ¢	φ - ¢
Professional development	φ - φ	φ - ¢	φ - φ	φ - φ
Supplies (office, computer software, duplication, printing)	φ - φ	φ - ¢	φ - φ	φ - φ
Telephone network and lines	φ - ¢	φ - ¢	ф -	ф -
Other info and communication need	ф - Ф	ф - ф	ф -	ф - Ф -
	ው - ድ	ው - ድ	φ - ¢	ф -
Total Other Expenses	- ¢	ъ -	<b>ф</b> -	ф -

### **BUDGET NARRATIVE:**

[This section is for describing facilities, scholarship/stipend support, library resources, additional technology, etc., if applicable.]

Instructor	Terminal Degree	Course Taught or Proposed
Carolyn Carvalho, Senior Lecturer,	MTec, Technology, Kent State	11004, 11005, 11009, 13000,
NII	University, 2007	21002, 21007, 21110, 21200,
		22000, 23000 done
Shawn Golden, Assistant Professor, NTT	Ph.D., Educational Psychology, Kent State University, 2014	11004, 21007
Susan Hoffman, Assistant Professor, TT	MBA, Business Management, Wheeling Jesuit University, 1982	21007
Shelley Marshall, Associate	MTec, Technology, Kent State	11000, 11009, 21002, 21110,
Lecturer, NTT	University, 2008	21200, 22000, 24000 done
Judith Paternite, Professor, NTT	PhD, Educational Psychology, Kent State University, 2016	11004, 21007 done
Robert Remedio, Assistant	MS, Math & Computer Education,	
Professor, TT	Youngstown State University, 1978	
Ruth Watson, Associate Professor, TT	PHD, Educational Psychology, Kent State University, 2004	13000, 21002, 21300, 23000
Jonathan VanFossen, Lecturer,	MTec, Technology, Kent State	11005, 11009, 21002, 21110,
NTT	University, 2009	21200 done
William Ward, Associate Professor, TT	MA, Technology, Kent State University, 1997; MBA, Systems Management, Baldwin Wallace, 1988	11004, 21007
Anthony Zampino, Associate Lecturer, NTT	MTec, Technology, Kent State University, 2003	11005, 11009

Faculty listed below will teach the courses in the major requirements.

# [Associate of Applied Business in Cybersecurity] Student Learning Outcomes – Major Course Mapping

	Student Lea Demonstra	Irning Outcom Ate core com	e 1: ipetency	Student Lea Describe t	ming Outcom	le 2: the	Student Lea Identify an	rning Outcom d analyze se	e 3: ecurity
	in cyberse	curity-relat	ed topics	informatic its impact technolog	n security f on informat /	ield and ion	risks to det impacts	termine pot	ential
Major Course ID and Title	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered
11004 Survey of Information Technology	<			۲			٢		
11005 Introduction to Operating									
Systems and Networking Technology	Ý						×		
11009 Computer Assembly and Configuration		۲	<				٢	٢	
13000 Applied Security Essentials	Ý			<b>ب</b>	<b>&lt;</b>		<b>ب</b>		
21002 Network Setup and		~	<					<	<
Configuration								,	
21007 Cyber Ethics in Information Technology					<b>۲</b>		٢		
21110 Introduction to Routing and		~	<b>۲</b>				<b>&lt;</b>	<b>٢</b>	
21200 Ethical Hacking		く	۲		<b>~</b>	<b>ب</b>		۲	۲
21300 Introduction to Security									
Incident Management (New Course)		<	<		<	٢		٢	ح
22000 Survey of Information									
Technology Cybersecurity (New Course)		<	<		۲	٢		٢	٢
23000 Intro to Operating System Security (New Course)		~	<b>&lt;</b>		<b>&lt;</b>	<		۲	<
24000 Developing and		<b>`</b>	<b>`</b>		<b>`</b>	<b>`</b>		<b>`</b>	ς
Implementing Security Policies (New Course)		×	<		<	٩		ح	٩

Major Course ID and Title	Student Lea Demonstr plans to m Introduced	nning Outcom ate ability to ittigate secu Reinforced	ne 4: o develop rity risks Mastered	Student Lea Identify pr ethical beh Introduced	rning Outcom ofessional, I navior Reinforced	le 5: legal, and Mastered
11004 Survey of Information Technology				<b>~</b>		
11005 Introduction to Operating					<	
Technology					•	
11009 Computer Assembly and					<	
Configuration	< <			۲		
21002 Network Setup and				•		
Configuration	~	<				
21007 Cyber Ethics in Information					<b>&lt;</b>	٢
21110 Introduction to Routing and	Ň	~		~		
Switching	۷	v		۷		
21200 Ethical Hacking		~	< <		< <	<
21300 Introduction to Security		٢	٢	٢	٢	
Course)						
22000 Survey of Information						
Technology Cybersecurity (New		٢	۲	٢	٢	
23000 Intro to Operating System		×	<b>&lt;</b>	<b>~</b>	<	
24000 Developing and						
Implementing Security Policies		۲	٢	٢	٢	

EPC Agenda
12 May 2020
Attachment 2
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# Summary of Program Assessment Plan

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PROGRAM MISSION

Ņ STUDENT LEARNING OUTCOMES Student Learning Outcome 3: Student Learning Outcome 2: Student Learning Outcome 1: Explain the mission of the program. Achievement Target Method of Assessment: Achievement Target: Method of Assessment: Achievement Target: Method of Assessment: Become proficient regarding the programs, policies and technology required to attain organizational goals related to HR. Student Learning Outcome 2: EXAMPLE the local community through project development. The course instructor assesses students' both written and orally Consulting and Project. This course provides students with the opportunity to solve problems for business enterprises in minimum 70 percent of the students must earn a B grade or better in the course for the learning objective to be met Achievement Target: Students should demonstrate conceptual and practical competence by the end of the course. A reports also critique and assess project outcomes and student proficiency. presented projects. In addition, representatives from the business enterprises for which the students provided project Method of Assessment: This learning outcome is assessed in required course MIS 44499 Human Resource Business

3. ASSESSMENT RESULTS:

plan of action will be implemented). Describe how assessment results will be used for future program improvement (how and by whom results are reviewed and analyzed and how resulting

# Artificial Intelligence Master of Science Degree

COMMENCING FALL 2021

# **Full Proposal**

- Submitted to: Chancellor's Council on Graduate Studies Ohio Department of Higher Education
- Submit date: to come
- Submitted by: College of Arts and Sciences Kent State University, Kent, Ohio



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### A. Basic Characteristics of the Proposed Program

The program will be designated as "Master of Science in Artificial Intelligence (AI)." It will be housed within the Department of Computer Science at the Kent Campus of Kent State University, Kent, Ohio.

### A.1 Purpose and Significance of the Program

### Purpose

The program will prepare the much-needed workforce for a new wave of the emerging and knowledge-based industry for the 21<sup>st</sup> century.

### Significance

The need for artificial intelligence has been growing at an annual rate of 30-40% in the USA<sup>1</sup>. Industry giants such as Amazon, Apple, Facebook, Google, IBM, Walmart, Lockheed Martin, Raytheon, Capgemini, Accenture, and Microsoft, automative companies such as Ford, Tesla, and Chrysler, banking companies such as Bank of America, JPMorgan Chase, and Goldman Sachs, insurance companies, cyber security companies, and many other corporations are spending 25-40 billions of dollars to develop AI infrastructure and industrial applications. According to a study,<sup>1</sup> the AI-based optimizations will boost the US economy by fourteen trillion dollars by the year 2035 with a 38% industrial growth.

It is estimated that there are 30,000 job-openings (see Appendix B, bottom graph) in Alrelated areas. To meet this sustained industrial demand, the educational system has to graduate students with AI knowledge at a faster rate. The limited supply of AI-trained graduates is choking the AI-revolution in multiple sectors. The problem will become graver when 41% of slow adapters and 40% of contemplators join the revolution<sup>2</sup>.

In January 2018, the US Congress enacted the H.R. 4829 Bill<sup>3</sup> to identify and promote industries that can benefit from artificial intelligence applications, improve both the AI labor force and the AI literacy, and enhance human life in various fields. Significant US research and industry funding are expected.

In recent years, many international and national universities have created MS programs in artificial intelligence (see Appendix D) to meet the growing demand. To our knowledge, among our peer group of universities in the State of Ohio, only the University of Cincinnati has created an MS program in artificial intelligence with a restricted AI-related curriculum. All other programs support AI-research with MS/PhD degrees within Computer Science.

<sup>&</sup>lt;sup>1</sup>Accenture report link: <u>https://www.accenture.com/t20171005T065828Z w\_/us-en/\_acnmedia/Accenture/next-gen-5/insight-ai-industry-growth/pdf/Accenture-AI-Industry-Growth-Full-Report.pdfla=en?la=en?.</u>

<sup>&</sup>lt;sup>2</sup>https://www.mckinsey.com/featured-insights/artificial-intelligence/applying-artificial-intelligence-for-social-good <sup>3</sup>US Congress Bill link: <u>https://www.congress.gov/bill/115th-congress/house-bill/4829/text</u>

### A.2 Definition of the Focus of the Program

Artificial Intelligence started as a subfield of computer science because both use computation to model the world. However, Artificial Intelligence is focused on solving real-world computationally prohibitive problems in realistic time by simulating human intelligence where computer algorithms fail to solve them in a reasonable time.

Artificial Intelligence simulates human intelligence by using a combination of programming; logical inferencing and fuzzy reasoning; planning; heuristics and metaheuristics to reduce the search-space; machine learning to improve efficiency through classification, clustering, neural networks and prediction techniques; computational perception and cognition; pattern matching; stochastic modeling and simulation; knowledge acquisition and representation; game-theoretic approaches; image analysis and understanding for object and scene recognition; probabilistic and statistical modeling and reasoning; probabilistic correlation analysis; intelligent haptics; natural language and intelligent visual interfaces; intelligent visualization to model; and intelligent automation and analytics.

Artificial Intelligence is significantly different from mechatronics. The latter system combines mechanical and electrical engineering to create automated mechanical movements. Also, mechatronics does not include the AI concepts described above, such as high-level computer programming, computer connectivity, intelligent visual and natural language interfaces, information and data security, intelligent visualization, intelligent analytics, pattern recognition, and algorithmics.

The proposed program will focus on three theme areas: *intelligent analytics, robotics,* and *smart communities and automation. Intelligent analytics* combines artificial intelligence techniques to recognize and optimize a process and derive non-intuitive patterns. The processes could be scientific, industrial, and centered on health workflow, decision making, or information retrieval. *Robotics* is the development of energy-optimized multi-sensor (including intelligent haptics) assisted by intelligent machines and their interfaces to support humans in hazardous situations, improve productivity, and provide entertainment, elderly-care, and healthcare. *Smart communities and automation* integrate automation techniques, intelligent sensor networks, and AI-systems to optimize and improve human quality of life. A few examples are smart homes and cities, intelligent transportation, intelligent visualization systems, computational health informatics, and the smart Internet connectivity of devices.

### A.3 Rationale for the Degree Name

The program will prepare students for: 1) original doctoral-level and academic research and development in Artificial Intelligence by using the thesis pathway; 2) and industrial and societal applications of Artificial Intelligence by using the non-thesis pathway. The proposed degree will prepare students with in-depth knowledge of artificial intelligence by taking only AI-related courses and AI-related Capstone-projects or thesis. It is significantly different from the Master in Computer Science due to its focus on Artificial Intelligence compared to the breadth-requirement in the Master of Computer Science.

### A.4 Duration of the Program

A student can be enrolled either full-time or part-time. Typical full-time students will complete this proposed two-year graduate-degree program with 30 credit hours of coursework (24 credits) and thesis/industrial-project (six credits) in two years.

The MS thesis pathway will emphasize a six-credit original research in the field of artificial intelligence and related fields, including interdisciplinary applications. The MS non-thesis pathway will emphasize: 1) optional three credit hours of an industrial graduate-level internship with three credit hours of an industrial-grade project applying artificial intelligence; or 2) six credit hours of an industrial-grade project applying artificial intelligence.

### A.5 Proposed Initial Date for the Implementation of the Program

The proposed initial date for commencing the program is Fall 2021.

### A.6 Admission Requirement and Admission Timing

The admission requirement for this program will be a Bachelor's degree in artificial intelligence, computer science, computer engineering, or a closely related area with the following undergraduate-level courses: 1) algorithms, 2) operating systems (recommended), 3) databases, 4) data structures, 5) probability and statistics, and 6) programming skills. The standard of the admission will be maintained by using the appropriate GRE (Graduate Record Examination) score administered by the Educational Testing Service and a GPA greater than 3.0 on the scale of 4.0. The admission standards are the same for computer science and artificial intelligence. The students will be admitted twice every year in Fall and Spring semesters.

### A.7 Primary Target Audience of the Program

The Kent State University program targets the students (both full-time and part-time working adults) with a Bachelor's degree in computer science or related fields who want to specialize in the artificial intelligence and get employed in the knowledge-based industry or industries employing intelligent data analytics, automation, including robotics, and intelligent informatics and its applications such as health science, smart cities, smart homes, process discovery and optimization.

Although its aim is to train students with a general aim of contributing to societal needs, students who want to contribute to military applications of artificial intelligence will also benefit from the program. Military personnel and veterans with a Bachelor's degree in Computer Science or related fields will also be eligible to join the program.

### A.8 Special Effort to Enroll and Retain Underrepresented Groups

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

Females and minority students, including African-Americans, Native Americans, Hispanics, Latinos, and multiracial individuals are underrepresented in computer science and need special encouragement.

The department has a healthy record of enrolling, retaining, and graduating undergraduate female students in computer science. The department has a student chapter of the ACM (Association of Computing Machinery) that organizes student activities. It has also started a women's chapter of the ACM within the department to encourage women participation. The department also supports and funds students to attend "Women in CS" conferences.

The MS program will be advertised to underrepresented undergraduate students within the Computer Science department, the university, and other colleges at the national level. The department will also advertise the program to various undergraduate groups, including PELL grant recipients, and will work in collaboration with the Office of Diversity to enhance the impact. The department will allocate advisors for underrepresented students to improve their retention.

New proposals will be written to federal agencies and state agencies to attract funding for underrepresented students under STEM initiatives. The university has many scholarships to encourage underrepresented students, including women, to STEM areas.

Moreover, the department has an industrial advisory board consisting of computer science faculty and local industrial partners. The concept will be extended to the Artificial Intelligence program. A mentorship program consisting of industrial professionals and faculty members will be established to scout and advise prospective underrepresented students.

(b) General assessment of 1) institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline; and (2) comparison with national norms

Table I summarizes the percentage of female and underrepresented students' enrollment and graduation for the last five years in the Department of Computer Science at Kent State University. Table II summarizes the current status of the enrollment and the number of underrepresented students within both the Department of Computer Science at Kent State University and Kent State University at large in the year 2018.

Table III summarizes the latest (year 2017) national CRA Taulbee Survey<sup>4</sup> (see Appendix C) of graduates in Computer Science and related fields (Computer Engineering and Informatics) from 181 of 281 PhD granting departments in the USA who responded to a national data collection. Since ethnicity cannot be established, nonresident aliens, and unrecorded data have been excluded. The underrepresented students only include documented African-Americans, Native Americans, Latinos, Hispanics, and multiracial individuals. The data is an approximation due to the nonuniformity of the number of reporting universities.

<sup>&</sup>lt;sup>4</sup>CRA Taulbee Report: <u>https://cra.org/wp-content/uploads/2018/05/2017-</u>

The comparison with national norms shows that the percentage of female graduates in the Department of Computer Science at Kent State is much higher in the recent years (35-45% in the department vs. the 28% of the national norm). The department is doing well for underrepresented students at the Bachelor's level (7.1% compared to 4.1% nationally) and PhD level (two out of ten PhDs in 2018 compared to 3.2% nationally). The department also has a healthy enrollment of underrepresented students at the undergraduate level (11.9%). However, the department needs special effort to attract MS students in the underrepresented category (no underrepresented minority in the department in MS Computer Science program vs. 5.5% nationally).

			Enrollme	ent Data	1		Ģ	Graduation	Data
	Sp	oring Seme	ster		Fall Semes	ter			
	Total	Females	Percent	Total	Females	Percent	Total	Females	Percent
2019	51	12	24%						
2018	58	17	29%	64	20	31%	49	22	45%
2017	110	38	35%	70	26	37%	107	37	35%
2016	184	68	37%	156	57	37%	108	34	31%
2015	177	54	31%	192	65	34%	82	18	22%
2014							53	16	30%

Table I. MS enrollment and graduation of female students in computer science at Kent State

Table II. Underrepresented enrollment and graduation percentages in Fall 2018

		Enr	ollme	ent Data (2	2018)			Gradua	tion	Data (2	2018)	
Category	Ov	erall	Un	derrep.	Perce	ent	Ov	erall	Unde	errep.	Per	cent
	CS	Total	CS	Subtotal	Overall	CS	CS	Total	CS	Total	CS	Total
UG	505	21,578	60	3, 373	15.6%	11.9%	84	5,589	6	725	7.1%	13.0%
Master	64	3,586	0	336	9.3%	0%	49	1,639	0	143	0%	8.5%
Doctoral	40	1,633	1	140	8.6%	2.5%	10	275	2	24	20%	8.7%

**Table III.** National norm summary of (CS + CE + Informatics) graduates in 2017(original data in Appendix C )

Catagory		Females		Underrepre	sented stu	dents
Category	Females	Total	Percent	Underrep.	Total	Percent
Bachelor	4, 747	17, 249	27.5%	718	17, 249	4.1 %
Master	3, 162	13, 037	26.1%	718	13, 037	5.5%
Doctoral	319	1834	17.4%	60	1, 834	3.2%

### **B.** Institutional Planning for the Program Change

Although Kent State University does not have the named degree program, the Department of Computer Science has been offering undergraduate and graduate-level courses in artificial intelligence since 1988. The department has been graduating students with a Master in Alrelated areas since 1985 and PhDs since the year 2001. Kent State University has active researchfaculty, courses, and labs in artificial intelligence and related fields. It has graduated 40 MS thesis and 9 PhD dissertations with AI themes.

### B.1 Physical Facilities, Equipment, and Staff Needed to Support the Program

Furthermore, the department has the required lab facilities and staff to absorb the projected enrollment of 40-50 students in the Master in AI program at the incremental growth rate of ten students per year. It would not need any further facilities, equipment, or additional staff for the proposed program.

### (a) Physical facilities and equipment needed to support the program

Table IV shows the research labs that will absorb the thesis/project research work. The Artificial Intelligence Laboratory will also collaborate with the Center of Translation and Translation Technology (Professor Michael Carl's laboratory in the Department of Modern and Classical Languages) for projects related to natural language processing.

	Laboratory	Director	Project activities to be absorbed
1.	Artificial Intelligence	Arvind Bansal	Social Robotics, human-humanoid interaction, intelligent computational health informatics, intelligent analytics, knowledge bases, biometrics and multimedia
2.	Computer Vision / Image Processing	Cheng Chang Lu	Biological image processing, medical image processing, computer vision
3.	Visualization	Ye Zhao	Urban planning, scientific visualization
4.	Perceptual Engg. and Media Net	Javed Khan	Perception and textual knowledge acquisition, cognition, eye-tracking, interactive online classroom
5.	Big Data and Science	Xiang Lian	Probabilistic data management
6.	Tele-Robotics	Jong-Hoon Kim	Human-robot interaction
7.	Digital Science	Jungyoon Kim	Smart devices and smart homes
8.	Emerging Technologies Laboratory	Gokarna Sharma	Internet of Things, sensor networks, and distributed robotics algorithms
9.	Networking	Hassan Peyravi	Wireless and mobile networks

Table IV. Research Laboratories in the CS Department supporting the proposed program

The department has two general-purpose teaching labs, and two special-equipment educational labs, which are used for teaching lab-sections of many courses. Each lab has twenty-four desktops with recent technologies and a projector for presentations. These labs are sufficient for course-projects in intelligent analytics. One special-purposes lab is used for automation projects, robotics projects, and sensor networks projects. Another special-purpose lab is used for interactive projects and education.

The department also operates a "Data and Computing Center" with advanced storage, virtual machine, and computing resources. The networking group works with Ohio Research Network (OARNet) to integrate the department facilities with the national big-data resources utilizing extremely high bandwidth and industrial cloud-service providers (Amazon, IBM, Microsoft, etc.). This interconnectivity will assist in intelligent analytics experiments in big data.

### (b) Staff needed to support the program

As described in Appendix F and Section F.1, there are 13 full-time PhD faculty members out of 18 graduate faculty members within the Department of Computer Science at Kent Campus who are already offering the required AI-related courses on a well-established rotational basis. All are active researchers and have supervised MS and/or PhD students in AI and AI-related fields. Hence, there is no need for any additional faculty member for the proposed program.

The CS labs are maintained exclusively by three research engineers who support the software and hardware needs. Additional system staff will not be required.

The program will be administered by the existing committee structure as detailed under Section F. The workload of the AI-coordinator, a senior faculty member selected from 13 associated faculty members, will be absorbed internally within the Department of Computer Science. Hence, there will be no additional administrative load for the projected growth of the program.

### B.2 Evidence of the Existence of a Market for the Proposed Program

As described in Section A.1 (page 3), Artificial intelligence is the current digital frontier for the next twenty years, growing at an annual rate of 30-40% in the USA<sup>1</sup> (also see Appendix B).

According to a national survey,<sup>5</sup> 50% of the corporate executives are convinced of the success of AI-revolution. The growth is evident by a surge in investments by venture capitalists; the upswing of startup AI companies; the increase of jobs in AI since 2010 (see Appendix B); the enaction of the Congressional Bill HR 4289<sup>3</sup>; the US Congress' mandate of automation in health informatics; the increase in the use of intelligent robotics in smart transportation and community. According to a market survey company,<sup>6</sup> the intelligent personal robot market value will be \$12.36 billion by the year 2023.

According to Monster.com (see Appendix B, bottom graph), there are around 30,000 jobs in the area of machine learning, deep learning, vision, natural language processing, algorithm development, intelligent analytics, and smart communities. In a similar vein, according to the New York Times<sup>7</sup>, salaries of AI graduates can be high.

<sup>5</sup>Employment: <u>https://www.accenture.com/t20180919T202227Z w /us-en/ acnmedia/PDF-86/Accenture-Al-</u> <u>Momentum-Final.pdf</u>

<sup>&</sup>lt;sup>6</sup>Survey link: <u>https://www.marketsandmarkets.com/Market-Reports/artificial-intelligence-robots-market-120550497.html</u> <sup>9</sup>NY Times AI salary link: <u>https://www.nytimes.com/2017/10/22/technology/artificial-intelligence-experts-salaries.html</u>

### a. Realistic Enrollment Projections from an Estimated Program Demand

Based upon a 30% projected growth and 30,000 AI-related job listings, each of the 281 doctoral universities (CRA data) in the USA would have to produce around 100 graduates to meet the initial demand and around 40 students per year in order to keep up with the growth rate. Kent State has planned for the maximum enrollment of 40-50 students by the end of the fourth year.

### b. Planning and Budgeting to Develop a Sustainable Quality Program

Kent State University regularly evaluates and enhances its programs to meet the market need. The university has been preparing the Department of Computer Science for the last five years by expanding the AI-related curriculum and the faculty strength to include automation and robotics, smart devices, intelligent analytics, smart communities, and AI in healthcare and education.

Per the fiscal impact statement (see Appendix G), the program will operate with an incremental growth of ten students per year and reach a stable increase of 40-50 students by the end of the fourth year without any additional burden to existing resources.

### c. The need for the Degree Program, Including the Opportunities for Employment

Multiple national and international universities have started Masters in AI-related programs in recent years (see Appendix D). A survey of undergraduate students in the Department of Computer Science (Appendix B, Student Surveys) showed that 50% of students will consider a Master's degree in AI; 98% of 221 computer science undergraduate majors (juniors and seniors) supported an MS in AI, and 86% students were interested in taking graduate-level courses in AI.

The Bureau of Labor statistics<sup>8</sup> groups' artificial intelligence professionals are part of the class of "Computer and Information Research Scientist" with a median income of \$114,520 and an employment growth of 19% that is much faster than that of other computer occupations (13%) and all other occupations (7%) for the decade 2016-2026. The local and regional need is evident through the job advertisements in Al-related areas as illustrated in Table V.

According to the job-advertisements, the employment need is vigorous in AI-architecture, model designers and validators, software development, consultancy, natural-language interfaces, machine learning, digital health, image analysis and vision, intelligence analytics, process control and automation, robotics (including tele-robotics), and intelligent simulation.

### C. Statewide Alternatives

### C.1 Programs Available at other Institutions and Differences

With the exception of the University of Cincinnati, universities in the State of Ohio <u>do not offer</u> any focused Master's degree in artificial intelligence (see Appendix E). The focus of the MS degree at the University of Cincinnati is fuzzy control systems (a subarea of automation)<sup>9</sup>. In contrast, the Kent State's AI-program supports *intelligent analytics, robotics, smart communities, and automation*.

<sup>&</sup>lt;sup>8</sup>Bureau of Labor statistics link: <u>https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm#tab-2</u>

<sup>&</sup>lt;sup>9</sup>https://webapps2.uc.edu/ecurriculum/DegreePrograms/Home/MajorMap/1961

Since the industry-wide demand for graduate students in AI is reasonably high to sustain growth in demand, we do not foresee any competition if other universities in Ohio jointly mitigate the need by starting a similar program in AI.

**Table V.** Regional distribution of companies advertising for artificial intelligence jobs in Ohio (based on job-advertisements in LinkedIn, Indeed.com, Ziprecruiter.com, glassdoor.com)

Region	Company names
Akron	The Goodyear Tire and Rubber Company
Beavercreek, Ohio	Riverside Research Institute; UST Inc.
Cincinnati, Ohio	Accenture; ALSAB Business Communications; ARI Simulations; Cincinnati Children's Hospital: Cold Jet: Dark Rhino: Deloitte: Etegent
	Technologies; Johnson and Johnson; Kao USA; Mercy Health; Procter and Gamble; SysMind
Cleveland, Ohio	Aconic; Big Cloud; Cannon Medical Research; Cleveland Clinic; Deloitte; IBM Watson Health; JumpStart; Moen; MRI Software; NASA Lewis; Philips; Rockwell Automation; Viasat
Columbus, Ohio	Amazon Web Services; Battelle; JP Morgan Chase; Nationwide; NCI Information Systems; Olive AI; Path Robotics; Root Insurance Company; Seamless AI; Sirius Computer Solutions; Sogeti; Synergetic Information Systems; The Xcel Masters; UpStart
Dayton, Ohio	AES Corporation; Altamira; Blackfinch Group; Booz Allen Hamilton; Centauri; DCS Corp; Leidos; Modern Technologies Solutions; Radiance Technologies; UES Inc.; Wright Patterson Airforce-base
Dublin, Ohio	Cardinal Health Company
Mason, Ohio	Makino; UST Global
Middletown, Ohio	Nirvana Enterprises
Patterson, Ohio	Applied Research Solutions; Riverside Research Institute
Westerville, Ohio	Softpath Systems; Sunrise Systems

### C.2 Appropriateness of the Specific Locale for the Program

Kent State University is close to two major industrial demand centers of AI-related jobs: Akron and Cleveland, as shown in Table V. Cleveland is also a national center for healthcare maintenance and research due to the presence of Cleveland Clinic and University Hospitals. Kent State University has the necessary facilities and the department where the program will be housed. Kent State is a major public university that serves the demand in northeastern Ohio. Kent State is also a national university and one of the top four universities in the State of Ohio granting a PhD in Computer Science. Our students will serve the need of Ohio's population at both local and state levels.

### C.3 Opportunities for inter-institutional collaboration

In the past, artificial intelligence researchers at Kent State have collaborated with peers from other major Ohio universities on major funded research. Various departments are also collaborating in organizing the "Women in Computing Conference." The creation of a focused graduate program will enhance more opportunities to collaborate on graduate AI research due to the availability of a larger pool of graduate students in each program.

### D. Growth of the Program

### D.1 Anticipated Growth

The program will be advertised nationally, internationally (through KSU's Office of Global Education and the department's global partnerships), and, regionally, via numerous direct outreach programs (such as the department's *CSforAll* workshop series for Northeast Ohio's school systems) to attract both domestic and foreign students. It is anticipated that the first-year enrollment of the MS students will be about 10 students. The enrollment will increase every year by ten additional students. The yearly enrollment will stabilize at 40-50 MS students by May 2025.

### D.2 Growth Management

The required courses are being offered on a rotational schedule. With the same rotation schedule, every class will be able to absorb around ten additional students without any additional resource burden to the instructor, grader, educational lab, or system staff. The market demand will be continuously monitored based upon job advertisements and qualified students' applications to adjust the enrollment. We anticipate a capacity reevaluation after the 4<sup>th</sup> year.

### D.3 Self-sufficiency of the Program

As evident from the Fiscal Impact Statement (Appendix G) and the discussion in Section F, there will be no negative fiscal impact of the proposed program on the departmental or university levels as the existing faculty, lab, and staff resources will be able to absorb the enrollment growth of the ten additional students during each of the first four years.

### E. Curriculum and Instructional Design

### E.1 Description of the Proposed Curriculum

The graduation requirement for the proposed program is to complete 30 credits of coursework (24 credits) and a culminating experience (six credits). The course-list is given in Table VI.

The proposed degree will have two pathways: 1) An MS thesis to prepare students for further doctoral-level and academic research; and 2) an MS non-thesis to prepare students for industrial research and a project development. The culminating experience for the MS thesis pathway will emphasize a six-credit original research thesis. The culminating experience for the MS

non-thesis pathway will be: 1) Three credit hours of an industrial-grade project and three credit hours of a graduate-level internship to prepare students for industrial research and development projects; or 2) six credit hours of industrial-grade project. The internship can be substituted for equivalent capstone-project credits.

Fundamental Courses (3 credit hours each, four lecture courses, Total: 12 credit )	
CS 54201 Artificial Intelligence	CS 64201 Adv. Artificial Intelligence
CS 54202 Principles of Machine Learning	CS 63005 Adv. Database Syst. Design
Other Foundational Courses (one out of three courses, 3 Credit hours)	
CS 53302 Algorithmic Robotics	CS 64301 Pattern Recognition Principle
CS 67302 Information Visualization	
Other Electives (3 credit hours each, three lecture courses, Total: 9 credit hours)	
CS 53301 Software Dev. For Robotics	CS 53303 Internet of Things
CS 53305 Advanced Digital Design	CS 53334 Human-Robot Interaction
CS 57201 Human Computer Interaction	CS 63015 Data Mining Techniques
CS 63016 Big Data Analytics	CS 63017 Big Data Management
CS 63018 Probabilistic Data Management	CS 63100 Computational Health Informatics
CS 63306 Embedded Computing	CS 64401 Image Processing and Vision
CS 64402 Multimedia System and Biometrics	CS 65203 Wireless and Mobile
CS 67301 Scientific Visualization	Remaining two foundational courses from CS 53302/CS67302/CS64301 not used above
Culminating experience (a 6-credit hour thesis OR a 3-credit hour non-thesis project)	
Non-thesis Option	Thesis Option
[CS 69192 Graduate Internship (3 credit) <u>and</u> CS 69099 Capstone Project (3 credit) ] <u>OR</u> CS 69099 Capstone Project (6 credit)	CS 69199 Thesis I (6 credit)

Table VI. Description of the course structure in the proposed Master in AI program

As described in Table VI (also, see Appendix A), the coursework is divided into two parts: 1) core AI courses (five courses with 15 credit hours) and 2) elective courses (three courses with nine credit hours). Core courses are of two types: 1) fundamental courses; and 2) courses containing foundational content. Fundamental courses teach basic principles of Artificial Intelligence, machine learning, and large database and knowledge base design. There are four fundamental core courses: 1) Artificial Intelligence; 2) Principles of Machine Learning; 3) Advanced Artificial Intelligence, and 4) Advanced Database System Design. There are three other courses with foundational content: 1) Pattern Recognition Principles; 2) Information Visualization; 3) Algorithmic Robotics. Pattern Recognition Principles teaches probability and statistics, pattern analysis and unsupervised

statistical learning. Information visualization focuses on intelligent analysis and perceptual visualization of a large dataset for better perception. Algorithmic Robotics is concerned about the algorithmic aspects required in robotics and automation. Out of these three foundational courses, a student will take one course; the remaining courses will qualify as electives.

Five core courses are being taught annually. Out of the 18 elective courses, 17 are established courses and are taught regularly in a rotation schedule. A course on "Natural Language Processing" is under development.

A student can also take one advisor-approved thesis or a project-related elective course from a collaborating discipline such as psychology for cognition and learning, comprehension and knowledge acquisition, vision and perception; biological sciences for intelligent omics (genomics, proteomics, transcriptomics); classical and modern languages for natural language translation and understanding, and natural language interfaces; college of engineering and aeronautics for related engineering courses such as mechatronics and aerospace engineering; and college of communications and information for media analysis. As the program progresses, collaboration with other disciplines, based upon the growing applications of Artificial Intelligence, is envisaged.

### E.2 Description of a Required Culminating Experience

The MS thesis option will have a six-credit hour research thesis focusing exclusively on the area of artificial intelligence or its application to collaborating fields. The thesis will be evaluated by a committee of three qualified graduate faculty members chosen from the related fields. Graduate-faculty members are active researchers. A thesis will contain both theoretical contributions and software development. The MS non-thesis option will have three credits dealing with a substantial AI-related problem-solving and industrial project-development skills and three credit hours of optional AI-related industrial internship. Internship credits can be substituted for equivalent capstone credits. The projects and thesis will have input from the industrial advisory board based upon their needs and their projection of future market needs. AI-related projects would be significantly different from the traditional CS-related projects.

The optional internship (three credit hours) and the capstone project (three credit hours) have been established recently for the non-thesis pathway. The thesis (six credit hours) for the thesis-pathway is already established.

### F. Institutional Staffing, Faculty, and Student Support

### F.1 Faculty Associated with the Program

There are 13 tenure-track and one NTT faculty members who are directly associated with the proposed program. All associated tenure-track faculty members are involved in teaching Alrelated courses, are active researchers, and have the competence to direct a Master's thesis or a capstone project (see Table VII for their credentials). The Al-related courses taught by these faculty members are listed in Appendix F.

As a policy, a tenured/tenure-track professor teaches four courses per year (two courses per semester), and an NTT faculty member teaches eight courses per year (four courses per
semester). However, release-time is given to faculty members who are newly hired; have administrative duties; or have bought out time using their current research grants. Release situation varies every year.

	Faculty	Rank	Degree	Discipline	Teaching	Additional	Courses	
			(year)	(Univ.)	Experience	Experience	/year	
1.	Arvind Bansal	Full Prof.	PhD (1988)	CES (CWRU)	30 years	—	4	
2.	Michael Carl*	Full Prof.	PhD (2001)	CS (US)	10 years	Post-doc+	2	
						industry		
3.	Qiang Guan*	Asst. Prof.	PhD(2014)	CS(UNT)	3 years	Post doc.	3 (rel.)	
4.	Ruoming Jin	Full Prof.	PhD(2006)	CS (OSU)	10 years	—	2 (rel.)	
5.	Javed Khan	Full Prof.	PhD (1995)	EECS (UH)	15 years	Post doc.	0 (rel.)	
		(Chair)						
6.	Jong-Hoon Kim*	Asst. Prof.	PhD(2011)	CS (LSU)	5 years	Post doc.	4	
7.	JungYoon Kim*	Asst. Prof.	PhD(2014)	CES (PSU)	3 years	Post doc.	2 (rel.)	
8.	KwangTaek Kim*	Asst. Prof.	PhD(2010)	CES (PU)	5 years	Post doc.	3 (rel.)	
9.	Xiang Lian*	Asst. Prof.	PhD (2009)	CS (HKUT)	9 years	Post doc.	4	
10.	Cheng Chang Lu	Full Prof.	PhD(1988)	EE (UTD)	30 years	_	2 (rel.)	
11.	Hassan Peyravi	Full Prof.	PhD (1985)	CS (UO)	30 years	Bell labs	4	
						(3 years)		
12.	Augustus Samba	Full Prof.	PhD(1983)	CS(UL)	15 years	Bell labs	6 (rel.)	
		(NTT)				(14 years)		
13.	Gokarna Sharma*	Asst. Prof.	PhD(2014)	CS(LSU)	4 years	Post doc.	3 (rel.)	
14.	Ye Zhao	Full Prof.	PhD(2006)	CS (SU)	12 years	_	2 (rel.)	
Unive	University name abbreviations:							
C	CWRU – Case Western Reserve University, Cleveland, Ohio, USA							
HKUT – Hongkong University of Science and Technology, Hongkong, China								
L!	SU – Louisiana State	University,	Baton Rouge	, Louisiana, US	SA			
0	SU – Ohio State Uni <sup>,</sup>	versity, Colu	mbus, Ohio,	USA				

Table VII. Cre	dentials of the	associated	faculty	members i	n the	proposed	program
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PU – Purdue University, West Lafayette, Indiana, USA

PSU – Pennsylvania State University, University Park, Pennsylvania, USA

SU – Stonybrook University, Long Island, New York, USA

UH – University of Hawaii at Manoa, Manoa, Hawaii, USA

UL – University of Liverpool, Liverpool, United Kingdom

UNT - University of North Texas, Denton, Texas, USA

UO – University of Oklahoma, Tulsa, Oklahoma, USA

US – Universität des Saarlandes, Saarbrücken, Germany

UTD – University of Texas at Dallas, Dallas, Texas, USA

#### Degree discipline abbreviations:

CS – Computer Science; CES – Computer Engg. and Science; EE – Electrical Engineering

CE – Computer Engineering; EECS – Electrical Engineering (Computer Science Track)

## F.2 New Additional Hiring

There will be <u>no new hiring in the proposed program</u>. University has already hired seven (marked with asterisk in Table VII) out of the thirteen associated faculty members in the last five years according to its long-term planning.

## F.3 Administrative Arrangement

The program will be administered by a subcommittee of the existing Graduate Studies Committee (GSC) within the Department of Computer Science. During the initial stabilization period, the subcommittee will be led by a senior associated faculty member (see Table VII) designated as *Alcoordinator*. The subcommittee will look after the policy developments, admissions' screenings, advising, the establishment of industrial relationships, and the promotion of the program and documentation creation. There will be no need for additional resources for administration.

## F.4 Needed Financial Support for Staffing and Student Support

The involved faculty members have strong records of publications in refereed journals and conference proceedings, and research grants from national funding agencies. The department has sufficient support staff to run the labs and maintain equipment. Hence, there is no need for any additional funding for running the program. The department is also actively seeking national research and STEM funding. Also, the department is supported by substantial *Ohio First funding* to support domestic students. Hence, there is no need for additional financial support.

## G. Academic Quality Assessment

The program is not an entry-level one. The program will go through the university's internal program assessment yearly to monitor its progress. It will also go through a departmental internal program assessment at the end of the second year to improve its overall administration and course structure. Moreover, the program will go through a yearly course structure improvement based upon the students' feedback and the industrial advisory board's recommendations. The program will also be evaluated by the external advisory board when the Department of Computer Science is evaluated every seven years.

## Appendix A. Program Catalog Page

#### **Description of Program:**

The Master in Science degree prepares students with a focused educational and research environment to develop career paths through necessary learning and training with emerging Artificial Intelligence technologies and applications to intelligent analytics, smart homes and communities, and robotics and automation. Graduates will have technical knowledge and research and development skills necessary for applying artificial intelligence to industry, community, and military including sectors requiring intelligent pattern-analysis of big data such as retail, healthcare, biology, psychology, and intelligent human-machine interactions and interfaces.

#### Fully Offered At:

List all campuses/locations and methods (e.g., online, accelerated) at/for which a student can fully complete the program.

Kent Campus, Kent State University (traditional in-class with few hybrid courses)

#### Accreditation:

List specialized or professional accreditor for the program, if applicable.

Not Applicable

#### Admission Requirements:

Below are the minimum admission requirements for a graduate degree program. If the program has additional requirements or higher admission standards, list those.

- Bachelor's degree from an accredited college or university for <u>unconditional admission</u>
- Minimum 3.000 undergraduate GPA (on a 4.000 point scale) for unconditional admission
- Official transcript(s)
- Two 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:
  - Minimum 525 TOEFL PBT score (paper-based version)
  - Minimum 71 TOEFL IBT score (Internet-based version)
  - Minimum 74 MELAB score
  - Minimum 6.0 IELTS score
  - Minimum 50 PTE score
  - o Minimum 290 GRE score

For more information about graduate admissions, please visit the <u>Graduate Studies</u> website. For more information on international admission, visit the <u>Office of Global Education</u> website.

#### Program Learning Outcomes:

List the specific knowledge and skills directly related to the program's discipline that you expect students will have at the time of graduation to be successful in the field. The outcomes must be observable and measurable, rather than what students "know," "think," "understand, "appreciate," etc.

Graduates of this program will be able to perform one or more of the following tasks:

- 1. Combine intelligent analytics and automation, human-computer interaction and robotics techniques to optimize and automate, transportation, industrial process and/or healthcare processes.
- 2. Apply machine learning techniques on bigdata to predict, classify, datamine and explore patterns.
- 3. Apply intelligent visualization and Internet-based techniques for smart homes and communities.
- 4. Perform research, discovery, and integration by applying knowledge of AI theory and techniques.

#### **Program Requirements:**

Major Requirements									
Fundam	Fundamental Courses (3 credit hrs. × Four mandatory core courses) - Subtotal: 12 credits								
Course	Title	Credits							
CS 54201	Artificial Intelligence	3							
CS 54202	Principles of Machine Learning	3							
CS 63005	Adv. Database Syst. Design	3							
CS 64201	Adv. Artificial Intelligence	3							
	Foundational Course (One out of three courses) Three credits								
CS 53302	Algorithmic Robotics <sup>1</sup>	3							
CS 64301	Pattern Recognition Principle <sup>1</sup>	3							
CS 67302	Information Visualization	3							
	Electives (3 credit hrs. × three lecture courses) – Subtotal: 9 credits								
CS 53301	Software Dev. For Robotics	3							
CS 53303	Internet of Things	3							
CS 53305	Advanced Digital Design	3							
CS 53334	Human-Robot Interaction	3							
CS 57201	Human Computer Interaction	3							
CS 63015	Data Mining Techniques	3							
CS 63016	Big Data Analytics	3							
CS 63017	Big Data Management	3							
CS 63018	Probabilistic Data Management	3							
CS 63100	Computational Health Informatics	3							
CS 63306	Embedded Computing	3							
CS 64401	Image Processing and Vision	3							
CS 64402	Multimedia System and Biometrics	3							
CS 65203	Wireless and Mobile Communication	3							
CS 67301	Scientific Visualization	3							
Culminating Experience (a six-credit hour thesis) for Thesis Pathway <u>OR</u> [ (a 3-credit hour Capstone Project + 3 credit optional internship) <u>OR</u> 6 credit hours of Capstone, Projects! for Non-thesis Pathway									
CS 69099	Capstone Project (non-thesis pathway)	3 or 6							
CS 69192	Graduate Internship (optional, non-thesis pathway)	3							
CS 69199	Thesis I (thesis pathway)	6							
	Minimum Total Credit Hours:	30							

### Graduation Requirements:

List additional requirements: (e.g., passage of specific exam) if applicable.

No additional requirements

## **APPENDIX B. Market Analysis and Student Surveys**

Enterprise artificial intelligence market revenue worldwide 2016-2025

Revenues from the artificial intelligence for enterprise applications market worldwide, from 2016 to 2025 (in million U.S. dollars)











## **Student Survey in Undergraduate AI Course**

The survey was circulated to students taking an undergraduate class of artificial intelligence. Ten participants out of a class of twenty responded. All ten students were very positive about the role of artificial intelligence in the society, and supported "MS degree in Artificial Intelligence". Nine students showed an interest in pursuing a "Master in Artificial Intelligence". The support was overwhelming in all three areas: *intelligent analytics, automation of machines and robotics,* and *smart communities*.

## Survey Template

#### Student Survey for MS in AI program

1.	Machine learning	2.	Al in games	3.	AI programming
4.	Intelligent analytics in fraud detection	5.	AI in weather prediction	6.	AI in industrial robots
7.	AI in humanoid robots	8.	AI in motion planning and control	9.	AI in environmental health
10.	AI in process automation	11.	AI in transportation	12.	AI in smart homes
13.	AI in smart energy distribution	14.	AI in health management	15.	Ai in hazard recovery
16.	AI in space exploration	17.	AI in intelligent communication systems	18.	AI in Health care and biosignal analysis
19.	Robots for elderly care	20.	AI in manufacturing	21.	Decision support systems

- 1. Are you interested or intrigued by artificial intelligence? Yes/ No
- 2. Do you plan to take (or taking) an Al-related courses? Yes / no

(Examples: Artificial Intelligence; Machine Learning; Robotics; Data mining; Big data analytics, etc.)

- 3. Do you think artificial intelligence will help in improving the society of future? Yes / No Please justify your answer briefly:
- 4. Knowing there is a steep increase in demand and salary of AI graduates, will you consider "MS in Artificial Intelligence" after your graduation? Yes/ No
- 5. Which areas do you think AI can be applied? <u>Circle as many as you like</u>. Fill more if needed
- 6. Knowing that smart devices are being embedded in daily usage machines, will you like to learn more in a focused way about artificial intelligence? Yes / No
- 7. Which all AI areas do you think will have significant impact on society in the next twenty years? <u>Circle as many as you will</u> <u>like.</u>
  - *I* intelligent analytics of data and process.
  - *II* automation of machines and robotics.
  - III Smart homes, smart transportation, smart health management, smart cities, etc.
- 8. If you would like to go to a graduate program, will you consider getting admission in our or any other program with "MS in Artificial Intelligence"? Yes / No

# Survey of Junior and Senior CS Students

A detailed survey of junior and senior students in the Department of Computer Science was conducted. 221 students responded. The response was overwhelmingly positive. 86% students showed interest in taking AI course. 85% of students showed interest in attending "MS in Artificial Intelligence." 98% of students supported the creation of a Master of Science degree in artificial intelligence within the Department of Computer Science.

	Question	Yes	No
1.	Would you be interested in learning more about artificial intelligence and career opportunities in artificial intelligence?	186 (86%)	35(14%)
2.	Would you be interested in taking artificial intelligence courses at the graduate or undergraduate level?	184 (85%)	38(15%)
3.	Would it_be a good idea for KSU to begin an "MS in Artificial Intelligence"?	216 (98%)	5 (2%)

# Appendix C. National Norms of Underrepresented Students in Computer Science

## (CRA Taulbee Report 2017)

## National Norms in Bachelor's Program

Abbreviations: CS – Computer Science; CE – Computer Engineering; I - Informatics

	CS					CE					I			Ethnicity			
	Male	Fem	N/R	% of M*	% of F*	Male	Fem	N/R	% of M*	% of F*	Male	Fem	N/R	% of M*	% of F*	Total	%
Nonresident Alien	6,094	2,462	257	71	81	514	161	0	74	83	923	595	71	57	43	11,077	69.2
Amer Indian or Alaska Native	13	10	0	0	0	0	0	0	0	0	1	1	0	0	0	25	0.2
Asian	641	272	8	7	9	31	10	0	5	5	137	109	6	8	8	1214	7.6
Black or African- American	87	24	0	1	1	8	1	0	1	1	68	61	8	4	4	257	1.6
Native Hawaiian/ Pac Islander	3	0	0	0	0	1	0	0	0	0	1	0	1	0	0	6	0.0
White	1,579	250	13	18	8	110	16	0	16	8	436	529	75	27	38	3,008	18.8
Multiracial, not Hispanic	51	9	2	1	0	8	2	0	1	1	19	34	5	1	3	130	0.8
Hispanic, any race	139	32	2	2	1	22	3	0	3	2	46	49	7	3	4	300	1.9
Total Res & Ethnicity Known	8,607	3,059	282			694	193	0			1,631	1,378	173			16,017	
Resident, ethnicity unknown	228	61	18			8	4	0			47	42	0			408	
Not Reported (N/R)	121	42	619			8	3	0			12	2	17			824	
Gender Totals	8,956	3,162	919			710	200	0			1,690	1,422	190			17,249	
%	73.9%	26.1%				78.0%	22.0%				54.3%	45.7%					
* % of M and % of F co	olumns a	re the p	bercen	t of th	at gen	der who	are of	the sp	ecified	ethnic	ity, of t	hose wi	nose e	thnicit	y is kn	own	

#### Table M7. Masters Degrees Awarded by Gender and Ethnicity, From 163 Departments Providing Breakdown Data

#### Table M2. Master's Degrees Awarded by Gender

	CS		С	E		I	Total		
Male	8,956	73.9%	710	78.0%	1,690	54.3%	11,356	70.4%	
Female	3,162	26. <b>1</b> %	200	22.0%	1,422	45.7%	4,784	29.6%	
Total Known Gender	12,118		910		3,112		16,140		
Gender Unknown	919		0		190		1,109		
Grand Total	13,037		910		3,302		17,249		

	С	S	С	E		I	Total	
Nonresident Alien	8,813	73.8%	675	76.1%	1,589	49.9%	11,077	69.2%
Amer Indian or Alaska Native	23	0.2%	0	0.0%	2	0.1%	25	0.2%
Asian	921	7.7%	41	4.6%	252	7.9%	1,214	7.6%
Black or African-American	111	0.9%	9	1.0%	137	4.3%	257	1.6%
Native Hawaiian/Pac Island	3	0.0%	1	0.1%	2	0.1%	6	0.0%
White	1,842	15.4%	126	14.2%	1,040	32.7%	3,008	18.8%
Multiracial, not Hispanic	62	0.5%	10	1.1%	58	1.8%	130	0.8%
Hispanic, any race	173	1.4%	25	2.8%	102	3.2%	300	1.9%
Total Residency & Ethnicity Known	11,948		887		3,182		16,017	
Resident, ethnicity unknown	307		12		89		408	
Residency unknown	782		11		31		824	
Grand Total	13,037		910		3,302		17,249	

#### Table M3. Master's Degrees Awarded by Ethnicity

#### Table D9. PhDs Awarded by Gender and Ethnicity, From 154 Departments

	CS						CE					Т			Ethn Tot	icity als	
	Male	Fem	N/R	% of M*	% of F*	Male	Fem	N/R	% of M*	% of F*	Male	Fem	N/R	% of M*	% of F*	Total	%
Nonresident Alien	727	164	0	62	63	48	6	0	55	60	33	9	0	46	19	987	59.9
Amer Indian or Alaska Native	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	0.0
Asian	103	27	0	9	10	15	1	0	17	10	6	6	0	8	13	158	9.6
Black or African- American	6	4	0	1	2	0	0	0	0	0	3	5	0	4	10	18	1.1
Native Hawaiian/ Pac Islander	1	0	0	0	0	0	0	0	0	0	0	1	0	0	2	2	0.1
White	307	64	0	26	25	21	3	0	24	30	26	22	0	36	46	443	26.9
Multiracial, not Hispanic	4	0	0	0	0	1	0	0	1	0	2	0	0	3	0	7	0.4
Hispanic, any race	22	2	0	2	1	2	0	0	2	0	2	5	0	3	10	33	2.0
Total Res & Ethnicity Known	1,170	261	0	0	0	87	10	0			72	48	0			1,648	
Resident, ethnicity unknown	76	15	0			1	0	0			2	2	0			96	
Not Reported (N/R)	52	15	3			10	2	0			4	0	4			90	
Gender Totals	1,298	291	3			98	12	0			78	50	4			1,834	
%	81.7%	18.3%				89.1%	10.9%				60.9%	39.1%					
* % of M and % of F	column	s are tl	he perc	ent of	that ge	nder w	ho are	of the s	specifie	d ethn	icity, of	those v	whose	ethnici	ty is kn	iown	

# Appendix D. Master of Science in AI in National and International Universities (partial list)

## MS in AI-related Program in National Universities (partial list)

US University	MS Program Name
Carnegie Mellon University	1. Artificial Intelligence and Innovation; 2. Intelligent
	Information Systems; 3. Machine learning; 4.
	Robotics; 5. Computer Vision; 6. Human-computer
	Interaction
University of Georgia	1. Artificial Intelligence
Columbia University	1. Machine learning;
Indiana University	1. Intelligent Systems Engineering;
Northwestern University	1. Artificial Intelligence
University of Southern	1. Intelligent robotics
California	
University of North Carolina at Chapel Hill	1. Artificial Intelligence
-	US University Carnegie Mellon University University of Georgia Columbia University Indiana University Northwestern University University of Southern California University of North Carolina at Chapel Hill

**Note:** In addition to US universities offering MS programs in Artificial Intelligence, many universities offer Artificial Intelligence track as a concentration within Computer Science.

## MS in AI-related Program in International Universities (partial list)

	University	MS Program Name
1.	University of Edinburgh (UK)	1. Artificial Intelligence
2.	University of Birmingham (UK)	1. Human computer interaction; 2. Robotics; 3.
3.	University of Sussex (UK)	1. Intelligent and adaptive systems
4.	K. P. Leuven University (Belgium)	1. Artificial Intelligence
5.	Barcelona School of Informatics (Spain)	1. Artificial Intelligence
6.	University of Rome (Italy)	1. Artificial Intelligence and Robotics
7.	Utrecht University (Netherlands)	1. Artificial Intelligence
8.	University of Amsterdam (Netherlands)	1. Artificial Intelligence
9.	Tampere University (Finland)	1. Robotics and Artificial Intelligence
10.	Technical University of Munich	1. Robotics, Cognition and Intelligence
	(Germany)	
11.	Tokyo Institute of Technology (Japan)	4. Artificial Intelligence

# Appendix E. Master of Science in AI in Comparable Universities

## **Status of Masters of Science in Artificial Intelligence in Ohio Universities**

	University	Status of MS degree in AI
1.	Ohio State University	No independent MS degree in AI (CS-subarea)
2.	Case Western Reserve University	No independent MS degree in AI (cs-subarea)
		Minor in AI within BS (CS) program
3.	University of Cincinnati	Master of Engineering in Artificial Intelligence
4.	Wright State University	No independent MS degree in AI (CS-subarea)
5.	Ohio University	No independent MS degree in AI (CS-subarea)
6.	Cleveland State University	No independent MS degree in AI (CS-subarea)

## Status of Masters of Science in AI in Comparable National Universities

	University / Status	Status
1.	Georgia State University	No independent MS degree in AI. AI is subarea of Computer Science.
2.	University of Houston	No independent MS degree in AI. Data Analytics track within MS in Computer
3.	Western Michigan University	No independent MS degree in AI. AI is subarea of Computer Science
4.	North Texas University	No independent MS degree in AI. AI is subarea of Computer Science
5.	Utah State University	No independent MS degree in AI. AI is subarea of Computer Science
6.	Clemson University	No independent MS degree in AI. AI is subarea of Computer Science
7.	Penn State University	No independent MS degree in AI. AI is subarea of Computer Science
8.	University of South Florida	No independent MS degree in AI. AI is subarea of Computer Science
9.	Temple University	No independent MS degree in AI. AI is subarea of Computer Science
10.	Virginia Commonwealth University	No independent MS degree in AI. AI is subarea of Computer Science

# Appendix F. Associated Faculty / AI Courses Taught

	PhD Faculty	List of Courses to be taught in the Master in Al
1.	Arvind Bansal	CS 54201 – Artificial Intelligence CS 63100 – Computational Health Informatics CS 64201 – Advanced Artificial Intelligence CS 64402 – Multimedia Systems and Biometrics
2.	Michael Carl	CS 6XXXX – Natural Language Processing (under dev.)
3.	Qiang Guan	CS 63005 – Advanced Database Systems Design
4.	Ruoming Jin	CS 54202 – Principles of Machine Learning CS 63015 – Data Mining Techniques CS 63016 – Big Data Analytics
5.	Jong-Hun Kim	CS 53301 – Software Development for Robotics CS 53334 – Human-Robot Interaction
6.	JungYoon Kim	CS 53305 – Advanced Digital Design CS 63306 – Embedded Computing
7.	KwangTaek Kim	CS 57201 – Human-Computer Interaction CS 69099 – Capstone Projects
8.	Xiang Lian	CS 63018 – Probabilistic Data Management. CS 63016 – Big Data Analytics
9.	Cheng Chang Lu	CS 64301 – Pattern Recognition Principles CS 64401 – Image Processing
10.	Hassan Peyravi	CS 65203 – Wireless and Mobile Communications Networks
11.	Augustus Samba	CS 53305 – Advanced Digital Design
12.	Gokarna Sharma	CS 53302 – Algorithmic Robotics CS 53303 – Internet of Things
13.	Ye Zhao	CS 64301 – Pattern Recognition Principles CS 67301 – Scientific Visualization. CS 67302 – Information Visualization

		Year 1		Year 2		Year 3		Year 4
I. Projected Enrollment								
Headcount full-time (1)		10		25		35		40
Headcount part-time		0	· · · ·	0		0		0
Full-time equivalent (FTE) enroliment		10		25		35		40
					A.1		12	
II. Projected Program Income								
Tuition (2)	\$	168,590	\$	421,475	\$	590,065	\$	674,360
Expected state subsidy (3)	\$	67,436	\$	168,590	\$	236,026	\$	269,744
Externally funded stipends, as applicable	\$	-	\$		\$	-	\$	-
Other Income	\$	-	\$	-	\$	-	\$	-
Total Projected Program Income	\$	236,026	\$	590,065	\$	826,091	\$	944,104
III. Program Expenses (4)	⊢		-		⊢		$\vdash$	
New personnel:	<u> </u>		$\vdash$		$\vdash$			
- Instruction			<u> </u>		$\vdash$			
Full-time:	s	-	S	-	\$	-	s	
Part-time:	ŝ		Š		\$	-	ŝ	-
-Non-instruction	Ť		۴Ť-		Ť.		Ť.	
Full-time:	\$	-	\$	-				
Part-time:	ŝ	-	ŝ	-	\$		\$	-
Current personnel:	Ť		Ť				Ť	
- Instruction	$\vdash$				<u> </u>			
Full-time:	\$	-	\$		\$	-	\$	
Part-time:	\$	-	\$	-	\$	-	\$	-
-Non-instruction	Ť		Ť		Ť		Ť	
Full-time:	\$	-	\$	-	s	-	\$	-
Part-time:	\$	-	Ś	-	Š	-	\$	-
Benefits for all personnel	\$	-	\$	-	ŝ	-	\$	-
New facilities/building/space renovation (describe in narra	\$		Ŝ	-	ŝ	-	\$	-
Scholarship/stipend support	\$	-	\$	-	Ŝ	-	\$	-
Additional library resources	\$	-	\$	-	\$	-	\$	-
Additonal technology or equipment needs	\$	-	\$	-	\$	-	\$	-
Other expenses (see below)	\$	-	\$	-	\$	-	\$	-
Total Projected Program Expenses	\$	-	\$	•	\$	-	\$	•
Projected Program Net	\$	236,026	\$	590,065	\$	826,091	\$	944,104
Other Expenses								
Allocation of expenses covered by general fee (5)	\$	36.844	\$	92 109	¢	128 052	¢	1/7 375
BCM overhead - estimated at 50% (6)	ŝ	00.501	\$	248 079	9	249 560	9	209.205
BCM tuition allocation to other colleges	é	33,331	¢	240,370	9	540,509	ф Ф	390,305

\$

\$

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136,435 \$

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341,087

\$

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\$

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545,739

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477,522 \$

## Appendix G. Fiscal Impact Sheet

#### BUDGET NARRATIVE:

Total Other Expenses

(1) 10 students in the initial cohort; increasing to 15 in the second cohort (while the initial cohort is in Year 2); then increasing to 20 students for the subsequent cohorts. By Year 4, the total number of students stabilizes at 40.

Supplies (office, computer software, duplication, printing) \$

- (2) Projection based on half of the students qualifying for in-state tuition and half not.
- (3) The State contribution is estimated at 40% of the tuition amount.
- (4) Not applicable no new resources needed

Professional development

Telephone, network, and lines

Other info and communication pool

(5) Using the Estimate Percentage Distribution of Instructional and General Fee FY 19/20,

Kent Campus: General Fee: 15.61%

(6) 50% of the Projected Program Net, after subtracting the Allocation of expenses covered by the general fee.

## **Appendix H. Letters of Support**



Professor Arvind Bansal Department of Computer Science Kent State University Kent, OH 44242, USA

11/21/18

Dear Professor Bansal.

Thank you for reaching out to us at Dark Rhino Security. We are a cybersecurity company based in Columbus, Ohio with a corporate presence in Pittsburgh, Pa and London, UK, and Madrid, Spain. Our team is involved in intelligent analytics and application of artificial intelligence to provide state of the art cybersecurity solutions to provide evidence by management AI systems to the commercial and military sectors. Functional systems based on designs conceived by our senior scientist are in use in government security applications in the EU.

We see the growth of artificial intelligence market in various domains. We believe the management by evidence systems that interlink many AI approaches like cognitive processing, natural language processing, edge detection, etc. into a single unified neural net are the future. The applications in the Cyber Security field are many and we have only begun to scratch the surface. The described approach to neural nets can be applied not only to Cyber Security but to other commercial industries ranging from consumer products to finance to medicine. We endeavor to help our clients, across industries, to achieve their business goals by making significant and lasting improvements to security and financial performance.

With the anticipated growth of application of AI, we anticipate that there will be a significant growth in the demand of graduates focused in AI and intelligent analysis. We will be very interested in seeing specific programs that train AI graduates. We support Kent State University's endeavor to develop an exclusive MS program in Artificial Intelligence.

Sincerely

Manoj Tandon EVP, Chief Sales Strategy Officer



#### Support Letter from Major IBM Research Center in Watson, New York, NY



Manoj Kumar IBM Thomas J. Watson Research Center 1101 Kitchawan Road/Route 134 Yorktown Heights, New York 10598 Phone: 914-945-1417 Fax: 914-945-4425 E-mail: manoj1@us.ibm.com

November 28, 2018

Professor Arvind Bansal Department of Computer Science Mathematical Sciences Building Kent State University Kent, OH 44242

Dear Arvind,

It is a pleasure to write this letter in support of the creation of a Master in Artificial Intelligence program in the department of Computer Science at Kent University.

IBM has a long history of cutting edge research in artificial intelligence, from the chess champion Deep Blue to the Jeopardy champion IBM Watson. IBM is bringing many of its such artificial intelligence innovations to market through a broad array of product offerings such as IBM Watson Health and IBM PowerAI. Existing applications in health care, homeland security, financial fraud prevention, focused product recommendations, etc., are incorporating AI technologies at an accelerating pace to generate additional value for their end users. Analysis of vast amount of multi-modal data to develop actionable insights or comprehensive models is at the heart of this effort. Deploying these insights or models into ubiquitous end user devices and applications is another important aspect of artificial intelligence applications.

Emerging applications such as autonomous vehicles or robotics for elderly care are based on automated learning from vast amounts of observational or training data. These applications are driving disruptive transformations in the automotive and elderly care industries. The AI technology required by these applications include innovations across the board in computer science, starting from high performance systems to meet the computing power required for the learning/training aspects of artificial intelligence, low power light weight inferencing systems using that apply these models to observed data, programming environments, both development and runtimes which make efficient use of these applications, and the data amounts of multi-model data efficiently, in terms of computational complexity, are also a critical part of the artificial intelligence research.

While the industry is finding the artificial intelligence skills in short supply, traditional computer science skills such as IT services management and application support are increasingly becoming redundant as they get embodied in artificial intelligence software. Over the last decade at IBM, I have lead the Data Management Technical Strategy as Program Director, and lead the research in Analytics Systems, also as Program Director. In these positions I have played a significant role in adaption of technologies that fall under the broad umbrella of artificial intelligence (AI) in a broad range of IBM products. I believe that the trend of incorporating AI will accelerate in future.

The creation of a Master in Artificial Intelligence program will be a major step in creating a future workforce critical to the needs of US economy, not to mention that the students enrolling in this program can look forward to professionally satisfying and economically rewarding careers.

Regards, mor

Manoj Kum<del>ar</del> Program Director, Analytics Systems

### Support Letter from First PhD Alumni in Al

(Employed in NASA Glenn Research Center, Cleveland, Ohio, since 2001)

Professor Arvind Bansal Department of Computer Science Kent State University Kent, OH 44242, USA

November 7, 2018

Dear Professor Bansal.

Thank you for reaching out to me.

As you know, I finished my PhD in Computer Science at Kent State in 2001. With your support and that of the department, I was able to complete my dissertation in which I developed a distributed knowledge-based modeling environment and demonstrated its application to aircraft engine design. That research was a collaboration with NASA Glenn Research Center by way of a Graduate Student Research Program (GSRP) fellowship and subsequently led to a permanent position with NASA Glenn, where I am still employed as an aerospace technologist today.

Lately, I have seen increased interest here in the research community in applying recent advances in machine learning to engineering problems such as noise prediction for aircraft engines and computational fluid dynamics. While companies such as Google, Tesla and Amazon have been developing and applying these technologies for a while, it is a new and promising approach to some of the optimization and design problems we see in aerospace. As someone who travels the Ohio Turnpike on a daily basis, I am also aware that the Ohio Department of Transportation (ODOT) is involved in a long term project in which it aims to be a leader in "Smart Mobility" and autonomous driving.

I understand that there is a proposal at hand for a new MS in Artificial Intelligence within the Department of Computer Science. I think the availability of such a specialized degree program at Kent State could create a valuable pool of talent to supply the growing interest in this technology in both government and industry. I have identified only two specific examples that I am aware of here in our local area, but I expect that opportunities for graduates with AI-related degrees are much greater and will only continue to increase.

I think the proposed degree program is timely and would serve prospective students and their future employers well. I wish you in the department and at the university great success with this program.

Sincerely, // C Stephen W. Ryan

## **Support Letters from Related Academic Disciplines**

### **Support Letter from Department of Biological Sciences**



March 1, 2019

To whom it may concern:

On behalf of the Department of Biological Sciences, I am pleased to offer support of the proposed MS in Artificial Intelligence. The Computer Science Department is well positioned to offer this new degree.

We are excited about the potential for collaboration afforded by this new program. We are eager to support and interact with the Computer Science program as this new degree moves forward.

Sincerely,

Lan Ly

Laura G. Leff Professor, Chair Biological Sciences

### **Support Letter from Department of Psychological Sciences**



March 7, 2019

To whom it may concern:

I have reviewed the proposal to establish an MS in Artificial Intelligence, and I am very pleased to provide my strong support. The Computer Science Department is very well positioned to offer this new degree. The Department of Psychological Sciences is excited about the many opportunities for collaboration that this new program provides, and we are eager to support the program as this new degree moves forward.

Sincerely,

Loneria S. 7

Maria S. Zaragoza Professor and Chair Department of Psychological Sciences

Department of Psychological Sciences P.O. Box 5190 • Kent, Ohio 44242-0001 330-672-2166 • Fax: 330-672-3786 • http://www.kent.edu

#### Support Letter from the Department of Modern and Classical Languages



September 20, 2019

Dear Chair Khan,

I am writing to express the strong support of the Department of Modern and Classical Language Studies for the creation of the proposed MS in Artificial Intelligence in Computer Science. Natural Language interfaces and translation are key to human and intelligent machine interfaces. In addition, natural language translation and natural language understanding are part of Artificial Intelligence research and curricula. Consequently, I am confident that we can enhance our collaboration through this new degree.

Our departments already share Professor Michael Carl, who has distinguished himself in the areas of machine translation of natural languages, cognitive aspects of natural language translation and man-machine interfaces. We are very excited about this new program, which will deepen our mutually beneficial collaboration.

Sincerely,

Keiran J. Dunne Professor and Chair Department of Modern and Classical Languages

Modern and Classical Language Studies P.O. Box 5190 • Kent, Ohio 44242-0001 330-672-2150 • Fax: 330-672-4009 • http://www.kent.edu/mcls

#### Support Letter from College of Aeronautics and Engineering

Re: Proposed MSAI Program Curriculum

EPC Agenda | 27 January 2020 | Attachment 22 | Page 25

Subject: Re: Proposed MSAI Program Curriculum From: "Bloebaum, Christina" <cbloebau@kent.edu> Date: 11/12/2019 9:46 AM To: "Javed I. Khan" <javedkent@gmail.com>, "VAN DULMEN, MANFRED" <mvandul@kent.edu> CC: "KHAN, JAVED" <javed@kent.edu>, "TILLETT, THERESE" <ttillet1@kent.edu>, "BLANK, JAMES" <jblank@kent.edu>, "Haley, Mary Ann" <mhaley@kent.edu>

Dear Javed,

I apologize that it has taken us this long to do a thorough review. It was critical that all my new faculty consider this. I have iterated with all our relevant faculty on the proposal. We are excited to see this program. There are a few points we are hoping we can work out as the complete proposal is developed. Our understanding is that this is the initial inquiry. If I am incorrect, please let me know!

First, I am sure everyone is aware that AI is an area of research that certainly fits solidly in CS, but also is a big research area within engineering. For instance, AI was part of my own PhD dissertation (30 years ago!), is presently a huge part of my PhD student's work back in Iowa. It is a critical area of research in systems design, autonomous systems, and many areas across engineering. Almost every one of my new hires has research in AI. Hence, the biggest concern from our college and our faculty engaged in relevant research (all our new faculty, for instance) is that there not be a message sent that the only place at Kent State to do AI research is in CS.

Our faculty are hopeful that a few things might be considered by the CS faculty and administrators.

First, is there any way to slightly modify the name of the concentration so that it is not all inclusive? We ask that it be considered.

Second, our own faculty are developing courses that would fit extremely well within this curriculum as electives. Our faculty are looking forward to having their students take many of these courses as electives. We are proposing a win-win. My faculty ask that the CS faculty and administrators consider whether there can be more room in the degree to enable students to take relevant electives in our college. We will do the same from our end as our MS/PhD proposals move forward. For instance, many of these courses would be perfect for our MS/PhD degrees in both Aerospace Engineering and Mechatronics Engineering. Here are the courses being developed in the next year or two, as an example of relevance. Deep Learning for Autonomous Robotics, Deep Reinforcement Learning for Human-Robot Swarm Interaction, Computer and Robot Vision, and others.

Again, we fully support this program and look forward to working with CS faculty and administrators as this moves forward.

Please let me know what kind of letter would be needed as this moves forward.

I hope this is helpful,

Christina

Christina L. Bloebaum Dean College of Aeronautics and Engineering

#### 330-672-0790 cbloebau@kent.edu

From: Javed I. Khan <javedkent@gmail.com>

Sent: Wednesday, November 6, 2019 6:08 PM

To: VAN DULMEN, MANFRED <mvandul@kent.edu>; Bloebaum, Christina <cbloebau@kent.edu>; Spake, Deborah <dspake@kent.edu>; Reynolds, Amy <areyno24@kent.edu>

Cc: KHAN, JAVED <javed@kent.edu>; TILLETT, THERESE <ttillet1@kent.edu>; BLANK, JAMES <jblank@kent.edu>; Haley, Mary Ann <mhaley@kent.edu>

Subject: Re: Proposed MSAI Program Curriculum

Just noted while opening the file the document might be difficult to read with few review format issue. Here is a fixed version- and should be easier to ready..

Best,

-Javed.

VAN DULMEN, MANFRED wrote:

Christina, Deborah, & Amy:

Attached is the latest version of the MSAI proposed curriculum. I understand Javed would like to have this proposal (Program Development Plan, initial inquiry) discussed at EPC in the near future (I had circulated a previous version of this proposal this past May). Could you take a look at the proposal and let Javed and me know whether you or your faculty have any major concerns/whether there is a need to meet. As always, the specifics of the proposal can be worked out as they work on the full proposal. Ideally, could you let us know thoughts/concerns/questions by the end of November? Please also let me know if you have any concerns about the timeline. Thanks in advance,

Manfred H. M. van Dulmen, PhD Interim Associate Provost for Academic Affairs Office of the Provost (2<sup>nd</sup> Floor Library) Kent State University OH 44242 USA 330-672-3115 <u>mvandul@kent.edu</u>



---

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

### Support Letter from College of Communication and Information

From: Reynolds, Amy <areyno24@kent.edu> Sent: Wednesday, December 11, 2019 11:02 AM To: VAN DULMEN, MANFRED <mvandul@kent.edu>; Spake, Deborah <dspake@kent.edu> Cc: KHAN, JAVED <javed@kent.edu>; TILLETT, THERESE <ttillet1@kent.edu>; BLANK, JAMES <jblank@kent.edu>; Haley, Mary Ann <mhaley@kent.edu> Subject: Re: Proposed MSAI Program Curriculum

Hi Manfred,

I have no additional comments and support the pre-proposal.

Thanks,

Amy

From: "VAN DULMEN, MANFRED" <<u>mvandul@kent.edu</u>>
Date: Wednesday, December 11, 2019 at 8:36 AM
To: "Spake, Deborah" <<u>dspake@kent.edu</u>>, "Reynolds, Amy" <<u>areyno24@kent.edu</u>>
Cc: "KHAN, JAVED" <<u>javed@kent.edu</u>>, "TILLETT, THERESE" <<u>ttillet1@kent.edu</u>>, "BLANK, JAMES"
<<u>iblank@kent.edu</u>>, "Haley, Mary Ann" <<u>mhaley@kent.edu</u>>
Subject: RE: Proposed MSAI Program Curriculum

Deb & Amy: CS has feedback from CAE on this proposal. do you have any additional comments or would you support this pre-proposal to go to EPC in January? As a reminder, this is just a pre-proposal and will be an information item on the EPC agenda. units can also be consulted as the full proposal is being developed. Thanks,

Manfred H. M. van Dulmen, PhD

Interim Associate Provost for Academic Affairs

Office of the Provost (2<sup>nd</sup> Floor Library)

Kent State University OH 44242 USA

330-672-3115 mvandul@kent.edu

## **Appendix I. Course Descriptions**

#### CS 53301 SOFTWARE DEVELOPMENT FOR ROBOTICS 3 Credit Hours

Robots are being used in multiple places that are not easily accessible for humans, to support the lack of available labor, to gain extra precision, and for cost effective manufacturing processes, monitoring, space exploration, precision surgery and artificial limb support for elderly and physically challenged persons. Computer science is an integral part of robotics as it includes areas such as computer algorithms, artificial intelligence, and image processing that are essential aspects of robotics. This first course on robotics will teach the students various motions of rigid robots, mathematics and algorithms related to these motions, motion planning, obstacle avoidance, intelligent path planning including use of various sensors.

Prerequisite: Graduate Standing.

Schedule Type: Lecture and Lab Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 53302 ALGORITHMIC ROBOTICS 3 Credit Hours

This course provides students theoretical, mathematical, and practical foundations for the design, analysis, and evaluation of algorithms for robots for diverse robotic applications. We will focus on a principled and mathematically sound approach to the design of algorithms for robots rather than ad hoc and hacking development approaches.

Prerequisites: Graduate Standing

Schedule Type: Lecture Contact Hours: 3 lecture

#### CS 53303 INTERNET OF THINGS 3 Credit Hours

This course will provide a comprehensive understanding of the Internet of Things by looking into a variety of real-world application scenarios, existing and new technologies and architectures, communication protocols and standardization efforts, societal and behavioral changes, and how to apply these technologies to tackle real-world problems.

Prerequisite: Graduate Standing.

Schedule Type: Lecture Contact Hours: 3 lecture

Grade Mode: Standard Letter

Grade Mode: Standard Letter

#### CS 53305 ADVANCED DIGITAL DESIGN 3 Credit Hours

This course describes techniques in the design of digital systems. Topics covered include combinational and sequential logic, gate-level minimization, registers and counters, memory and programmable logic, hardware description languages, digital communication including serial and parallel and synchronous and asynchronous methods.

Prerequisite: Graduate standing

Schedule Type: Lecture Contact Hours: 3 lecture

Grade Mode: Standard Letter

#### CS 53334 HUMAN-ROBOT INTERACTION 3 Credit Hours

Human-Robot Interaction (HRI) is the study of interactions between humans and robots dedicated to understanding, designing, and evaluating robotic systems for use by and with humans. HRI is a multidisciplinary field that incorporates human-computer interaction, artificial intelligence, robotics, natural language understanding, design, and social sciences. Interaction between humans and robots may take several forms, but are generally categorized by how close in proximity the humans and robots are to each other such as remote, proximate, and hybrid interaction. In the class, students will learn the fundamental technologies and theories in each category, and blend this knowledge with various case studies and lab activities. Prerequisites: Graduate Standing

Prerequisite: Graduate standing and CS 53301

Schedule Type: Lecture Contact Hours: 3 lecture

Grade Mode: Standard Letter

#### CS 54201 ARTIFICIAL INTELLIGENCE 3 Credit Hours

Examines goals, problems, concepts and methods of artificial intelligence heuristic versus algorithmic methods, natural language comprehension, theorem proving.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture

Grade Mode: Standard Letter

#### CS 54202 Principles of Machine Learning 3 credit Hours (approved)

This introductory course will provide an overview of some fundamental concepts, techniques and algorithms in machine learning & deep learning, and will give students a basic understanding (ideas and intuitions) of how modern machine learning works. Specifically, we have three main objectives: 1. To help students get familiar with the fundamental mathematical tools (linear algebra, probability theory, statistical inference, numerical optimization, and learning theory) which lays the foundation of machine learning algorithms and techniques; 2. To introduce the core machine learning concepts and topics, such as linear regression, classification, SVM, and neural networks (and its deep variants); In addition, we will utilize the recommendation system for students to learn how real world machine system works; 3. Teach students how to program and use the latest machine learning packages, such as Tensorflow.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 57201 HUMAN COMPUTER INTERACTION 3 Credit Hours

Approaches the human-computer interaction as an activity of the human whose productivity is increased by the use of the computer as a tool. Examines physiology and psychology considers the structure and operation of the computer and models the interaction between the two.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

#### CS 63005 ADVANCED DATABASE SYSTEMS DESIGN 3 Credit Hours

Introduction to a variety of advanced database topics and on-going trends in modern database systems. The course includes advanced issues of object-oriented database, XML, advanced client server architecture and distributed database techniques.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 63015 DATA MINING TECHNIQUES 3 Credit Hours

Concepts and techniques of data mining. Data mining is a process of discovering information from a set of large databases. This course takes a database perspective on data mining.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 63016 BIG DATA ANALYTICS 3 Credit Hours

Introduces computing platforms with focus on how to use them in processing, managing and analyzing massive datasets. Utilizes several key data processing tasks, including simple statistics, data aggregation, join processing, frequent pattern mining, data clustering, information retrieval, page-rank and massive graph analytics as the case study for large scale data processing.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture

Grade Mode: Standard Letter

### CS 63017 BIG DATA MANAGEMENT 3 Credit Hours

This course will cover a series of important Big-Data-related problems and their solutions. Specifically, we will introduce the characteristics and challenges of the Big Data, state-of-the-art computing paradigm sand platforms (e.g., MapReduce), big data programming tools (e.g., Hadoop and MongoDB), big data extraction and integration, big data storage, scalable indexing for big data, big graph processing, big data stream techniques and algorithms, big probabilistic data management, big data privacy, big data visualizations, and big data applications (e.g., spatial, finance, multimedia, medical, health, and social data).

Prerequisite: Graduate Standing.

Schedule Type: LectureContact Hours: 3 lectureGrade Mode: Standard Letter

### CS 63018 PROBABILISTIC DATA MANAGEMENT 3 Credit Hours

This course addresses the fundamental concepts and techniques for probabilistic data management in the area of databases. Probabilistic data are pervasive in many real-world applications, such as sensor networks, GPS system, location-based services, mobile computing, multimedia databases, data extraction and integration, trajectory data analysis, semantic web, privacy preserving, and so on. This class also covers major research topics such as probabilistic or uncertain data models, probabilistic queries, probabilistic queries, and data quality issues in databases.

Prerequisite: Graduate Standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Grade Mode: Standard Letter

### CS 63100 COMPUTATIONAL HEALTH INFORMATICS 3 Credit Hours

The course describes computational techniques and software tools for managing and transmitting health related information and automated analysis of medical and biosignal data. Prerequisites: Graduate Standing **Prerequisite:** Graduate Standing.

Schedule Type: Lecture Contact Hours: 3 lecture

#### CS 63306 EMBEDDED COMPUTING 3 Credit Hours

Computational issues structuring programs for processors embedded in other devices, such as those found in automobiles and biological and chemical sample processing devices.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 64201 ADVANCED ARTIFICIAL INTELLIGENCE 3 Credit Hours

Additional topics in AI such as logic programming, advanced problem-solving systems, understanding natural languages, vision, learning, plan-generating systems.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

### CS 64301 PATTERN RECOGNITION PRINCIPLES 3 Credit Hours

Introduction to mathematical pattern recognition, feature selection, distribution-free classification, statistical classification, non-supervised learning, sequential learning and application.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

### CS 64401 IMAGE PROCESSING 3 Credit Hours

This course covers digital processing of digital imagery. Digitization of TV imagery, noise removal, image enhancement, edge and texture detection, object recognition and scene analysis.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture

Grade Mode: Standard Letter

Grade Mode: Standard Letter

#### CS 64402 MULTIMEDIA SYSTEMS AND BIOMETRICS 3 Credit Hours

This course discusses computational techniques for the fusion of multimedia data recorded by sensors for human-identification using automated analysis of biometric signals.

Prerequisite: Graduate Standing.

Schedule Type: Lecture Contact Hours: 3 lecture

#### CS 65203 WIRELESS AND MOBILE COMMUNICATION NETWORKS 3 Credit Hours

Examines how wireless systems work and how mobile systems are supported by the underlying network infrastructure. Course covers the architecture and the interactions among different functional units in wireless and mobile systems.

Prerequisite: Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 67301 SCIENTIFIC VISUALIZATION 3 Credit Hours

Discusses the visualization of scientific, engineering and medical data sets. Introduces mechanisms to acquire sampled or computed data and points out methods to transform these data into the visual system. **Prerequisite:** Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 67302 INFORMATION VISUALIZATION 3 Credit Hours

Information visualization is the science that unveils the underlying structure of data sets using visual representations that utilize the powerful processing capabilities of the human visual perceptual system. In this class, we will study algorithms and systems for visually exploring, understanding, and analyzing large, complex data sets. Information visualization focuses on abstract data such as symbolic, tabular, networked, hierarchical, or textual information sources. The objectives of the course are to learn the principles involved in information visualization and a variety of existing techniques and systems. The students will also gain backgrounds and skills that will aid the design of new, innovative visualizations in realistic applications. **Prerequisite:** Graduate standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

#### CS 69192 GRADUATE INTERNSHIP 3 Credit Hours

Supervised work experience in Artificial Intelligence. Since this work will be outside the department a report and final presentation will be required; a site visit might also be needed.

Prerequisite: Special approval.

Schedule Type: Practicum or InternshipContact Hours: 3 otherGrade Mode: Satisfactory/Unsatisfactory or IPAttributes: Experiential Learning Requirement

### CS 69099 CAPSTONE PROJECT 3 credit or 6 credit hours

The course is an integrative experience that brings together all components of the graduate Artificial Intelligence curriculum in an applied, hands-on real-world setting.

Prerequisite: Graduate standing

Schedule Type: Combined Lecture and Lab Contact Hours: 3 credit

Grade Mode: Standard Letter Attributes: Experiential Learning Requirement

### CS 69199 THESIS I 6 Credit Hours

Thesis student must register for a total of 6 hours, 6 hours distributed over one or more semesters. The thesis will be exclusive to the research in Artificial Intelligence (including focus areas) and its applications. **Prerequisite:** Graduate standing.

Schedule Type: Master's Thesis Contact Hours: 6 credit Grade Mode: Satisfactory/Unsatisfactory or IP

## Appendix J. Curriculum Vitae of the Involved Faculty Members

Arvind K. Bansal, PhD

Full Professor (Computer Science) Director — Artificial Intelligence Laboratory Phone: +1 330-672-9035; E-mail: akbansal@kent.edu Website: <u>http://www.cs.kent.edu/~arvind</u>

#### **Research Contribution Areas**

Artificial intelligence and intelligent agents, knowledge representation; biosignal analysis, multimedia systems; programming languages, parallel and distributed logic programming, bioinformatics, social robotics (humanoid gestures generation and emotion recognition), computational health informatics

#### Education

1979	B. Tech Electrical Engineering, Indian Institute of Technology, Kanpur, India.
1983	M.Tech. Computer Science and Engineering., Indian Institute of Technology, Kanpur, India.
1988	Ph.D., Computer Science and Engineering., Case Western Reserve University, Cleveland, USA.

#### Experience

2005 onwards	Full Professor, Computer Science, Kent State University, Kent, OH 44242, USA
1993-2005	Associate Professor, Computer Science, Kent State University, Kent, Ohio 44242, USA
1988-1993	Assistant Professor, Computer Science, Kent State University, Kent, Ohio, USA
Fall 2004	Visiting faculty, Dept of Computer Engineering, Benares Hindu University, India(on sabbatical)
Fall 2004	Visiting Faculty, Indian Institute of Technology at Kanpur, Kanpur, India, (on sabbatical)
Spring 1996	CRC Research Fellow, University of Melbourne. Melbourne, Australia, (on sabbatical)
Fall 1995	Visiting Faculty, EMBL Heidelberg, Germany, (on sabbatical)
Summer 1993	Summer Research Fellow, MCS Division, Argonne National Laboratory, IL, USA

#### **Extramural Research Grants and Fellowships**

- Extramural Research funded by NASA, Ohio Board of Regents, Wright Patterson Airforce Base and Air Force
- Fellowships from German Federal Agency and Australian Government
- Summer Faculty at Argonne National Laboratory, Illinois, USA

#### Selected Relevant Publications (Total Publications 75+)

- 1. A. Singh and A. K. Bansal, "A Declarative Model and an Inference Engine to Generate Non-emotional Head-based Conversational Gestures for Human-humanoid Interactions," *International Journal of Computers and Their Applications*, Vol. 26, No. 2, June 2019, pp. 49-66.
- Purva R. Gawde, Arvind K. Bansal and J. Nielson "Integrating Markov Model, Bivariate Gaussian Distribution and GPU based Parallelism for Accurate Real-time Diagnosis of Arrhythmia Subclasses," *IEEE Future Technologies Conference (FTC)*, Vancouver, BC, Canada, 13-14, November 2018, available as Book Series Intelligent Systems and Applications (AISC), K. Arai et. el. (Ed.), Vol. 880, 2019, Springer, pp. 569-588.
- 3. P. R. Gawde, A. K. Bansal, and J. Nielson, "Integrating Markov Model and Morphology Analysis for Automated Finer Classification of Ventricular Arrhythmia in Real Time," *IEEE International Conference in Biomedical and Health Informatics*, Orlando, Florida, USA, February 2017, pp. 409 412.
- 4. M. Ghayoumi, M. Thafar, A. Bansal, "A Formal Approach for Multimodal Integration to Derive Emotions," *Journal of Visual Languages and Sentient Systems*, Vol. 2, December 2016, pp. 48-54.
- A. K. Bansal, "Incorporating Fault Tolerance in Distributed Agent Based Systems by Simulating Biocomputing Model of Stress Pathways," SPIE Defense and Security Symposium, April 2006, Orlando, Florida, pp. Vol. 6201, pp. 620108-01 – 62010810

- 6. A. Guercio, B. Simoes, and A. K. Bansal, "Towards Large Scale Voice Activated Dynamic and Interactive Internet Based Animation AND Modeling," *Proceedings of the IASTED International Conf. on Software Engineering and Applications,* Cambridge, Massachussets, 2004, pp. 749-754.
- 7. S. Ryan and A. K. Bansal, "A Scalable Distributed Multimedia Knowledge Retrieval System on a Cluster of Heterogeneous Architectures over the Internet," *The Intl Journal for Tools with Artificial Intelligence*, (2000), 9:3, 343-367.
- 8. A. K. Bansal and P. Bork, "Applying Logic Programming to Derive Novel Functional Information in Microbial Genomes," *Proceedings of the First International Workshop on Practical Aspects of Declarative Languages, Lecture Notes Series of Springer Verlag*, (1999), LNAI 1551, 274 289.
- 9. A. K. Bansal, K. Rammohanarao, A. Rao, "A Distributed Storage Scheme for Replicated Beliefs to Facilitate Recovery in Distributed System of Cooperating Agents," *Fourth International AAAI Workshop on Agent Theory, Architecture, and Languages, Lecture Notes in Springer Verlag Series,* (1998), LNAI 1365, 77 92.
- 10. J. Potter, J. Baker, A. K. Bansal, S. Scott, C. Ashtagiri, "Associative Model of Computing," *IEEE Computer Journal*, Vol. 27, No. 11, 1994, 19 25.

#### **Graduate Students Supervision**

Graduated *four* PhD students and *sixteen* MS students in artificial intelligence; Knowledge Representation, data mining of genomic data; machine learning tools for healthcare; multimedia systems and languages, speech analysis, social robotics

#### Textbooks

- Arvind K. Bansal, Introduction to Programming Languages, ISBN-13: 978-146-6565142, CRC Press, Dec. 2013, sole author, a textbook for junior level core course
- Arvind K. Bansal, Javed I. Khan, and S. Kaisar Alam, *Computational Health Informatics*, ISBN 13: 978-149-8756631, CRC Press, January 2020, Principal author, a graduate (MS) level text-book.

#### **Relevant Graduate Courses Taught**

1) CS 54201 — Artificial Intelligence; 2) CS 64201 — Advanced Artificial Intelligence; 3) CS 63306 — Computational Health Informatics; 4) CS 64402 - Biometrics and Multimedia Systems; 5) CS63306 - Embedded Computing

#### **Synergistic Activities**

- 1991-2019 Program Committees/session chair of more than *eighty* international conferences
- 1988-2019 Referee for <u>100+</u> international conferences and <u>seventeen</u> international journals
- 1992-2011 Editorial Board, International Journal for Tools with Artificial Intelligence
- Since 2004 Panelist and/or reviewer for National Science Foundation (NSF), National Institute of Health (NIH), NASA, European Council for Research (ECRC); Japanese fifth generation project
- 2001 General Conference Chair, Intl Conf. on Tools with Artificial Intelligence, Dallas, Texas
- 1994 Vice Program Chair, Intl Conf. on Tools with Artificial Intelligence, New Orleans, USA
- Multiple years of program development and policy development experience as curriculum coordinator and graduate committee member in the department.

## Michael Carl

Full Professor (Computer Science and Languages)Director - Center for Research and Innovation in Translation and Translation TechnologyDepartment of Modern and Classical LanguagesKent State University, Kent, OH 44242Phone: +1 330 983 3352 ; Email: mcarl6@kent.edu

#### Education

- 2001 Ph.D. in Computer Sciences, Universität des Saarlandes, Saarbrücken, Germany. Dissertation title: *Example-based Decomposition, Generalisation and Refinement for Machine Translation*
- 1993 M.A. Sciences of Communication and Foundations of Language and Music, TU, Berlin, Germany.
- 1991 DEA en Intelligence Artificielle, Reconnaissance des formes et Applications, Université Paris Jussieu, Paris, France. (M. Sc. Artificial Intelligence, Pattern Recognition and Applications)
- 1990 M.A. (Computational Linguistics), Université Paris Jussieu, Denis-Diderot (Paris 7), Paris, France

1989 B.A. Computational Linguistics, Université Paris Jussieu, Denis-Diderot (Paris 7), Paris, France

#### **Experience (Post-doctoral)**

since Aug. 2018 Full Professor, Computer Sciences and Modern & Classical Language Studies, Kent State Uni., USA
2017 – 18 Full Professor, School of Foreign Languages, Renmin University of China, Beijing, China.
2013 – 17 Professor mso. (with special obligations), Copenhagen Business School, Copenhagen, Denmark
2008 – 13 Associate Professor, Copenhagen Business School, Copenhagen, Denmark
1994 – 2008 Researcher at the Institut für Angewandte Informationsforschung (IAI), Saarbrücken, Germany
Jan-Dec.. 2002 Postdoc (Statistical Machine Translation), RALI, Université de Montreal, Québec, Canada

#### Research Grants and Projects (multimillion Euro/British Pounds funding as PI)

- Impetus, Co-PI, 2019-2021.
- Memento, Principal Investigator, Macau, MYRG, 2018 2020
- CASMACAT, Principal Investigator, EU-FP7, 2011 2014
- International network program, project manager and coordinator, Denmark, 2011 2013
- Eye-to-IT, Researcher, EU-FP6, Denmark, 2008 2009
- METIS-II, Principal Investigator, EU-FP6, Germany, 2004 2007
- Gendercheck, Project manager, University of the Saarland, 2003
- Uni-Deutsch, Researcher, BMBF, Germany, 2001 2003

Patent: <u>Translation Method and Computer Programme for Assisting the Same</u>, Patent No. WO/2013/083132, dk,

#### **Industrial Products**

In my work at the Institut für Angewandte Informationsforschung (IAI) between 1994 and 2008, I was involved in the conceptual design and implementation of IAI's software products and a number of applied research projects. I have developed a shallow, rule-based parser, an example-based MT system and an abductive terminology processor:

- CLAT (Controlled Language Authoring Technology) is an industrial product designed to help technical authors for controlled authoring and controlled language checking. It is in use at BMW AG, DaimlerChrysler, Siemens and others.
- DUDEN: a grammar checking tool for German in co-operation with DUDEN. More than 100.000 software copies have been sold at the end of 2008.
- AUTINDEX: is a system which automatically indexes and classifies documents. The approach is based on a controlled vocabulary and shallow natural language processing technologies.

#### **Recent Selected Peer-reviewed Publications (Total: 150+)**

- 1. Carl, Michael; María Cristina Toledo Báez. "Machine Translation Errors and the Translation Process: A Study across Different Languages," In: *Journal of Specialised Translation*, No. 31, 1.2019, p. 107-132)
- 2. Carl, Michael, Moritz Schaeffer, "The Development of the TPR-DB as a Grounded Theory Method. *Translation,*" *Cognition & Behaviour* 1:1, 2018, pp 168-193.
- 3. Carl; Michael, Moritz Schaeffer, "Why Translation Is Difficult: A Corpus-based Study of Non-literality in Post-editing and From-scratch Translation," *Hermes*, 56, 2017, pp 43-57.
- 4. Carl; Michael, Moritz Schaeffer, "Measuring Translation Literality," In: Arnt Lykke Jakobsen; Bartolomé Mesa-Lao (eds.) *Translation in Transition: Between Cognition, Computing and Technology*, (Benjamins Translation Library, Vol. 133), John Benjamins Publishing Company, Amsterdam, 2017, pp 82-106.
- 5. Carl, Michael, Moritz Schaeffer, M. J., "Models of the Translation Process," In J. W. Schwieter, and A. Ferreira (eds.) *The Handbook of Translation and* Cognition. *Hoboken*, NJ: Wiley-Blackwell, 2017, pp 50-70.
- 6. Schaeffer; Moritz, Michael Carl. (2017) A Minimal Cognitive Model for Translating and Post-editing\_In: Sadao Kurohashi; Pascale Fung (eds.) *Proceedings of MT Summit XVI*: Vol.1 Research Track. Nagoya: International Association for Machine Translation 2017, pp 144-155.
- 7. Carl, Michael, Srinivas Bangalore, Moritz Schaeffer, "Computational Linguistics and Translation Studies: Methods and Models," In: Yves Gambier; Luc van Doorslaer (eds.) *Border Crossings: Translation Studies and Other Disciplines*. Amsterdam: John Benjamins Publishing Company, 2016, pp. 225-244.
- Alabau, Vicente, Michael Carl, Francisco Casacuberta, Mercedes Garcia Martinez, Jésus González-Rubio, Bartolomé Mesa-Lao, Daniel Ortíz-Martínez, Moritz Schaeffer, Germán Sanchis-Trilles, "Learning Advanced Post-editing," In: Michael Carl, Srinivas Bangalore, Moritz Schaeffer (eds.) New Directions in Empirical Translation Process Research: Exploring the CRITT TPR-DB. Cham: Springer, 2016, pp 95-110.
- 9. Bangalore, Srinivas, Bergljot Behrens, Michael Carl, Maheshwar Ghankot, Arndt Heilmann, Jean Nitzke, Moritz Schaeffer, Annegret Sturm (2016) Syntactic Variance and Priming Effects in Translation. In: Michael Carl, Srinivas Bangalore, Moritz Schaeffer (eds.) *New Directions in Empirical Translation Process Research: Exploring the CRITT TPR-DB*. Cham: Springer, 2016, pp. 211-238.
- Daems, Joke, Michael Carl, Sonia Vandepitte, Robert Hartsuiker, Lieve Macken, "The Effectiveness of Consulting External Resources During Translation and Post-editing of General Text," In: Michael Carl, Srinivas Bangalore, Moritz Schaeffer (eds.) New Directions in Empirical Translation Process Research: Exploring the CRITT TPR-DB. Cham: Springer, 2016, pp 111-133.
- 11. Carl, Michael, Silke Gutermuth and Silvia Hansen-Schirra (2015) Post-editing Machine Translation: A Usability Test for Professional Translation Settings. In: Aline Ferreira, John W. Schwieter (eds.) *Psycholinguistic and Cognitive Inquiries into Translation and Interpreting*. Amsterdam: John Benjamins Publishing Company, 2015, pp 145–174.

#### Graduate Students Supervision

• Guided eight PhD students and several MAs in the areas of speech recognition, machine translation, empirical methods for cognitive translation studies

#### **Relevant Courses Taught**

1) Introduction to Machine Translation (1998-2005); Terminology Extraction and Maintenance; 3) Cognitive Translation Studies; 4) Empirical Methods for Cognitive Translation Studies; 5) Behavioral Data and Data Analytics; 6) Human-computer Interaction in Translation

#### **Synergistic Activities**

- Organized eight international workshops and participated in numerous research panels
- Visiting Scholar at Stanford University (Fall 2009); National Institute of Informatics, Tokyo (2015-16); University of Nantes, France (summer 2017).
- Maintain and update CRITT database (<u>https://sites.google.com/site/centretranslationinnovation/tpr-db</u>)

## Qiang Guan, PhD

#### Assistant Professor (Computer Science) Director — Green Ubiquitous Autonomous Networking Systems Laboratory Phone: +1 330 672 2191; Email: qguan@kent.edu Website: http://www.cs.kent.edu/~qguan/

#### Education

- 2005 B. S., Communication Engineering, Northeastern University, Shenyang, China
- 2008 M. S., Information Engineering, Myongji University, Seoul, South Korea
- 2014 Ph. D., Computer Science and Engineering, University of North Texas, Denton, Texas, USA

#### Experience

2018- present	Assistant Professor, Department of Computer Science, Kent State University, Kent, Ohio, USA
2018-present	Guest Scientist, Data Science at Scale, Los Alamos National Laboratory, Los Almos, NM, USA
2015-2017,	Scientist, Data Science at Scale, Los Alamos National Laboratory , Los Almos, NM, USA
2014-15	Post-doc researcher (High Performance Computing), Los Alamos National Laboratory, NM, USA

#### **Selected Publications**

- Chen J, Guan Q, Lian X, Bryant P, Grubel P, McPherson A, Lo L, Randles T, Chen Z. (2018). Build and Execution Environment (BEE): An Encapsulated Environment Enabling HPC Applications Running Everywhere, IEEE Bigdata. Seattle.
- 2. Chen X, Guan Q, Lo L, Su S, Ren Z, Ahrens J and Estrada T. (2018). In situ TensorView: In situ Visualization of Convolutional Neural Networks. IEEE Bigdata. Seattle.
- 3. Chen J, Guan Q, Zhang Z, Lian X, Zhang Z, Vernon L, McPherson A, Lo L, Grubel P, Ahrens J. (2018). BeeFlow: A Workflow Management System for in situ Processing Across HPC and Cloud Systems. ICDCS.
- 4. Guan Q, DeBardeleben N, Wu P, Eidenbenz S, Blanchard S, Monroe L, Baseman E, Tan L. (2016). Design, Use, and Evaluation of P-FSEFI: A Parallel Soft Error Fault Injection Framework for Emulating Soft Errors in Parallel Applications, Proceeding of EAI International Conference on Simulation Tools and Techniques (SIMUTOOLS).
- 5. Wu P, Guan Q, DeBardeleben N, Blanchard S, Tao D, Liang X, Chen J, Chen Z. (2016) Towards Practical Algorithm Based Fault Tolerance in Dense Linear Algebra". Proceeding of High Performance and Parallel and Distributed Computing (HPDC). Japan.
- Huang S, Fu S, Debardeleben N, Guan Q, Xu C. (2015). Differentiated Failure Remediation with Action Selection for Resilient Computing", Proceeding of the IEEE Pacific Rim International Symposium on Dependable Computing. China.
- Guan Q, DeBardeleben N, Atkinson B, Robey R, Jones W. (2015). Towards Building Resilience Scientific Applications: Resilience Analysis on the Impact of Soft Error and Transient Error Tolerance with CLAMR Hydrodynamics Mini-App", Proceeding of IEEE Cluster.
- Guan Q, Fu S, DeBardeleben N, Blanchard S. (2014). F-SEFI: A Fine-Grained Soft Error Fault Injection Tool for Profiling Application Vulnerability. Proceeding of IEEE International Parallel & Distributed Processing Symposium, Phoenix, AZ.
- 9. Guan Q, Song Fu,"Adaptive Anomaly Identification by Exploring Metric Subspace in Cloud Computing Infrastructures", Proceeding of IEEE International Symposium on Reliable Distributed Systems (SRDS). Portugal.

 Fang B, Guan Q, DeBardeleben N, Pattabiraman K, Ripeanu M. (2017). LetGo: A Lightweight Continuous Framework for HPC Applications Under Failures. Proceeding of High Performance and Parallel and Distributed Computing (HPDC), Washington D.C.

#### **Research Grants**

2018.8-2021.7, Los Alamos National Laboratory, subcontract, \$48K, PFSEFI: Parallel Fault Injector, Single PI. 2019.6-2019.12, Kent State University RACAF, \$4K, Smart translation for multi-culture pupulations, Co-PI

#### **Relevant Graduate Courses Taught**

1) Advanced Database Systems Design; 2) Quantum Computing (special topic); 3) Cloud Infrastructure (special topic)

#### **Synergistic Activities**

• Course development: develop the new course of cloud infrastructure.

#### **Research Directed and Research Significance**

Paul Bryant, MS, 2018, Experimental BEE for HPC and cloud infrastructure.

### **Ruoming Jin, PhD**

Full Professor (Computer Science)

Phone: +1 330 672 9107; Email: rjin1@kent.edu

Website: http://www.cs.kent.edu/~jin/

#### **Research Interests and Contributions**

Data Minining; graph databases; complex information network analysis; biomedical informatics; cloud computing; Deep learning

#### Education

Aug. 1996	B.E. (Computer Engineering), Beihang University, Beijing, China.
Feb. 1999	M.E. (Computer Engineering), Beihang University, Beijing, China.
Aug. 2001	M. S. (Computer Science), University of Delaware, Newark, DE, USA.
Aug. 2005	PhD (Computer Science), Ohio State University, Columbus, OH, USA.

#### **Professional Experience**

2019 onwards	Full Professor, Department of Computer Sciences, Kent State University, Kent, Ohio, USA
2011- 19	Associate Professor, Department of Computer Sciences, Kent State University, Kent, Ohio, USA
2012-16	Founded a Startup Company based upon my research, on leave from the university
	Company name: GraphSQL now TigerGraph
2005 - 11	Assistant Professor, Department of Computer Sciences, Kent State University, Kent, Ohio, USA
Summer 2011	Visiting Researcher, Microsoft Research, Asia

#### Five Products Most Relevant to this Proposal (90+ Publications)

- 1. Han Hu, NhatHai Phan, Xinyue Ye, Ruoming Jin, Kele Ding, Dejing Dou, and Huy T. Vo. "DrugTracker: A Communityfocused Drug Abuse Monitoring and Supporting System using Social Media and Geospatial Data." In *International Conference on Advances in Geographic Information Systems 2019 (ACM SIGSPATIAL'19)*, Nov 5-8, 2019, Chicago.
- 2. Jiaxiang Ren, Yang Zhou, Ruoming Jin, Zijie Zhang, Dejing Dou, and Pengwei Wang. Adversarial Learning Based Network Alignment with Reinforcement Learning. accepted at *ICDM'19*.
- 3. Yang Zhou, Sixing Wu, Chao Jiang, Zijie Zhang, Dejing Dou, Ruoming Jin, Pengwei Wang: Density-adaptive Local Edge Representation Learning with Generative Adversarial Network Multi-label Edge Classification, at *ICDM* 2018.
- 4. Yelong Shen, NhatHai Phan, Xiao Xiao, Ruoming Jin, Junfeng Sun, Brigitte Piniewski, David Kil, and Dejing Dou: Dynamic socialized Gaussian process models for human behavior prediction in a health social network, *Knowl. Inf. Syst.* 49(2): 455-479 (2016).
- 5. Yubao Wu, Ruoming Jin, Xiang Zhang: Efficient and Exact Local Search for Random Walk Based Top-K Proximity Query in Large Graphs. *IEEE Trans. Knowl. Data Eng.* 28(5): 1160-1174 (2016).

#### **Five Other Products**

- 6. Hao Wei, Jeffrey Xu Yu, Can Lu, Ruoming Jin: Reachability querying: an independent permutation labeling approach. *VLDB J.* 27(1): 1-26 (2018).
- 7. Yubao Wu, Ruoming Jin, Jing Li, Xiang Zhang: Robust Local Community Detection: On Free Rider Effect and Its Elimination. *PVLDB* 8(7): 798-809 (2015).
- 8. Yubao Wu, Ruoming Jin, Xiang Zhang: Fast and unified local search for random walk based k-nearest-neighbor query in large graphs. *SIGMOD*, 2014.
- 9. Ruoming Jin, Guan Wang: Simple, Fast, and Scalable Reachability Oracle. PVLDB 6(14): 1978-1989 (2013).

10. Ruoming Jin, Anjan Goswami, and Gagan Agrawal, Fast and Exact Out-of-Core and Distributed K-Means Clustering, in *Knowledge and Information System (KAIS journal*), 10(1): 17-40 (2006)

#### **Major Extramural Research Grants**

- 2019- 24 Northeast Ohio Tri-County Prevention Infrastructure, Substance Abuse and Mental Health Services Administration, SAMHSA, \$1.5M, co-PI
- 2014-19 IBSS: Spatiotemporal Modeling of Human Dynamics Across Social Media and Social Networks , NSF-1416509, \$999,887, co-PI
- 2013-16 Understanding the Mechanism of Social Network Influence in Health Outcomes Through Multidimensional and Semantic Data Mining Approaches, NIH R01 GM103309-01A, in collaborating with University of Oregon, UNC Charlotte, and PeaceHealth Lab, \$1.54M, co-PI, Subaward PI at KSU
- 2010-15 NSF CAREER Award (Novel Data Mining Technologies for Complex Network Analysis); sole PI
- 2007-08 OBR Research Challenge Award; sole PI

#### Software and Startup Activity

• Commercial Graph Database (Tigergraph, tigergraph.com), Ruoming Jin, co-development (2012-2016), used by Alipay and Visa among others in production system.

#### **Graduate Students Supervision**

- Supervised five PhD dissertations and eight MS theses to completion. Students placed in multinationals like Google and Lockheed Martin.
- Supervised postdoc students

#### **Relevant Graduate Courses Taught**

Introduction to Machine Learning and Deep Learning;
 Data Mining Techniques;
 Big Data Analytics;
 Deep Learning for Recommendation System (special topic);
 Statistical Foundations of AI and Data Science (special topic);
 Graph mining and management;
 Advanced Database Systems Design;
 Advance Computing Platforms for Data Analysis'
 database Systems Design

#### **Synergistic Activities**

- 1. Editorial Board Members, Knowledge and Data Engineering (KDE) Journal, 2018-
- 2. Associate Editor, IEEE Transactions on Knowledge and Data Engineering (TKDE) 2013- 2015.
- 3. Review Board of PVLDB, 2019, 2014, 2013, 2012
- 4. (Senior) Program Committee Member for conferences of several professional societies, most recently including AAAI'20, AAAI'19, KDD'19, ICDM'19, CIKM'19
- 5. Workshop Co-chair for the International Workshop on Mining Multiple Information Sources (MMIS), in conjunction with KDD'07, KDD'08, ICDM'09 and ICDM'10

### Javed I. Khan, PhD

#### Full Professor and Chairperson (Computer Science) Director — Perceptual Engineering and Media Net Laboratories Phone: +1 330 672 9038; Email: Javed@kent.edu Website: http://www.cs.kent.edu/~javed

#### Education

1987	B. Sc., Electrical & Electronics Engg., Bangladesh Univ. of Engg. & Technology (BUET), Dhaka, Bangladesh
1990	M. S. (Electrical Engg. In Computer Track), University of Hawaii at Manoa (UHM), Manoa, Hawaii, USA

1995 Ph. D. (Electrical Engg. In Computer Track), University of Hawaii at Manoa (UHM), Manoa, Hawaii, USA

#### Experience

2018-now	Advisor, World Bank, Global R&E Advanced Optical Net
2012-present	Professor and Chairperson, Dept. of Computer Science, Kent State University, Kent, Ohio, USA
2005-now	Fulbright Senior Specialist, US National Roster of Experts
2006-12	Professor, Department of Computer Science, Kent State University, Kent, Ohio, USA
2006-10	Advisor, World Bank, Global R&E Advanced Optical Net
2002-06	Associate Professor, Department of Computer Science, Kent State, Kent, Ohio, USA
1997-2002	Assistant Professor: Dept. of Computer Science, Kent State, Kent, Ohio, USA
1995-97	Post-doctoral Fellow, Open Grants, East West Center of Hawaii, USA.

#### Five Most Related Publications (Total: 100+ first authored refereed publications)

- N. S. A. Madi and J. I. Khan, "Modeling Part-Of-Speech and Semantic-Significance Effects on Semantic Construction During Reading". 2019 IEEE 13th International Conference on Semantic Computing, Jan 30 - Feb 1, 2019, Newport Beach, California, DOI: 10.1109/ICOSC.2019.8665565.
- 2. N. S. A. Madi and J. I. Khan, "Constructing Semantic Networks of Comprehension from Eye-movement During Reading," 2018 IEEE 12th International Conference on Semantic Computing, Jan 31, 2018 in Laguna Hills.
- A. Babour, F, Nafa, and J. I. Khan. "Connecting the Dots in a Concept Space by Iterative Reading of Free text References with Wordnet", IEEE/WIC/ACM Web Intelligence Conference 2015, December 6-9, 2015. Singapore. ISSN: 2308-4065, ISBN: 978-1-61208-437-4. Pp-66-73.
- 4. F, Nafa, J. I. Khan, S. Othman, and A. Babour. "Deepening Prose Comprehension by Incremental Knowledge Augmentation", INTELLI 2016. The Fifth International Conference on Intelligent Systems and Applications, November 13 -17, 2016 in Barcelona, Spain. pp.108 to 114, ISSN: 2308-4065, ISBN: 978-1-61208-518-0
- 5. Javed I. Khan & Manas S. Hardas, Does Sequence of Presentation Matter in Reading Comprehension? A Model Based Analysis of Semantic Concept Network Growth during Reading, Proceedings of the Seventh IEEE International Conference on Semantic Computing, IEEE ICSC 2013, September 2013, Irvine, California, USA.

#### **Five Other Significant Publications**

- 6. IEEE Standards Track: IEEE Vision for Smart Grid Communications: 2030 and Beyond, Chapter 4, "Smart Grid Communications Technologies" Javed I. Khan (Lead Author), Kent State University, Andrea M. Tonello, University of Udine, Lorenzo Vangelista, University of Padova, Lutz Lampe, University of British Columbia, Andreas Maeder, NEC Laboratories Europe, Tim Godfrey, Electric Power Research Institute, & Shantidev Mohanty, Intel Corporation., in pp., Edited by: Dr. Sanjay Goel, Stephen F. Bush and David Bakken, Print ISBN: 978-0-7381-8460-9, Publisher IEEE Standards, May 2013, URL: IEEE Explorer
- 7. Naser Al Madi, Javed I. Khan. "Is Learning by Reading a Book Better Than Watching a Movie? A Computational Analysis of Semantic Concept Network Growth During Text and Multimedia Comprehension." In *Proceedings of the 2015 IEEE International Joint Conference on Neural Networks*, IJCNN 2015, pp1-8, Killerny, Ireland, July 2015.
- 8. Oleg V. Komogortsev, and Javed I. Khan, Eye Movement Prediction by Oculomotor Plant Kalman Filter with Brainstem Control, *Journal of Control Theory and Applications*, Springer Publications, Volume 7. Number 1, February 2009, pp-14-22.
- 9. Oleg Komogortsev & Javed I. Khan, Predictive Compression for Real Time Multimedia Communication Using Eye Movement Analysis, *ACM Transactions on Multimedia Computing, Communications, and Applications,* TOMCCAP, Volume 4, Issue 3, August 2008, October 2007.
- 10. Khan Javed. I. & D. Yun, Characteristics of Holographic Associative Memory in Retrieval with Localizable Attention, *IEEE Transactions on Neural Networks*, Vol-9, Issue-7, May '98, p.389-406. (GS(6))

# **Extramural Research Grants**

- Research funded by various agencies including US Defense Advanced Research Project Agency (DARPA), National Science Foundation (NSF), NASA, Air-Force (AFRL), World Bank, and the State of Ohio for multimillion dollars.
- NASA Fellow for space Internet

## PhD Dissertations and MS Theses Supervision

• Supervised to completion twelve PhD dissertations and 13 Master's theses in the areas of human comprehension and conscious learning, Knowledge modeling, eye-tracking based perception, multimedia networking and perception, multimedia information retrieval, medical image transfer, and advanced networking protocols.

#### Books

- Arvind Bansal, Javed Khan, S. Kaisar Alam, *Computational Health Informatics*, Textbook (graduate-level), ISBN 13: 978-149-8756631, CRC Press, to appear, January 2020, in press.
- Guest Editor Foundations of peer-to-peer systems, Journal of Computer Communications, Volume 31, Issue 2, 5 February 2008, Pages 187-189.
- Guest Editor: Disruptive networking with peer-to-peer systems, Journal of Computer Communications, Volume 31, Issue 3, 25 February 2008, Pages 419-422.
- Guest Editor: Computer Communications, Volume 28, Issue 6, Pages 589-711 (15 April 2005)

# **Relevant Graduate Courses Taught**

1) Artificial Intelligence; 2) Computer Communication Network; 3) Internet Engineering

## Synergistic Activities and Research Significance

- Javed's research lab specializes in modeling of complex systems including human comprehension and conscious learning. He is also expert on cross-layer advanced networking.
- Associate editor of Elsevier Journal of Network and Computer Applications (JNCA).
- Advisor to World Banks's HEAT: Higher Education Higher Education Acceleration and Transformation (HEAT)
- Master planner/ designer of two national high speed advanced network infrastructures- BdREN -the national REN of Bangladesh, and NgREN -the national REN of Nigeria. BdREN- a nationwide high-speed network built on owned dark fiber to connect 100+ public and private universities, medical colleges and research institutions
- Since 2005 he serves in the **Fulbright National Roster of US Experts** as one of the program's highest impact expert. In his latest 3<sup>rd</sup> Senior Specialist assignment (2017) in invitation of the telecommunication regulatory authority of the government of Malaysia (MCMC) - led the preparedness review for future networking (5G, , IoT, Cloud and Network Virtualization).

# Jong-Hoon Kim, Ph.D.

Assistant Professor (Computer Science)

#### **Director — Advanced Telerobotics Research Laboratory**

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Website: <a href="http://www.atr.cs.kent.edu/people/jong-hoon\_kim/">http://www.atr.cs.kent.edu/people/jong-hoon\_kim/</a>

# Education

- 2005 B.S., Computer Science and Engineering, Seoul National University of Science and Technology, Seoul, South Korea
- 2008 M.S., Computer Science, Louisiana State University, Baton Rouge, LA USA
- 2011 Ph.D., Computer Science, Louisiana State University, Baton Rouge, LA USA

## Experience

Jan. 2017 – PresentAssistant Professor, Department of Computer Science, Kent State UniversityAug. 2014 – Dec. 2016Chief Technology Advisor, ArtXpresso L.L.C., South KoreaJan. 2012 – Aug. 2014Assistant Professor and Director of Discovery Lab, SCIS, Florida International Univ., FL, USAAug. 2006 – Dec. 2011Research Assistant, Louisiana State University

# **Selected Publications**

- 1. Gokarna Sharma, Pavan Poudel, Ayan Dutta, Vala Zeinali, Tala Talaei Khoei, and Jong-Hoon Kim, "A 2-Approximation Algorithm for the Online Tethered Coverage Problem", *International Conference on Robotics -Science and Systems*, Freiburg im Breisgau, Germany, June 22-26, 2019.
- 2. Gokarna Sharma, \*Ayan Dutta , Tala Talaei Khoei, Pavan Poudel, and Jong-Hoon Kim, "Optimal Online Coverage Path Planning with Energy Constraints", *International Conference on Autonomous Agents and Multi Agent Systems*, Montreal, Canada, May 13 17, 2019.
- 3. Irvin Cardenas, Kelsey Vitullo, Michelle Park,\*Jong-Hoon Kim, Margarita Benitez, Chanjuan Chen, and Linda Ohrn-McDaniels, "Telesuit: An Immersive User-Centric Telepresence Control Suit", *The ACM/IEEE International Conference on Human-Robot Interaction*, Deagu, S. Korea, Mar 11-14, 2019.
- 4. Irvin Steve Cardenas and Jong-Hoon Kim, "Robot-Human Agreements and Financial Transaction Enabled by a Blockchain and Smart Contracts", *The 13th Annual ACM/IEEE International Conference on Human Robot Interaction* (*HRI-18*), March 58, 2018, Chicago, IL, USA.
- 5. Jong-Hoon Kim, Hae Yean Park, Hye-Min Kang, and \*YoungJin Jung, "Frequency Feature for Proportional Myoelectric Control of Robotic Rehabilitation Therapy," *The Journal of Korean Society of Assistive Technology*, Vol. 9, No. 1, September 30, 2017.

# **Other Publications**

- Irvin S. Cardenas, HyunJae Jeong, Jong-Hoon Kim, and Yongseok Chi "Unique Cipher-acoustic Languages for Human-Robot Interactions", *The ACM/IEEE International Conference on Human-Robot Interaction*, Deagu, South Korea, March 11 - 14, 2019.
- Do Yeon Kim, Irvin Steve Cardenas, and Jong-Hoon Kim, "Engage/Disengage: Control Triggers for Immersive Telepresence Robots", *The ACM/IEEE International Conference Human-Agent Interaction*, HAI '17, October 17-20, 2017, Bielefeld, Germany

- Jong-Hoon Kim, Nagarajan Prabakar, Gokarna Sharma and S. Sitharama Iyengar, "Inspiring Innovative Aspirations among Undergraduate Students using Self-Motivated Project-Based Learning", *The 8th Annual International Conference on Computer Science Education: Innovation and Technology (CSEIT 2017)*, October 9-10, 2017, Singapore.
- 9. Sarra Berrahal, Jong-Hoon Kim, Slim Rekhis, Noureddine Boudriga, Deon Wilkinsu, and Jaime Acevedou, "Border surveillance monitoring using Quadcopter UAV-Aided Wireless Sensor Networks", *Journal of Communications Software and Systems (JCOMSS)*, ISSN: 1845-6421, VOL. 12, NO. 1 (p67-p82), March 29, 2016.
- 10. Jong-Hoon Kim, Gokarna Sharma, Noureddine Boudriga, S.S. Iyengar and Nagarajan Prabakar, "Autonomous Pipeline Monitoring and Maintenance System: An RFID-based Approach", *EURASIP Journal on Wireless Communications and Networking*, December 21, 2015.

# **Research Grant**

 Co-PI, Healthy Community Research (2018-19), Project: Using Virtual Reality to Identify Health Promoting Physical Activity Factors among Individuals with Intellectual and Developmental Disabilities, PI: Mary Ann Devine.

## **Relevant Graduate Courses Taught**

1) Advanced Human-Robot Interaction; 2) Software Development for Robotics; 3) Human-Robot Interaction;

# **Synergistic Activities**

- Conducted Robotics Summer Camps for high school students
- Served as an executive editor at Springer Blockchain Technology BookSeries
- Served as a research mentor at Research Experience for Undergraduates (REU) NSF Program
- Served as a program organizer at Research Experience for International Undergraduates (REIU) Program
- Selected as a reviewer for several international journals and conferences, most recently including International Journal of Intelligent Computing and Cybernetics (IJICC)

# **Research Directed and Awards**

- 2019 Ethereum Denver Award (Irvin Cardenas, Ph.D. Student)
  - Netus Foundation received the POA Network award for best decentralized application developed on an Ethereum-based network
- 2019 Ethereum New York Award ( Irvin Cardenas, Ph.D. Student)
  - Best Decentralized Application and Best Integration Award by ThunderCore for developing the first blockchain-based robotic game on ThunderCore
- 2019 ATR Lab won 2nd place at KSU Line-Following Robot Competition (Jared Butcher, Kody Richardson, Nadia Camacho Cabrera <u>Undergraduates</u>)
- 2018 Great Minds in STEM Award (Irvin Cardenas, Ph.D. Student)
  - HENAAC and Oracle Software awards the title of Great Minds in STEM to a select number of students that demonstrate outstanding research and academic excellence.
- 2017 ATR Lab won the third prices (\$500) at the SkyHack-17 Competition (Chaisay Nicholas Letdara and Brian Selle <u>Undergraduates</u>) Winning title: ImmersiFLY, and then extended their idea to a research publication

# Jung Yoon Kim

**Assistant Professor (Computer Science)** 

**Director** — **Digital Systems Laboratory** 

Phone: +1 330 672 9064; Email: jkim78@kent.edu

Website: https://www.kent.edu/cs/jungyoon-kim

# **Research Interest and Contributions**

Smart and Connected Sensors, Embedded Systems, Internet of Things (IoT), and Data Analytics.

# Education

- 2004 B. E., Electrical & Computer Engineering, University of Ulsan, South Korea
- 2006 M. S., Electrical & Computer Engineering, University of Ulsan, South Korea
- 2014 Ph. D., Information Sciences and Technology, The Pennsylvania State Univ., State Park, PA, USA

# Experience

2019 —	Assistant Professor, Department of Computer Science, Kent State University, Kent, Ohio, USA
2017-18	Research Professor, Ulsan National Institute of Science and Technology,
2015-17	Postdoc-fellow (Smart and Connected Health), University of Michigan, Ann Arbor, Michigan, USA
2013-15	Postdoc fellow (Internet of Things), Singapore Management University, Singapore

# **Selected Research Publications**

- 1. J.Y. Kim, H. ElMoaqet, D. M. Tilbury and S-K. Ramachandran, "Time domain characterization for sleep apnea in oronasal airflow signal: a dynamic threshold classification approach," *Physiological Measurement, 2019,* Vol. 40, Num. 5.
- 2. S. Cheon, J.Y. Kim, J. Lim, "The Use of Deep Learning to Predict Stroke Patient Mortality," Int. J. Environ. Res. Public Health, 2019, 16(11), 1876.
- 3. O. V. Bitkina, J.Y. Kim, J.W. Park J.H. Park and H.K. Kim, "Identifying Traffic Context using Driving Stress: A Longitudinal Preliminary Case Study", *Sensors* 2019, *19*, *2152*.
- 4. J. Lim, J.Y. Kim, S. Cheon, "A Deep Neural Network-Based Method for Early Detection of Osteoarthritis Using Statistical Data," *Int. J. Environ. Res. Public Health.* 2019, 16, 1281.
- 5. S. D. Kwon, J.Y. Kim and C.H. Chu, "Real-time Heart Attack Detection Using an Embedded Microcontroller in a Pervasive Environment", *Electronics*. 2018, 7, no. 6: 88. (Corresponding Author)
- 6. J.Y. Kim, N. Liu, H.X. Tan, and C.H. Chu, "Unobtrusive Monitoring to detect Depression for Elderly with Chronic Illnesses," *IEEE Sensors Journal.* Vol. 17, Issue: 17, 2017, pp. 5694- 5704. (Corresponding Author)
- 7. S. Zhou, C.H. Chu, Z. Yu and J.Y. Kim, "A Context-aware Reminder System for Elders Based on Fuzzy Linguistic Approach," *Expert Systems with Applications*, Vol. 39, No. 10, 2012, pp. 9411-9419.
- J.W. Park, J.Y. Kim, J.H. Park, A. Sheta, C. Murphey, D. Um, "Development of a Sleep Monitoring System by using a Depth Sensor: A Pilot Study" 10<sup>th</sup> International Conference on Applied Human Factors and Ergonomics (AHFE), Washington D.C., USA, July 24-28, 2019.
- 9. X. Wu, L. Cheng, C.H. Chu, J.Y. Kim, "Using Deep Learning and Smartphone for Automatic Fall Detection" *The 7th International Conference for Smart Health* (ICSH '19), Shenzhen, Guangdong, China, July 1-2, 2019.
- 10. J.Y. Kim, H. ElMoaqet, D. M. Tilbury and S-K. Ramachandran, "A New Algorithm for the Detection of Sleep Apnea Events in Respiration Signals" *The 38th Annual International Conference of the IEEE Engineering in Medicine and Biology Society* (EMBS'16), Orlando, FL, USA, August 16-20, 2016. (Corresponding Author; Oral Presentation)
- 11. J.Y. Kim and C.H. Chu, "Unobtrusive Sensing for Sleep Quality Monitoring and Assessment" *NIH-IEEE Strategic Conference on Point of Care Technologies for Precision Medicine*, Washington, USA, November 9-10, 2015.

# **Research Grants**

 "Sensor-Enabled Homes and Personalized Care for Senior Singaporeans Living in the HDB Environment." Land and Livability National Innovation Challenge (L2NIC) Project funded by National Research Foundation – Prime Minister's Office - Singapore (SGD 3 Million for 3 years), Aug. 2014 – Jul. 2016. (*Key Research Staff*: Generating Core Research Idea and Technical Consultant) – 1<sup>St</sup> Winner among the 78 proposals

# **Research Significance**

 Most of my research projects involve building energy-efficient integrated hardware/software embedded Sensing systems to enable real-time monitoring and detection using various sensors, smart objects, wearable devices, wired/wireless communication, and machine learning/deep learning/analytics technologies for emerging applications. Such as smart home (e.g., energy monitoring, elderly fall detection), medical and healthcare systems (e.g., health condition, heart disease, sleep-related breathing disorder, stress detection, and depression, etc.) and environmental monitoring (e.g., cut slope movement and air quality)

## **Relevant Graduate Courses Taught**

(1) Embedded System Programming; 2) Advanced Digital Systems; 3) Data Analytics with Wearable and IoT Devices (special topic)

# Kwangtaek Kim, Ph.D

Assistant Professor (Computer Science) Director — Immersive Computing for Touch Laboratory Phone: +1 330 672 9061; Email: kkim@cs.kent.edu Website: https://www.kent.edu/cs/kwangtaek-kim

#### **Research Area and Contribution**

Haptics, immersive interface, virtual/augmented reality, wearable computing for touch, rehabilitative robotics, psychophysical study, rehabilitative robotics, image processing, virtual haptic palpation for imaging systems, human machine interface.

#### Education

2010	Ph.D., Electrical and Computer Engineering, Purdue University, West Lafayette, IN, USA
2001	Master's Degree – Electronic and Information Engineering, Korea University, Seoul, Republic of Korea
1998	Bachelor's Degree – App. Electronics Engineering, Korea University, Seoul, Republic of Korea

#### Experience

Aug 2019 – Present:	Assistant Professor, Dept. of Computer Science, Kent State University, Kent, OH
2015 - 2019	Associate Professor, Department of Information and Telecomm. Engineering,
	Incheon National University, Republic of Korea
Dec 2018 –	Visiting Professor (contract), Lab. of Images, Signals, and Intelligent Systems (LISSI),
	University of Paris-Est Creteil (UPEC), Paris, France
Jan. 2014 – Feb 2015	Research Professor, Dept. of Electrical and Electronic Engineering,
	Yonsei University, Republic of Korea
Dec 2012 – Jan 2014	Researcher (Full Time Employee), Human Computer Interaction Group,
	Microsoft Research Asia, Beijing, China
Nov 2011 – Nov 2012	Project Leader (Chief Researcher), CTO Seoul R&D Campus,
	LG Electronics Advanced Research Institute, Seoul, Republic of Korea
Oct 2010-Aug 2011	Postdoctoral Research Associate, Physiology and Pharmacology Department, SUNY Downstate Medical Center, NYC, NY, US

#### Selected Publications (Total: 21+)

- 1. S. Yu, S. Jin, K. Kim, "Haptic soft keyboard for tablet-sized touchscreens", *Applied Sciences*, Vol. 9, No. 3080, July 2019, DOI: 10.3390/app9153080.
- 2. J. I. Vicente and K. Kim, "Gradient-based 3D skin roughness rendering from an in-vivo skin image for dynamic haptic palpation", *Skin Research and Technology*, DOI: 10.1111/srt.12650, 25(3), 305-317, May 2019.
- 3. M. Ko, D. Kim, M. Kim and \*K. Kim, "Illumination insensitive skin depth estimation from a light field camera based on CGANs toward haptic palpation", *Electronics*, 7(11), 336-356, Nov 14, 2018.
- Kwangtaek Kim, "Image based haptic roughness estimation and rendering for haptic palpation from in-vivo skin images", *Medical & Biological Engineering and Computing*, DOI: 10.1007/s11517-017-1700-4, 56(3), 413- 420, Mar 6, 2018.
- B. Han and K. Kim, "Typing performance evaluation with multimodal soft keyboard completely integrated in commercial mobile devices", *Journal of Multimodal User Interface*, doi:10.1007/s12193-015-0177-4,Vol 9, Issue 3(2015), 173-181, Sep 24, 2015.

- K. Kim, Joongrock Kim, Jaesung Choi, Junghyun Kim, and \*Sangyoun Lee, "Depth Camera Based 3D Hand Gesture Controls with Immersive Tactile Feedback for Natural Mid-air Gesture Interactions," *Sensors*, 15, 1022- 1046.; doi:10.3390/s150101022, Jan 9, 2015.
- 7. K. Kim, M. Barni and H. Z. Tan, "Roughness-adaptive 3D Watermarking Based on Masking Effect of Surface Roughness", *IEEE Transactions on Information Forensics and Security*, VOL.5, NO.4, pp. 721-733, Dec 2010.
- 8. S. A. Cholewiak, K. Kim, H. Z. Tan, and B. D. Adelstein, "A Frequency-Domain Analysis of Haptic Gratings", *IEEE Transactions on Haptics*, VOL 3, NO 1, pp 3-14, Jan-Mar 2010.

# Extramural Research Grants (Note: USD approximately converted from KRW)

- The National Research Foundation, 2018.6~2023.5 (5 years), Project: Deep learning based haptic skin imaging for the diagnosis of skin diseases, Principal Investigator, amount – \$234,550 (\$46,910 per year) in total
- The National Research Foundation, France-Korea International Joint Research Program: INU UPEC, 2017.5~2019.4 (2 years), Project: Haptic ankle foot orthosis for assistance and rehabilitation Principal Investigator, amount – \$28,032 (\$14,016 per year) in total Principal Investigator in France: Dr. Samer Mohammed, UPEC
- 3. The National Research Foundation, 2015.11~2018.10 (3 years), **Project:** Haptic skin imaging for the diagnosis of skin diseases, Principal Investigator, amount –\$139,500 (\$46,500 per year) in total

## **Relevant Graduate Courses Taught/Assigned**

1) Computer Graphics; 2) Human-Computer Interaction; 3) Capstone Project (new assignment)

# **Synergistic Activities**

- August 2013 Distinguished Teaching Award, Incheon National University, Korea.
- August 2013 Spot Award, Microsoft Research, August
- May 2005 Outstanding Research Engineer, Anyang R&D Lab, LG Electronics, Korea
- Member of IEEE Computer Society and ACM
- Member, IEEE Technical Committee on Haptics (<u>http://www.worldhaptics.org</u>)
- Member, IEEE RAS (Robotics and Automation Society) Technical Committee on Cognitive Robotics

# Xiang Lian, PhD

Assistant Professor (Computer Science)

**Director - Big Data Science Laboratory** 

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Website: http://www.cs.kent.edu/~xlian/

# **Research Interests and Contributions**

Uncertain and Certain Graph Databases; Spatial Crowdsourcing; Probabilistic, Inconsistent, and Uncertain Databases; Streaming Time Series, Spatio-Temporal Databases.

# Education

B. S., Computer Science, Nanjing University, China
Ph. D., Computer Science and Engg., Hong Kong University of Science and Technology Hong Kong
Post Doc., Computer Science and Engg., Hong Kong University of Science and Technology Hong Kong

# Experience

- Assistant Professor, Kent State University, Kent, OH, USA, 09/2016 ~ present
- Assistant Professor, University of Texas Rio Grande Valley, Edinburg, TX, USA, 09/2011 ~ 08/2016
- Research Assistant Professor, HKUST Fok Ying Tung Graduate School, Hong Kong, 2010 ~ 2011

# Selected Publications [Total: 75+; Google Scholar: h-index: 28; Citations: 2516]

- 1. Xiang Lian and Lei Chen. Reverse Skyline Search in Uncertain Databases. In ACM Transactions on Database Systems (TODS), 35(1), 2010.
- 2. 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.
- 3. 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.
- 4. Peng Cheng, Xiang Lian, Xun Jian, and Lei Chen. FROG: A Fast and Reliable Crowdsourcing Framework. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 31(5), pages 894-908, 2019.
- 5. Ye Yuan, Xiang Lian, Lei Chen, Jeffery Xu Yu, Guoren Wang, and Yongjiao Sun. Keyword Search over Distributed Graphs with Compressed Signature. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 29(6), pages 1212-1225, 2017.
- 6. Xiang Lian and Lei Chen. Quality-Aware Subgraph Matching Over Inconsistent Probabilistic Graph Databases. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 28(6), pages 1560-1574, 2016.
- 7. Ye Yuan, Xiang Lian, Lei Chen, Yongjiao Sun, and Guoren Wang. RSkNN: kNN Search on Road Networks by Incorporating Social Influence. In *IEEE Transactions on Knowledge and Data Engineering* (TKDE), 28(6), pages 1575 1588, 2016.
- 8. Xiang Lian and Dongchul Kim. Efficient Ad-Hoc Graph Inference and Matching in Biological Databases. In *Proc. of the ACM Conference on the Management of Data* (SIGMOD'17), pages 359-373, 2017.
- 9. Xiang Lian and Lei Chen. Monochromatic and Bichromatic Reverse Skyline Search over Uncertain Databases. In *Proc. of the ACM Conference on the Management of Data* (SIGMOD'08), pages 213-226, 2008. (*Citations : 257*)

10. Yufei Tao, Dimitris Papadias, and Xiang Lian. Reverse kNN Search in Arbitrary Dimensionality. In Proc. of the Very Large Data Bases Conference (VLDB'04), pages 744-755, 2004. (Citations : 335)

## **Research Grants**

• Co-PI of NSF OAC grant "SI2-SSE:GeoVisuals Software: Capturing, Managing, and Utilizing GeoSpatial Multimedia Data for Collaborative Field Research," **PI:** Ye Zhao.

#### **Graduate Students Supervision**

• Directing four PhD dissertation and one MS thesis

## **Relevant Graduate Courses Taught**

1) Data Mining Techniques; 2) Big Data Analytics; 3) Probabilistic Data Management

#### **Synergistic Activities**

- Seminar, Conference Talks, and Tutorial: In 2011-2019, Dr. Lian gave several seminar/conference talks/tutorials on his published papers, for example, "Efficient Ad-Hoc Graph Inference and Matching in Biological Databases", published in ACM SIGMOD 2017 conference.
- **Research Visits:** In Summer 2012-2018, Dr. Lian had numerous academic visits to world-wide universities, for example, in Summer 2017, he visited the *Hong Kong University of Science and Technology*, Hong Kong, and worked with Dr. Lei Chen on several database research problems.
- Reviewer for over 45 international conferences/journals,
- Proceeding Co-chair, ACM Conference on the Management of Data (SIGMOD) in 2014 and 2015
- Proceeding Co-chair, International Conference on Web-Age Information Management (WAIM) in 2016
- **Proceeding co-chair**, APWeb-WAIM 2017,
- Publicity co-chair, International Conference on Database Systems for Advanced Applications (DASFAA) in 2017.
- Member, Computer Science Graduate Committee, involved in departmental graduate program policies, since 2017.

# Cheng Chang Lu, PhD

# Full Professor(Computer Science) Director— Image Processing and Vision Laboratory Phone: +1 330-672-9031; Email: lucc@cs.kent.edu

Website: http://www.cs.kent.edu/~lucc

## Education

1983	B. S. (Control Engineering), National Chiao Tung Univ., Hsinchu, Taiwan
1985	M. S. (Electrical Engineering), Southern Methodist University, Dallas, Texas, USA
1988	M. S. (Electrical Engineering), Southern Methodist University, Dallas, Texas, USA

## Experience

2005 – Present	Assistant Chair, Department of Computer Science, Kent State University.
2005 – Present	Professor, Department of Computer Science, Kent State University.
2001 – 2005	Associate Professor, Department of Computer Science, Kent State University.
1993 - 2001	Associate Professor, Mathematics and Computer Science, Kent State University.
1988 - 1993	Assistant Professor, Mathematics and Computer Science, Kent State University.
1992 - 1992	Summer Faculty Fellow, Space Electronics Division, NASA Lewis Research Center.

## **Products Most Closely Related**

- 1. Ferdig, R.E., Pytash, K.E., Kosko, K.W., Gandolfi, E., & Mathews, R. with Bedesem, P., Harjusola-Webb, S., Sansosti, F., Lu, C.C, Kratcoski, A., Mulvey, B., and Boyle, S. (2016). *Use and perceptions of mobile applications and technologies by those interested in special education*. Kent, OH: Kent State University.
- 2. Enrico Gandolfi, Richard E. Ferdig, Peña Bedesem, Cheng Chang Lu, Guest Editors, "Mobile learning and Special Education", International Journal on Interaction Design & Architecture(s) IxD&A, July 2016.
- 3. Omar Alaql and Cheng Chang Lu. "Text Line Extraction for Historical Document Image using Steerable Directional Filters," 2014 International Conference on Audio, Language and Image Processing, July 2014.
- 4. Mehdi Ghayoumi and Cheng Chang Lu. "Improving Exemplar based Implanting Method with a Fuzzy Approach," 2014 International Conference on Audio, Language and Image Processing, July 2014.
- 5. Mingming Lu, Qiyu Zhang, Wayne Cheng, Cheng Chang Lu, "Retrieval of Multimedia Objects using Color Segmentation and Dimension Reduction Features," International Conference on Image and Graphics, Xi'an, China, Sep 2009.

# **Other Significant Products**

- 6. Yuan Zhi, Ye Zhao, Cheng Chang Lu, "Detail-Preserving Compression for Smoke Based Flow Visualization", to appear in Journal of Visualization, Spring 2019.
- 7. Omar Alaql, Kambiz Ghazinour, Cheng Chang. Lu, "Classification of Image distribution for Image Quality Assessment," 2016 International Conference on Computational Science and Computational Intelligence, Dec 2016.
- 8. Omar Alaql, Kambiz Ghazinour, Cheng Chang Lu " Classification of Image Distortions Based On Features Evaluation, " IEEE International Symposium on Multimedia, Dec 2016.

1.

- 9. Omar Alaql and Cheng Chang Lu. "Text Line Extraction for Historical Document Image using Steerable Directional Filters," 2014 International Conference on Audio, Language and Image Processing, July 2014.
- 10. Mehdi Ghayoumi and Cheng Chang Lu. "Improving Exemplar based Implanting Method with a Fuzzy Approach," 2014 International Conference on Audio, Language and Image Processing, July 2014.

#### **Selected Research Grants**

- Co-PI, NSF Award DRL-1908159 (09/01/14-08/31/17): This grant focuses on examining how preservice teachers' professional knowledge may be facilitated by using immersive 360 video and technologically embedded scaffolds. This includes three primary goals: examining the effect of single versus multi-perspective 360 video on preservice teachers' professional knowledge; examining how PSTs use annotation technology in 360 video experiences; designing a platform for teacher educators to create and view their own 360 video immersive experiences.
- Co-PI, NSF Award DRL-1422764 (09/01/14-08/31/17): This grant focuses on the use of mobile devices for informal science learning at National Parks. The ParkApps application includes features such as Learn as You Go, Adventure Tracks and Citizen Science, and developments such as app building, mobile computing and image processing. Leverage research and teaching experience in mobile computing, image processing and database systems to establish the mobile learning environment. Closely work with the development team consisting of both undergraduate and graduate students on mobile app design, implementation, evaluation and optimization.
- Co-PI, AT&T Foundation Project (09/01/15-08/31/16): This grant focused on the use of mobile apps for special
  education STEM teaching and learning includes learning, development and/or refinement of research tools;
  computation methodologies, and algorithms for problem-solving; development of databases to support
  research and education; broadening the participation of groups underrepresented in STEM; and service to the
  scientific and engineering community outside of the individual's immediate organization.
- Co-PI, Wright Patterson Base and Airforce (2003-05), Project: Fault Tolerant Adaptive Multimedia Agent Based Systems. This project focused on self-healing fault tolerant agents that could classify and recognize objects on the grounds from an aerial camera.

## **Relevant Graduate Courses Taught**

1) Image Processing; 2) Biological Image Processing (special topic); 3) Pattern Matching Principles

## Synergistic activities

- Graduate Student Research Advisor, Department of Computer Science: Advise students on data analytics, image quality assessment and medical image registration.
- Supervised and graduated multiple PhDs and Masters in the area of image processing, medical imaging, image recognition and segmentation, biological imaging.
- Developed special topic graduate courses on biological image processing, medical imaging and machine learning.
- Collaborated with researchers in industry in medical image processing and biological image processing.

# Hassan Peyravi

Full Professor (Computer Science) Director —Computer Networks Laboratory Phone: +1 330 672 9062; Email: peyravi@cs.kent.edu Website: <u>http://www.cs.kent.edu/~peyravi</u>

## **Research Interest and Contribution**

Network security; Media Access Control; wireless and mobile system; Switching and multiplexing; Traffic management and congestion control

# Education

1983	M. S. (Computer Science), School of EECS, Oklahoma State University, Oklahoma, USA
1985	Ph. D. (Computer Science), ), School of EECS, Oklahoma State University, Oklahoma, USA

#### Experience

2000 – Present	Full Professor, Department of Computer Science, Kent State University, Kent, Ohio
2006-2010	Graduate Program Director, Department of Computer Science, Kent State University, Kent, Ohio
1993-2000	Associate Professor, Department of Computer Science, Kent State University, Kent, Ohio
1996-99	Curriculum Coordinator, Department of Computer Science, Kent State University, Kent, Ohio
1992-95	Curriculum Coordinator, Computer Science Program, Kent State University, Kent, Ohio
1985-92	Assistant Professor, Department of Computer Science, Kent State University, Kent, Ohio
1987-89	Member of Technical Staff, Network Systems and Computer Architecture Group
	(on leave from Kent State University)
	(Worked as sole PI on the projects related to Switching Networks, Adaptive Routing in ISDN
	networks, digital circuit terminal adapter protocols)

## **Selected Research Publications**

- 1. Reem Alshahrani and Hassan Peyravi. Cloud computing centers modeling and performance analysis. In GLOBECOM, pages 1–7. IEEE, 2019.
- 2. Reem Alshahrani and Hassan Peyravi. Cluster load estimation for stateless schedulers in datacenters. In 17th International Symposium on Network Computing and Applications (NCA)NCA, pages 1–4. IEEE, 2018.
- 3. Reem Alshahrani and Hassan Peyravi. Adaptive probe size estimation for cluster management in datacenters. In GLOBECOM, pages 1–7. IEEE, 2018.
- 4. Hassan Peyravi and Rahul Sehgal. Link modeling and delay analysis in networks with disruptive links. ACM Trans. Sen. Netw., 13(4):31:1–31:25, September 2017.
- Reem Alshahrani and Hassan Peyravi. Resources management and performance analysis in datacenter networks. In 2017 International Conference on Computational Science and Computational Intelligence (CSCI), pages 1–7. ACM, 2017.
- 6. Rahul Sehgal and Hassan Peyravi. End to end delay analysis in delay tolerant networks. International Journal of Computers and Their Applications, 22(3):102–109, September 2015.
- 7. Rahul Sehgal and Hassan Peyravi. Delay tolerant networks modeling and analysis. In 30th International Conference on Computers and Their Applications, March 2015. Best Paper Finalist.
- 8. J. Hoblos and H. Peyravi. End-to-end throughput capacity in multi-hop wireless networks. International Journal of Wireless and Mobile Computing, 8(3):213–220, 2015.

- Reem Alshahrani and Hassan Peyravi. Modeling and simulation of data center networks. In Proceedings of the ACM SIGSIM Conference on Principles of Advanced Discrete Simulation, SIGSIM-PADS '14, pages 75–82, New York, NY, USA, May 2014. ACM.
- 10. Yasir Drabu and Hassan Peyravi. Planning with joint clustering in multi-hop wireless mesh and sensor networks. In Proceedings of the 10th International Conference on Networks, St. Maarten, The Netherlands, January 2011.
- 11. J. Hoblos and H. Peyravi. Access disparity mitigation in multi-hop wireless networks. International Journal of Wireless Information Networks, 22(2):85–96, 2015.
- 12. Jalaa Hoblos and Hassan Peyravi. Fair access rate (FAR) provisioning in multi-hop multi-channel wireless mesh networks. In Proceedings of the International Congress on Ultra-Modern Telecommunications and Control Systems (ICUMT), pages 68–73, Moscow, Russia, October 2010.
- 13. Md Amiruzzaman, Hassan Peyravi, Mohammad Abdullah-Al-Wadud, and Yoojin Chung. Concurrent covert communication channels. In Proceedings of the Advances in Computer Science and Information Technology, pages 203–213, Miyazaki, Japan, June 2010.

## **Selected Extramural Funding**

- 1. NASA Space Communications Division. Multiple access control (MAC) protocols for the mars regional network. NASA, 1994. PI, \$19,200.
- 2. NASA Space Communications Division. Performance evaluation of the multiple access control (MAC) protocols for the mars regional network. NASA, 1995. PI, \$90,000.
- 3. CAIDA (Cooperative Association for Internet Data Analysis). Internet engineering laboratory. Equipment grant, 2000. PI, \$300,000.
- 4. Internet2 Technology Evaluation Center. Traffic management and QoS provisioning in IP networks. 2001. PI, \$149,900.
- 5. Allied Telesyn. Internet engineering laboratory(equipment). 2002. PI, \$7,000.
- 6. State Department. Fulbright, council for international exchange scholars. 2012. Participant, \$99,613.
- 7. Cisco Systems. Network equipment: An infrastructure grant. 2012. PI, \$220,000.
- 8. State Department. Fulbright, council for international exchange scholars. April 2013. Participant, \$100,000.

## Graduate Supervision (30+)

• Theses & Dissertation: Directed four PhD Dissertations and 26 MS theses; graduate Committees (over 100).

## **Relevant Graduate Courses Taught**

• Relevant Courses Taught: Computer Communication Networks (senior/graduate). Advanced Communication Networks (graduate), Distributed Processing and Interconnection Networks (graduate), Wireless and Mobile Computing (graduate), Network Security (graduate), Master/Doctoral Seminars

## **Synergistic Activities**

- NSF Panel Reviews (2007-present): Engineering Division: 2007, 2008(2), 2009(2), 2011, 2012(2), 2013(3), 2013(3), 2013(3), 2014(2), 2015(1).
- Publications Reviews (2010-present): IEEE Transactions on Computers, IEEE Transactions on Parallel and Distributed Systems, IEEE Communications Letters, IEEE Communications Magazine, Journal of Parallel and Distributed Computing, Parallel Processing Letters, Computer Communications, Journal of Supercomputing, IEEE Communications, IEEE Networks, IEEE Transactions on Vehicular Technology. IEEE Transactions on Wireless Communications. Computer Communications Journals, IEEE INFOCOM.
- Multiple years of computer science program development as curriculum and graduate program coordinator

# Augustine S. Samba, PhD

Full Professor (Computer Science) non-tenure track

Phone: +1 330 672 9868; Email: asamba@kent.edu

Website: http://www.personal.kent.edu/~asamba/gus/

# Education

- 1977 BSc (Honors), Pure and Applied Math, Fourah-Bay College, UK
- 1979 MSc, Applied Math, The University of Liverpool, UK
- 1983 Ph. D., Computer Science, The University of Liverpool, Liverpool, UK

# Experience

2019 -	Professor, Department of Computer Science, Kent State University, Kent, Ohio, USA
2016 — 19	Assoc. Professor, Department of Computer Science, Kent State University, Kent, Ohio, USA
2008 — 16	Assoc. Professor, College of Aeronautics and Engineering, Kent State University, Kent, Ohio, USA
2007 — 08	Assoc. Professor, Department of Computer Science, Kent State University, Kent, Ohio
2004 — 07	Visiting Asst. Professor, Department of Computer Science, Kent State University, Kent, Ohio, USA
2000 — 04	Director, Network Architecture, QuikCAT Technologies, Cleveland, Ohio, USA
1986 — 2000	Systems/Software Engineer, Telecom Network Systems Division, AT&T Bell Labs, NJ, USA

# Fellowships

2013 Fullbright scholar

2012 Fulbright scholar

# **Selected Publications and Patents**

- 1. Augustine S. Samba, US 8,868,725 B2 "Apparatus and Methods for Real-time Multimedia Network Traffic Management and Control in Wireless Networks," October 2014.
- 2. Augustine Samba, "Logical Data Models for Cloud Computing Architectures", *IEEE IT Professional Journal on Cloud Computing*, Manuscript ITProSI-2011- 06-0048.R2, pp. 19 26., Feb. 2012.
- Augustine Samba, and Irena Bojanova, "Analysis of Cloud Computing Architecture Models"; Advanced Information Networking and Applications (WAINA)," *IEEE Workshops of International Conference*, ISBN: 978-0-7695-4338-3, 2011.
- 4. Augustine Samba, "Intelligent Traffic Management and Control in Telecommunications Network," In the *Proceedings of Spring Simulation Multi-conference,* Sponsored by Society for Modeling and Simulation International, April 2005, ISBN: 1-56555-296-2, pp. 97-104.
- 5. Augustine Samba, Atila Boros, Olu E. Lafe, US 2002/0196793 A1, <u>End-User Communication Systems Access</u> Network, December 2002.
- 6. Augustine Sylvester Samba, Anthony Buttitta, US 6,289,095 B1: NPA Split Management in Intelligent Network Environment, September 2001.
- 7. Augustine S. Samba, US 5,539,815A: Network Call Routing Controlled by a Management Node, July 1996.

# **Relevant Courses Taught**

1) Advanced Digital Design (graduate level); 2) Capstone Project (undergraduate level); 3) Drone Programming

# **Synergistic Activities**

- 12/31/2010: FAA research proposal 00000670: <u>Inter-Operable benefits Analysis Management (IBAM) System</u>;
   I. Richmond Nettey, (PI), & Augustine Samba, (Co-PI); (\$478, 825).
- 8/3/2009: NSF research proposal 0959757. <u>MRI-R2: Development of a Flying Cyber Laboratory: A Multi-Use</u> <u>Cyber Sharable Test Bed for Experiments in Motion Networking, Aviation Computing & Systems, and Aerial</u> <u>Remote Sensing</u>: Javed Khan (PI), Joseph D Ortiz (CO-PI), Timothy Palcho (CO-PI), Hassan Peyravi (CO-PI), Augustine Samba (CO-PI). (\$3, 439, 076)

# **Graduate MS Student Research Projects Directed**

- 2015 Jayakrishnan Ajayakumar, "Using Geonarratives to understand Resident Environmental Perception and their Implications."
- 2014 Devagiri Sai Sowmya Chalamala, "Network assisted mobile computing with optimal uplink query processing."
- 2014 Santhoshini Vallakati, "Error Correcting Codes for Wireless Communications."
- 2014 Uday Bhaskar Madduru Prasad, "Artificial Intelligence Browser Using Java Speech API."
- 2014 Jaswanth Kumar Kanamarlapudi, "Highway's Electronic Toll Collection System,"
- 2014 Kay Levandowski, M.Ed., Career Readiness Tracking: Using Systems to Drive Participation in [KSU] Career Services."
- 2014 Prasanna Joshi, "Technical Architecture with CRM Implementation and Cloud Platform."
- 2013 Pavan Kumar Kodali, "Next Generation Intelligent Network."
- 2013 Shanthan Kumar Jogavajjala, "Network Management for Power Line Communication."
- 2013 Sandra Renea Randulic, "Customer Relationship Management System: The right system for the College of the Arts at Kent State University."
- 2013 Sirisha Yalamanchili, "Security in Fiber Optics Networks."
- 2013 Vijay Karthik Battina, "Microcontroller Based Security Authentication for Car using GPS."
- 2013 Nuttapong Phantkankum, "Multiprotocol Label Switching."
- 2012 Tahani Aljohani, "Network Traffic Management Techniques."
- 2012 Terence F. Tama, "WiMAX 802.16e: 4G wireless Broadband High-Speed network."

# Gokarna Sharma, PhD

**Assistant Professor (Computer Science)** 

# Director —Scalable Computer Architecture and Emerging Technologies Laboratory Phone: +1(330) 672-9065; Email: sharma@cs.kent.edu

Website: http://www.cs.kent.edu/~sharma/

# Education

2005	B. E. (Computer Engineering), Tribhuvan University, Kirtipur, Nepal,
2007	M. S. (Computer Science), Technical University of Vienna, Vienna, Austria and
2008	M. S. (Computer Science), Free University of Bolzano, Bozen-Bolzano, Italy
2014	Ph. D. (Computer Science), Louisiana State University, Baton Rouge, USA
2014-15	Post-doc, Distributed Computing, Louisiana State University, Baton Rouge, USA

## Experience

Aug. 2015 – current	Assistant Professor, Kent State University, Kent, Ohio, USA
Nov. 2014 – Aug. 2015	Postdoctoral Researcher, Louisiana State University, Baton Rouge, USA

# **Research Grants**

**G. Sharma** (sole PI). NSF CCF-1936450 EAGER: Transactional Memory Foundations for Distributed Multiprocessor Systems, 10/2019-09/2021, \$199,977.

# **Selected Publications**

- R. Jayaram, G. Sharma, S. Tirthapura, and D.P. Woodruff. Weighted Reservoir Sampling from Distributed Streams. In Proceedings of the 38<sup>th</sup> ACM SIGMOD-SIGACT-SIGAI Symposium on Principles of Database Systems (PODS 2019), Amsterdam, Netherlands, July 2019.
- 2. C. Busch, M. Herlihy, M. Popovic, G. Sharma. Time-Communication Impossibility Results for Distributed Transactional Memory. In *Distributed Computing* **31**(6): 471-487, November 2018.
- 3. S. Rai, G. Sharma, C. Busch, M. Herlihy. Load Balanced Distributed Directories. In Proceedings of the 20th International Symposium on Stabilization, Safety, and Security of Distributed Systems (**SSS** 2018), Tokyo, Japan, November 2018.
- 4. P. Poudel, G. Sharma. An Adaptive Logging Framework for Persistent Memories. In Proceedings of the 20th International Symposium on Stabilization, Safety, and Security of Distributed Systems (**SSS** 2018), Tokyo, Japan, November 2018.
- C. Busch, M. Herlihy, M. Popovic, G. Sharma. Fast Scheduling in Distributed Transactional Memory. In Proceedings of the 29th Annual ACM Symposium on Parallelism in Algorithms and Architectures (SPAA 2017), Washington, D.C., USA, July 2017.
- 6. G. Sharma, C. Busch. A Load Balanced Directory for Distributed Shared Memory Objects. *Journal of Parallel and Distributed Computing* **78**: 6-24, April 2015.
- 7. G. Sharma, C. Busch. An Analysis Framework for Distributed Hierarchical Directories. *Algorithmica*, **71**(2): 377-408, February 2015.
- 8. G. Sharma, C. Busch. Distributed Transactional Memory for General Networks. In *Distributed Computing* **27**(5): 329-362, October 2014.

- 9. G. Sharma, and C. Busch, "Window-Based Greedy Contention Management for Transactional Memory: Theory and Practice," In *Distributed Computing*, **25**(3): 225-248, June 2012.
- 10. G. Sharma, and C. Busch, "A Competitive Analysis for Balanced Transactional Memory Workloads," *Algorithmica*, **63**(1-2): 296-322, June 2012.

#### **Research Directed**

- Rusul Alsaedi. M.S., On the mutual visibility of fat mobile robots, May 2016.
- Aisha Aljohani. M.S., Distributed robot coordination handling obstructions and faults, December 2017
- Pavan Poudel. Ph.D. Tools and techniques for efficient transactions, Expected graduation: August 2020

#### **Research Significance**

The research on transactional memory the group has established solid theoretical understanding of power and limitations of transactional memory in programming tightly-coupled shared memory and loosely- coupled distributed multiprocessor systems. The techniques developed found applications in different areas such as mobility handling in sensor networks.

#### **Relevant Graduate Courses Taught**

1) Internet of Things; 2) Algorithmic Robotics.

#### **Synergistic Activities**

- Research advisor of several undergraduate students under Choose Ohio First (COF) program of Kent State University.
- Organizing committee member as a workshops chair for the 32<sup>nd</sup> International Symposium on Distributed Computing (**DISC** 2018).
- Judge, mentor, and selection board member for several high school and undergraduate research events, most recently including the KSU science experience internship program for the high school students in the city of Kent, Ohio.
- External reviewer for meetings of several different professional societies, most recently including the 29thACM-SIAM Symposium on Discrete Algorithms (SODA 2018).
- Editorial board member and reviewer for journals of several professional societies, most recently including Journal of Parallel and Distributed Computing and Transactions on Robotics.

# Ye Zhao, Ph.D.

# Full Professor (Computer Science) Director — Visualization Laboratory Phone: +1 330 672 9059; Email: zhao@cs.kent.edu Website: <u>http://www.cs.kent.edu/~zhao</u>

# Education

2006	Ph. D., Computer Science,	Stony Brook U	niversity, New York, US
2000	The D., Computer Science,	, Stony Brook Or	mentice, new rork, 03

2000 M. S., Computer Science, Tsinghua University, Beijing, China

1997 B. S., Computer Science, Tsinghua University, Beijing, China

## Experience

2017 – Present	Graduate Coordinator, Department of Computer Science, Kent State University, Ohio
2017 to Present	Full Professor, Department of Computer Science, Kent State University, Ohio
2012 — 2017	Associate Professor, Department of Computer Science, Kent State University, Ohio
2006 - 2012	Assistant Professor, Department of Computer Science, Kent State University, Ohio

# **Selected Publications**

- 1. Gennady Andrienko, Natalia Andrienko, Wei Chen, Ross Maciejewski, Ye Zhao, Visual Analytics for Transportation: State of the Art and Further Research Directions, *IEEE Transactions on Intelligent Transportation Systems*, 18(8), 2232 2249, Aug., 2017, IEEE.
- 2. Shamal AL-Dohuki, Farah Kamw, Ye Zhao, Xinyue Ye, Jing Yang, An Open Source TrajAnalytics Software for Modeling, Transformation and Visualization of Urban Trajectory Data, *the 22nd IEEE Intelligent Transportation Systems Conference*, to appear, Auckland, New Zealand, October 2019 IEEE.
- 3. Farah Kamw, Shamal AL-Dohuki, Ye Zhao, Thomas Eynon, David Sheets, Jing Yang, Xinyue Ye, Wei Chen, Adaptively Exploring Population Mobility Patterns in Flow Visualization, *IEEE Transactions on Intelligent Transportation Systems*, 2019,
- 4. Shamal AL-Dohuki, Ye Zhao, Farah Kamw, Jing Yang, Xinyue Ye, Wei Chen, QuteVis: Visually Studying Transportation Patterns Using Multi-Sketch Query of Joint Traffic Situations. *IEEE Computer Graphics and Applications*, 2019,
- 5. Xiaoke Huang, Ye Zhao, Jing Yang, Chao Ma, Chong Zhang, Xinyue Ye, TrajGraph: A Graph-Based Visual Analytics Approach to Studying Urban Network Centrality Using Taxi Trajectory Data, *IEEE Transactions on Visualization and Computer Graphics*, 22(1), 160-169, 2015.
- 6. Zhaosong Huang, Ye Zhao, Wei Chen, Shengjie Gao, Kejie Yu, Weixia Xu, Mingjie Tang, Minfeng Zhu, Mingliang Xu, A Natural-language-based Visual Query Approach of Uncertain Human Trajectories. *IEEE Transactions on Visualization and Computer Graphics*, 2019.
- Fully Parallelized Lattice Boltzmann Scheme for Fast Extraction of Biomedical Geometry, Zhiqiang Wang, Ye Zhao, Huidan Yu, Chen Lin, Alan P Sawchuck, *Journal of Parallel and Distributed Computing*, Volume 128, Pages 126-136, 10.1016/j.jpdc.2019.02.004, June 2019.
- 8. Fei Wang, Wei Chen, Ye Zhao, Tianyu Gu, Siyuan Gao, Hujun Bao, Adaptively Exploring Population Mobility Patterns in Flow Visualization, *IEEE Transactions on Intelligent Transportation Systems*, 18(8), 2250 2259, Aug. 2017.

9. Shamal AL-Dohuki, Farah Kamw, Ye Zhao, Jing Yang, Chao Ma, YingyuWu, Xinyue, Ye, Fei Wang, Wei Chen, Xin Li, SemanticTraj: A New Approach to Interacting with Massive Taxi Trajectories, *IEEE Transactions on Visualization and Computer Graphics*, 23(1), 11 - 20, 2017.

## Software

- 1. *TrajAnalytics*: A Web-Based, Open Source Visual Analytics Software of Urban Trajectory Data. Free download at vis.cs.kent.edu. Supported by NSF grant 1535031.
- GeoVisuals: A Web-Based, Open Source Visual Analytics Software Supporting Data Management and Visualization of Geospatial Multimedia Data. Free download at vis.cs.kent.edu. Supported by NSF grant 1739491.

## **Research Directed**

Directed seven PhDs and nine MS to completion in analytics of smart city and intelligent transportation, information visualization, analysis and retrieval of urban information, biomdical geometry extraction, and scientific visualization of turbulent fluid motion. Currently, his lab has six PhD students.

# Extramural Grants (More than \$1.5 million in grants)

- 1. Brookhaven Science Associates, DOE, Subaward PI, Using Visualization for Explainable Machine Learning
- 2. Brookhaven Science Associates, DOE, Subaward PI, Full Stack Development for Scientific Data Analysis and Visualization
- 3. National Science Foundation Grant OAC-1739491, PI, GeoVisuals Software: Capturing, Managing, and Utilizing GeoSpatial Multimedia Data for Collaborative Field Research
- 4. National Science Foundation Grant CNS-1637242, PI, S&CC: Support Community-Scale Study by Visual Analytics of Human Mobility and Opinion Data from Social Media Data
- 5. National Science Foundation Grant ACI-1535031, PI, TrajAnalytics: A Cloud-Based Visual Analytics Software System to Advance Transportation Studies Using Emerging Urban Trajectory Data
- 6. National Science Foundation Grant IIS-1352927, PI, Visualizing event dynamics with narrative animation
- 7. National Science Foundation Grant IIS-0916131, PI, Real-time simulation system of turbulent fluids.

# **Related Graduate Courses Taught**

1) Information Visualization; 2) Scientific Visualization; 3) Advanced Computer Graphics

## **Synergistic Activities**

- Principle Investigator of extramural funding with a total amount more than 1.5 million dollars from 2009 current, including NSF 1739491
- Recipient of the Google Faculty Research Awards, 2011
- Program Committee member for many conferences including IEEE Conference on Visual Analytics Science and Technology (VAST)
- Grant Reviewer for several panels of National Science Foundation 2009-2018
- Paper Reviewer for many top journals and conferences including IEEE Trans. On IEEE Transactions on Visualization and Computer Graphics



Randy Gardner, Chancellor

Combined Bachelor's/Master's Degree Program Request Form

Date of submission: April 24, 2020

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: B.S. in Chemistry

Name of master's degree program: M.S. in [Chemistry

Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

141 total credit hours for the BS/MS combined degree.

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Students that complete the courses approved for dual credit (BS/MS) and all other BS requirements will be eligible for the bachelor's degree in Chemistry & Biochemistry.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

The Department of Chemistry and Biochemistry will use internal media (posters, flyers, display screen announcements, social media) to inform undergraduate chemistry majors of

the opportunity for the BS/MS combined degree program. The Department of Chemistry and Biochemistry will also communicate directly with high-achieving undergraduates (gpa > 3.5) majoring in Chemistry & Biochemistry before the beginning of their junior year. We will use email to personally inform them of the BS/MS program and invite them to apply.

# 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students who wish to leave the MS/BS program may graduate with a B.S. degree in Chemistry at any time after they have completed the approved dual-credit courses and/or the originally required courses.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University Graduate Courses in Chemistry that will be used to satisfy B.S. Chemistry degree requirements, by undergraduate B.S. chemistry-major concentration.

# **B.S. Biochemistry Concentration**

Principles of Biochemistry 1, CHEM 50261 (3), replacing CHEM 40261 in semester 5. Principles of Biochemistry 2, CHEM 50262 (3), replacing CHEM 40262 in semester 6. Physical Biochemistry, CHEM 50263 (3), replacing CHEM 40263 in semester 6. 3 additional hours of M.S. level course work (50000-level) replacing 3 credit hours of CHEM 40000-level electives in semesters 5 – 8.

# B.S. Biochemistry-Premedicine Concentration

Principles of Biochemistry 1, CHEM 50261 (3), replacing CHEM 40261 in semester 5. Principles of Biochemistry 2, CHEM 50262 (3), replacing CHEM 40262 in semester 6. Physical Biochemistry, CHEM 50263 (3), replacing CHEM 40263 in semester 6. 3 additional hours of M.S. level course work (50000-level) replacing 3 credit hours of CHEM 40000-level electives in semesters 5 – 8.

# **B.S. Chemistry Concentration**

Intermediate Organic Chemistry, CHEM 50486\* (1), replacing CHEM 40486 in semester 5. Intermediate Organic Chemistry Laboratory, CHEM 50477\* (1), replacing CHEM 40477 in semester 5.

Inorganic Chemistry 3, CHEM 50303 (2), replacing CHEM 40303 in semester 8. Principles of Biochemistry 1, CHEM 50261 (3), replacing CHEM 30284 (4) in semester 7. 3 additional hours of M.S. level course work (50000-level) replacing 3 credit hours of CHEM 40000-level electives in semesters 5 – 8.

CHEM 50486 and CHEM 50477 are in the process of being created, Spring 2020.



Mike DeWine, Governor Randy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 20 April 2020

Name of institution: Kent State University

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: BS in Aeronautical Systems Engineering Technology

Name of master's degree program: Master in Mechanical Engineering Technology

Proposed implementation date: Fall 2020

- 1. Identify the total number of credit hours in the undergraduate and master's programs combined. B.S, 121 and Master 30
- 2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Graduate level work taken will satisfy the requirements for the Undergraduate degree. Graduation applications will not be processed without the requisite credit-hours for the undergraduate degree.

 Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Faculty Advisors, Graduate Coordinator, Program Coordinators, Lead Faculty, and CAE student advisors will make sure students are informed and aware of pros and challenges.

# 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students will be able to resume their undergraduate roadmap if they abandon the combined program. All graduate course work will count for undergraduate electives, slashed courses, or Program and Graduate Coordinator approve course substitutions.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University EPC Agenda | 12 May 2020 | Attachment 5 | Page 3 All Combined courses will count as undergraduate elective, slashed course, or course substitution approved by the Program and Graduate Coordinators; indicated on the Combined Program form.

MET COMBINED COURSES		
COURSE	SLASH	
ENGR 60000 Project Management	None	
ENGR 60001Quant I/II	None	
ENGR 60078 Research Methods	None	
ENGR 67010 Ethics, Technology and	None	
Environment		
COMPUTER ENGINEERING TECHNOLOG	iΥ	
ENGR 53222	ENGR 43222	
Comp Hardware Eng. and Architecture	~	
ENGR 56312	ENGR 46312	
Wireless Network and		
Telecommunication Systems		
ENGR 56350	ENGR 46350	
Network Mgmt. Design Technology		
ENGR 63010 Computer Hardware	None	
ENGINEERING MANAGEMENT TECHNOLOGY		
ENGR 60003 Six-Sigma	None	
ENGR 63050 TRIZ	None	
ENGR 65700 Applied Reliability	None	
Engineering		
ENGR 65800 Burn-in Stress Testing for	None	
Reliability		
ENGR 53700	None	
Computer Integrated Manufacturing		
ENGR 63041 Motors and Controllers	None	
ENGR 63045 Mechatronics	None	
ENGR 63100 CAD	None	
QUALITY ENGINEERING TECHNOLOGY		
ENGR 60020 Quality Standards	None	
ENGR 67220 Life Cycle I	None	
ENGR 67221 Life Cycle II	None	
ENGR 65500	None	
Quality Systems and Industrial		
Productivity		



Mike DeWine, Governor Randy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 20 April 2020

Name of institution: Kent State University

#### Primary institutional contact for the request

: Therese E. T	ett
Associate V	e President, Curriculum Planning and Administration
Office of the	Provost
330-672-85	3
I: ttillet1@ker	edu
Office of the 330-672-85 I: ttillet1@ker	Provost 3 edu

Name of bachelor's degree program: BS in Aeronautics

Name of master's degree program: Master in Mechanical Engineering Technology

Proposed implementation date: Fall 2020

- 1. Identify the total number of credit hours in the undergraduate and master's programs combined. B.S, 120 and Master 30
- 2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Graduate level work taken will satisfy the requirements for the Undergraduate degree. Graduation applications will not be processed without the requisite credit-hours for the undergraduate degree.

 Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Faculty Advisors, Graduate Coordinator, Program Coordinators, Lead Faculty, and CAE student advisors will make sure students are informed and aware of pros and challenges.

# 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students will be able to resume their undergraduate roadmap if they abandon the combined program. All graduate course work will count for undergraduate electives, slashed courses, or Program and Graduate Coordinator approve course substitutions.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University EPC Agenda | 12 May 2020 | Attachment 6 | Page 3 All Combined courses will count as undergraduate elective, slashed course, or course substitution approved by the Program and Graduate Coordinators; indicated on the Combined Program form.

MET COMBINED COURSES		
COURSE	SLASH	
ENGR 60000 Project Management	None	
ENGR 60001Quant I/II	None	
ENGR 60078 Research Methods	None	
ENGR 67010 Ethics, Technology and	None	
Environment		
COMPUTER ENGINEERING TECHNOLOG	iΥ	
ENGR 53222	ENGR 43222	
Comp Hardware Eng. and Architecture	~	
ENGR 56312	ENGR 46312	
Wireless Network and		
Telecommunication Systems		
ENGR 56350	ENGR 46350	
Network Mgmt. Design Technology		
ENGR 63010 Computer Hardware	None	
ENGINEERING MANAGEMENT TECHNOLOGY		
ENGR 60003 Six-Sigma	None	
ENGR 63050 TRIZ	None	
ENGR 65700 Applied Reliability	None	
Engineering		
ENGR 65800 Burn-in Stress Testing for	None	
Reliability		
ENGR 53700	None	
Computer Integrated Manufacturing		
ENGR 63041 Motors and Controllers	None	
ENGR 63045 Mechatronics	None	
ENGR 63100 CAD	None	
QUALITY ENGINEERING TECHNOLOGY		
ENGR 60020 Quality Standards	None	
ENGR 67220 Life Cycle I	None	
ENGR 67221 Life Cycle II	None	
ENGR 65500	None	
Quality Systems and Industrial		
Productivity		



Mike DeWine, Governor Randy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 20 April 2020

Name of institution: Kent State University

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: BS in Aerospace Engineering

Name of master's degree program: Master in Mechanical Engineering Technology

Proposed implementation date: Fall 2020

- 1. Identify the total number of credit hours in the undergraduate and master's programs combined. B.S, 122 and Master 30
- 2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Graduate level work taken will satisfy the requirements for the Undergraduate degree. Graduation applications will not be processed without the requisite credit-hours for the undergraduate degree.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Faculty Advisors, Graduate Coordinator, Program Coordinators, Lead Faculty, and CAE student advisors will make sure students are informed and aware of pros and challenges.

# 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students will be able to resume their undergraduate roadmap if they abandon the combined program. All graduate course work will count for undergraduate electives, slashed courses, or Program and Graduate Coordinator approve course substitutions.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University EPC Agenda | 12 May 2020 | Attachment 7 | Page 3 All Combined courses will count as undergraduate elective, slashed course, or course substitution approved by the Program and Graduate Coordinators; indicated on the Combined Program form.

MET COMBINED COURSES	
COURSE	SLASH
ENGR 60000 Project Management	None
ENGR 60001Quant I/II	None
ENGR 60078 Research Methods	None
ENGR 67010 Ethics, Technology and	None
Environment	
COMPUTER ENGINEERING TECHNOLOG	iΥ
ENGR 53222	ENGR 43222
Comp Hardware Eng. and Architecture	~
ENGR 56312	ENGR 46312
Wireless Network and	
Telecommunication Systems	
ENGR 56350	ENGR 46350
Network Mgmt. Design Technology	
ENGR 63010 Computer Hardware	None
ENGINEERING MANAGEMENT TECHNOLOGY	
ENGR 60003 Six-Sigma	None
ENGR 63050 TRIZ	None
ENGR 65700 Applied Reliability	None
Engineering	
ENGR 65800 Burn-in Stress Testing for	None
Reliability	
ENGR 53700	None
Computer Integrated Manufacturing	
ENGR 63041 Motors and Controllers	None
ENGR 63045 Mechatronics	None
ENGR 63100 CAD	None
QUALITY ENGINEERING TECHNOLOGY	
ENGR 60020 Quality Standards	None
ENGR 67220 Life Cycle I	None
ENGR 67221 Life Cycle II	None
ENGR 65500	None
Quality Systems and Industrial	
Productivity	



Mike DeWine, Governor Randy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 20 April 2020

Name of institution: Kent State University

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: BS in Applied Engineering Technology

Name of master's degree program: Master in Mechanical Engineering Technology

Proposed implementation date: Fall 2020

- 1. Identify the total number of credit hours in the undergraduate and master's programs combined. B.S, 120 and Master 30
- 2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Graduate level work taken will satisfy the requirements for the Undergraduate degree. Graduation applications will not be processed without the requisite credit-hours for the undergraduate degree.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Faculty Advisors, Graduate Coordinator, Program Coordinators, Lead Faculty, and CAE student advisors will make sure students are informed and aware of pros and challenges.

# 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students will be able to resume their undergraduate roadmap if they abandon the combined program. All graduate course work will count for undergraduate electives, slashed courses, or Program and Graduate Coordinator approve course substitutions.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University EPC Agenda | 12 May 2020 | Attachment 8 | Page 3 All Combined courses will count as undergraduate elective, slashed course, or course substitution approved by the Program and Graduate Coordinators; indicated on the Combined Program form.

MET COMBINED COURSES		
COURSE	SLASH	
ENGR 60000 Project Management	None	
ENGR 60001Quant I/II	None	
ENGR 60078 Research Methods	None	
ENGR 67010 Ethics, Technology and	None	
Environment		
COMPUTER ENGINEERING TECHNOLOG	iΥ	
ENGR 53222	ENGR 43222	
Comp Hardware Eng. and Architecture	~	
ENGR 56312	ENGR 46312	
Wireless Network and		
Telecommunication Systems		
ENGR 56350	ENGR 46350	
Network Mgmt. Design Technology		
ENGR 63010 Computer Hardware	None	
ENGINEERING MANAGEMENT TECHNOLOGY		
ENGR 60003 Six-Sigma	None	
ENGR 63050 TRIZ	None	
ENGR 65700 Applied Reliability	None	
Engineering		
ENGR 65800 Burn-in Stress Testing for	None	
Reliability		
ENGR 53700	None	
Computer Integrated Manufacturing		
ENGR 63041 Motors and Controllers	None	
ENGR 63045 Mechatronics	None	
ENGR 63100 CAD	None	
QUALITY ENGINEERING TECHNOLOGY		
ENGR 60020 Quality Standards	None	
ENGR 67220 Life Cycle I	None	
ENGR 67221 Life Cycle II	None	
ENGR 65500	None	
Quality Systems and Industrial		
Productivity		



Mike DeWine, Governor Randy Gardner, Chancellor

# Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 20 April 2020

Name of institution: Kent State University

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: BS in Computer Engineering Technology

Name of master's degree program: Master in Mechanical Engineering Technology

Proposed implementation date: Fall 2020

- 1. Identify the total number of credit hours in the undergraduate and master's programs combined. B.S, 120 and Master 30
- 2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Graduate level work taken will satisfy the requirements for the Undergraduate degree. Graduation applications will not be processed without the requisite credit-hours for the undergraduate degree.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Faculty Advisors, Graduate Coordinator, Program Coordinators, Lead Faculty, and CAE student advisors will make sure students are informed and aware of pros and challenges.

# 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students will be able to resume their undergraduate roadmap if they abandon the combined program. All graduate course work will count for undergraduate electives, slashed courses, or Program and Graduate Coordinator approve course substitutions.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Melody J. Tankersley, Ph.D. Senior Vice President for Academic Affairs and Provost (Interim) Kent State University
EPC Agenda | 12 May 2020 | Attachment 9 | Page 3 All Combined courses will count as undergraduate elective, slashed course, or course substitution approved by the Program and Graduate Coordinators; indicated on the Combined Program form.

MET COMBINED COURSES		
COURSE	SLASH	
ENGR 60000 Project Management	None	
ENGR 60001Quant I/II	None	
ENGR 60078 Research Methods	None	
ENGR 67010 Ethics, Technology and	None	
Environment		
COMPUTER ENGINEERING TECHNOLOG	iΥ	
ENGR 53222	ENGR 43222	
Comp Hardware Eng. and Architecture	~	
ENGR 56312	ENGR 46312	
Wireless Network and		
Telecommunication Systems		
ENGR 56350	ENGR 46350	
Network Mgmt. Design Technology		
ENGR 63010 Computer Hardware	None	
ENGINEERING MANAGEMENT TECHNOLOGY		
ENGR 60003 Six-Sigma	None	
ENGR 63050 TRIZ	None	
ENGR 65700 Applied Reliability	None	
Engineering		
ENGR 65800 Burn-in Stress Testing for	None	
Reliability		
ENGR 53700	None	
Computer Integrated Manufacturing		
ENGR 63041 Motors and Controllers	None	
ENGR 63045 Mechatronics	None	
ENGR 63100 CAD	None	
QUALITY ENGINEERING TECHNOLOGY		
ENGR 60020 Quality Standards	None	
ENGR 67220 Life Cycle I	None	
ENGR 67221 Life Cycle II	None	
ENGR 65500	None	
Quality Systems and Industrial		
Productivity		



Mike DeWine, Governor Randy Gardner, Chancellor

#### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 20 April 2020

Name of institution: Kent State University

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: BS in Mechanical Engineering Technology

Name of master's degree program: Master in Mechanical Engineering Technology

Proposed implementation date: Fall 2020

- 1. Identify the total number of credit hours in the undergraduate and master's programs combined. B.S, 120 and Master 30
- 2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Graduate level work taken will satisfy the requirements for the Undergraduate degree. Graduation applications will not be processed without the requisite credit-hours for the undergraduate degree.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Faculty Advisors, Graduate Coordinator, Program Coordinators, Lead Faculty, and CAE student advisors will make sure students are informed and aware of pros and challenges.

### 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students will be able to resume their undergraduate roadmap if they abandon the combined program. All graduate course work will count for undergraduate electives, slashed courses, or Program and Graduate Coordinator approve course substitutions.

### 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

EPC Agenda | 12 May 2020 | Attachment 10 | Page 3 All Combined courses will count as undergraduate elective, slashed course, or course substitution approved by the Program and Graduate Coordinators; indicated on the Combined Program form.

MET COMBINED COURSES	
COURSE	SLASH
ENGR 60000 Project Management	None
ENGR 60001Quant I/II	None
ENGR 60078 Research Methods	None
ENGR 67010 Ethics, Technology and	None
Environment	
COMPUTER ENGINEERING TECHNOLOG	iΥ
ENGR 53222	ENGR 43222
Comp Hardware Eng. and Architecture	~
ENGR 56312	ENGR 46312
Wireless Network and	
Telecommunication Systems	
ENGR 56350	ENGR 46350
Network Mgmt. Design Technology	
ENGR 63010 Computer Hardware	None
ENGINEERING MANAGEMENT TECHNOLOGY	
ENGR 60003 Six-Sigma	None
ENGR 63050 TRIZ	None
ENGR 65700 Applied Reliability	None
Engineering	
ENGR 65800 Burn-in Stress Testing for	None
Reliability	
ENGR 53700	None
Computer Integrated Manufacturing	
ENGR 63041 Motors and Controllers	None
ENGR 63045 Mechatronics	None
ENGR 63100 CAD	None
QUALITY ENGINEERING TECHNOLOGY	
ENGR 60020 Quality Standards	None
ENGR 67220 Life Cycle I	None
ENGR 67221 Life Cycle II	None
ENGR 65500	None
Quality Systems and Industrial	
Productivity	



Mike DeWine, Governor Randy Gardner, Chancellor

#### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 20 April 2020

Name of institution: Kent State University

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: BS in Mechatronics Engineering

Name of master's degree program: Master in Mechanical Engineering Technology

Proposed implementation date: Fall 2020

- 1. Identify the total number of credit hours in the undergraduate and master's programs combined. B.S, 121 and Master 30
- 2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Graduate level work taken will satisfy the requirements for the Undergraduate degree. Graduation applications will not be processed without the requisite credit-hours for the undergraduate degree.

 Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Faculty Advisors, Graduate Coordinator, Program Coordinators, Lead Faculty, and CAE student advisors will make sure students are informed and aware of pros and challenges.

### 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students will be able to resume their undergraduate roadmap if they abandon the combined program. All graduate course work will count for undergraduate electives, slashed courses, or Program and Graduate Coordinator approve course substitutions.

### 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

EPC Agenda | 12 May 2020 | Attachment 11 | Page 3 All Combined courses will count as undergraduate elective, slashed course, or course substitution approved by the Program and Graduate Coordinators; indicated on the Combined Program form.

MET COMBINED COURSES	
COURSE	SLASH
ENGR 60000 Project Management	None
ENGR 60001Quant I/II	None
ENGR 60078 Research Methods	None
ENGR 67010 Ethics, Technology and	None
Environment	
COMPUTER ENGINEERING TECHNOLOG	iΥ
ENGR 53222	ENGR 43222
Comp Hardware Eng. and Architecture	~
ENGR 56312	ENGR 46312
Wireless Network and	
Telecommunication Systems	
ENGR 56350	ENGR 46350
Network Mgmt. Design Technology	
ENGR 63010 Computer Hardware	None
ENGINEERING MANAGEMENT TECHNOLOGY	
ENGR 60003 Six-Sigma	None
ENGR 63050 TRIZ	None
ENGR 65700 Applied Reliability	None
Engineering	
ENGR 65800 Burn-in Stress Testing for	None
Reliability	
ENGR 53700	None
<b>Computer Integrated Manufacturing</b>	
ENGR 63041 Motors and Controllers	None
ENGR 63045 Mechatronics	None
ENGR 63100 CAD	None
QUALITY ENGINEERING TECHNOLOGY	
ENGR 60020 Quality Standards	None
ENGR 67220 Life Cycle I	None
ENGR 67221 Life Cycle II	None
ENGR 65500	None
Quality Systems and Industrial	
Productivity	



Mike DeWine, Governor Randy Gardner, Chancellor

#### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 20 April 2020

Name of institution: Kent State University

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: BS in Mechatronics Engineering Technology

Name of master's degree program: Master in Mechanical Engineering Technology

Proposed implementation date: Fall 2020

- 1. Identify the total number of credit hours in the undergraduate and master's programs combined. B.S, 120 and Master 30
- 2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Graduate level work taken will satisfy the requirements for the Undergraduate degree. Graduation applications will not be processed without the requisite credit-hours for the undergraduate degree.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

Faculty Advisors, Graduate Coordinator, Program Coordinators, Lead Faculty, and CAE student advisors will make sure students are informed and aware of pros and challenges.

### 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students will be able to resume their undergraduate roadmap if they abandon the combined program. All graduate course work will count for undergraduate electives, slashed courses, or Program and Graduate Coordinator approve course substitutions.

### 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

EPC Agenda | 12 May 2020 | Attachment 12 | Page 3 All Combined courses will count as undergraduate elective, slashed course, or course substitution approved by the Program and Graduate Coordinators; indicated on the Combined Program form.

MET COMBINED COURSES	
COURSE	SLASH
ENGR 60000 Project Management	None
ENGR 60001Quant I/II	None
ENGR 60078 Research Methods	None
ENGR 67010 Ethics, Technology and	None
Environment	
COMPUTER ENGINEERING TECHNOLOG	iΥ
ENGR 53222	ENGR 43222
Comp Hardware Eng. and Architecture	2
ENGR 56312	ENGR 46312
Wireless Network and	
Telecommunication Systems	
ENGR 56350	ENGR 46350
Network Mgmt. Design Technology	
ENGR 63010 Computer Hardware	None
ENGINEERING MANAGEMENT TECHNOLOGY	
ENGR 60003 Six-Sigma	None
ENGR 63050 TRIZ	None
ENGR 65700 Applied Reliability	None
Engineering	
ENGR 65800 Burn-in Stress Testing for	None
Reliability	
ENGR 53700	None
Computer Integrated Manufacturing	
ENGR 63041 Motors and Controllers	None
ENGR 63045 Mechatronics	None
ENGR 63100 CAD	None
QUALITY ENGINEERING TECHNOLOGY	
ENGR 60020 Quality Standards	None
ENGR 67220 Life Cycle I	None
ENGR 67221 Life Cycle II	None
ENGR 65500	None
Quality Systems and Industrial	
Productivity	



Mike DeWine, Governor Randy Gardner, Chancellor

### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 5/4/2020

Name of institution: Kent State University

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: B.S. in Digital Media Production

Name of master's degree program: M.A. in Journalism and Mass Communication Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

144 credit hours combined: 120 undergraduate hours, with 9 of those hours double counted from the MA program, which requires 33 credit hours; 24 graduate hours beyond the 9 that were double counted.

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Student will apply for Graduation Clearance via FlashLine. The College of Communication and Information (CCI) advising staff will conduct and approve GPS degree audit, to ensure satisfactory completion of required credits toward B.S. in Digital Media Production. Students are also required to meet with advisors every semester to discuss degree progression.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

[Website] The combined degree program option will be described on the School of Journalism website, under both "Undergraduate Programs" and "Graduate Programs" with a

section highlighting the "Combined B.S./M.A." program. Program information will also be added to the official university catalog.

[Email] Once per fall and spring semester, CCI will run an institutional report on the undergraduate major and GPAs available. CCI will reach out to notify them that they qualify for admission by the end of 60 earned credit hours.

[Print] The program option will be mentioned on any future fact sheets, brochures or marketing materials.

[Advising – Staff ] The College of Communication and Information advising office will be notified that the option is available and encouraged to offer it to students that have the appropriate GPAs during their second semester of their undergraduate year and each subsequent academic term, through the first term of their fourth undergraduate year. Staff will notify students of the admission requirements, enrollment standards, and other academic policies that may affect them if they enroll in the combined program.

[Advising – Faculty] The graduate coordinator, graduate advisor, and/or any other department faculty will be made aware of the program either in-person or via email. Faculty will discuss admission requirements, enrollment standards, and other academic policies that may affect the student if they enroll in the combined program.

# 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students who want to leave the combined program will obtain the B.S. in Digital Media Production undergraduate degree upon completion of all requirements necessary for graduation. Courses double-counted can still be used to fulfill requirements for the B.S. in Digital Media Production undergraduate degree program if they meet the necessary degree audit standards.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Course	Title	Credit Hours
Number		
4/50015	Media Marketplace	3.000
4/50027	Managing Media Diversity	3.000
4/50037	Scriptwriting for Video and Film	3.000
4/54050	Postproduction Sound	3.000
4/55001	Advanced Lighting Digital Film/TV	3.000
4/56057	Motion Graphics for Video Editing	3.000
C1001	Principles and Practices of Digital	3.000
01001	Media	

The courses that would apply for joint credit include the following.



Randy Gardner, Chancellor

### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 5/4/2020

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: B.S. in Journalism

Name of master's degree program: M.A. in Journalism and Mass Communication Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

144 credit hours combined: 120 undergraduate hours, with 9 of those hours double counted from the MA program, which requires 33 credit hours; 24 graduate hours beyond the 9 that were double counted.

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Student will apply for Graduation Clearance via FlashLine. The College of Communication and Information (CCI) advising staff will conduct and approve GPS degree audit, to ensure satisfactory completion of required credits toward B.S. in Journalism. Students are also required to meet with advisors every semester to discuss degree progression.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

[Website] The combined degree program option will be described on the School of Journalism website, under both "Undergraduate Programs" and "Graduate Programs" with a

section highlighting the "Combined B.S./M.A." program. Program information will also be added to the official university catalog.

[Email] Once per fall and spring semester, CCI will run an institutional report on the undergraduate major and GPAs available. CCI will reach out to notify them that they qualify for admission by the end of 60 earned credit hours.

[Print] The program option will be mentioned on any future fact sheets, brochures or marketing materials.

[Advising – Staff ] The College of Communication and Information advising office will be notified that the option is available and encouraged to offer it to students that have the appropriate GPAs during their second semester of their undergraduate year and each subsequent academic term, through the first term of their fourth undergraduate year. Staff will notify students of the admission requirements, enrollment standards, and other academic policies that may affect them if they enroll in the combined program.

[Advising – Faculty] The graduate coordinator, graduate advisor, and/or any other department faculty will be made aware of the program either in-person or via email. Faculty will discuss admission requirements, enrollment standards, and other academic policies that may affect the student if they enroll in the combined program.

# 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students who want to leave the combined program will obtain the B.S. in Journalism undergraduate degree upon completion of all requirements necessary for graduation. Courses double-counted can still be used to fulfill requirements for the B.S. in Journalism undergraduate degree program if they meet the necessary degree audit standards.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Course	Title	Credit Hours
Number		
4/50015	Media Marketplace	3.000
4/50017	Media Enterprise	3.000
4/50027	Managing Media Diversity	3.000
4/56003	Producing Television News	3.000
4/56006	Opinion Writing	3.000
4/56009	Reporting Public Policy	3.000
4/56016	Business of Publishing	3.000
4/56020	Magazine Design	3.000
4/56021	Advanced Magazine Writing	3.000
61001	Principles and Practices of Digital	3.000
	Media	

The courses that would apply for joint credit include the following.



Randy Gardner, Chancellor

### Combined Bachelor's/Master's Degree Program Request Form

Date of submission: 5/4/2020

Name of institution: Kent State University

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Name of bachelor's degree program: B.S. in Public Relations

Name of master's degree program: M.A. in Journalism and Mass Communication Proposed implementation date: Fall 2020

1. Identify the total number of credit hours in the undergraduate and master's programs combined.

144 credit hours combined: 120 undergraduate hours, with 9 of those hours double counted from the MA program, which requires 33 credit hours; 24 graduate hours beyond the 9 that were double counted.

2. Describe how the university will ensure that students meet the expected baccalaureate program outcomes before the bachelor's degree is awarded.

Student will apply for Graduation Clearance via FlashLine. The College of Communication and Information (CCI) advising staff will conduct and approve GPS degree audit, to ensure satisfactory completion of required credits toward B.S. in Public Relations. Students are also required to meet with advisors every semester to discuss degree progression.

3. Describe how students are informed of this combined degree program. Include in the answer how students are advised regarding opportunities and challenges associated with the option.

[Website] The combined degree program option will be described on the School of Journalism website, under both "Undergraduate Programs" and "Graduate Programs" with a

section highlighting the "Combined B.S./M.A." program. Program information will also be added to the official university catalog.

[Email] Once per fall and spring semester, CCI will run an institutional report on the undergraduate major and GPAs available. CCI will reach out to notify them that they qualify for admission by the end of 60 earned credit hours.

[Print] The program option will be mentioned on any future fact sheets, brochures or marketing materials.

[Advising – Staff ] The College of Communication and Information advising office will be notified that the option is available and encouraged to offer it to students that have the appropriate GPAs during their second semester of their undergraduate year and each subsequent academic term, through the first term of their fourth undergraduate year. Staff will notify students of the admission requirements, enrollment standards, and other academic policies that may affect them if they enroll in the combined program.

[Advising – Faculty] The graduate coordinator, graduate advisor, and/or any other department faculty will be made aware of the program either in-person or via email. Faculty will discuss admission requirements, enrollment standards, and other academic policies that may affect the student if they enroll in the combined program.

# 4. Describe the options available for students who wish to leave the program with a bachelor's degree before finishing the graduate-level work.

Students who want to leave the combined program will obtain the B.S. in Public Relations undergraduate degree upon completion of all requirements necessary for graduation. Courses double-counted can still be used to fulfill requirements for the B.S. in Public Relations undergraduate degree program if they meet the necessary degree audit standards.

# 5. Describe how the institution ensures that students will pay undergraduate tuition throughout the completion of the undergraduate degree.

Per <u>Kent State policy</u>, students in a combined bachelor's/master's degree program are classified as undergraduate until the bachelor's degree is awarded. Kent State's tuition rate is assigned to the student's level, and not at the course level. Therefore, undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

Attach to this document a listing of the graduate courses in the master's degree program that will apply toward the bachelor's degree program and explain the requirements they will satisfy in the bachelor's degree.

Kent State University agrees to monitor the success of the program and will submit an annual report to Ohio Department of Higher Education on the scope of the program and student success.

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

Respectfully,

Signed after the request goes to EPC

Course Title Credit Hours Number 4/50015 Media Marketplace 3.000 Managing Media Diversity 4/50027 3.000 4/50202 PR Crisis Communication 1.000 4/58001 Media Relations and Publicity 3.000 4/58003 **Digital Public Relations** 3.000 4/58006 **Public Relations Publications** 3.000 Principles and Practices of Digital 3.000 61001

The courses that would apply for joint credit include the following.

Media



### Change Request: Online or 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 hybrid<sup>1</sup> delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences, student teaching.

- Date of submission: April 9, 2020
- Name of institution: Kent State University

Degree/degree program to be offered using online or hybrid delivery: Bachelor of Business Administration degree in General Business

#### Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Associate Vice President, Curriculum Planning and Administration
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Proposed start date: Fall 2020

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

Approved by the Educational Policies Council, subcommittee of the Faculty Senate, on *date to come* 

Institution has Higher Learning Commission approval for online or hybrid delivery: Yes, see Appendix A

#### **Educator Preparation Programs:**

Leads to licensure:	🗆 Yes	🛛 No
Leads to endorsement:	🗆 Yes	🛛 No

<sup>1</sup> For this document, the following definitions will be used:

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

#### CURRICULUM

# 1. Will the online or hybrid program be offered <u>instead of</u> or <u>in addition to</u> the on-ground program?

The B.B.A. degree in General Business is approved for fully on-ground delivery, and the last 60 credit hours (two years) is approved for fully online delivery. This proposal is to be offer the program as fully online in addition to on-ground.

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

The online and on-ground program are equivalent in terms of curriculum and outcomes. An online-only capstone course, MGMT 44299 Management Capstone, was created specifically for this program because the capstone course for the other B.B.A. degree programs is offered only on-ground.

Faculty teaching all business courses in the program will be working with the College of Business Administration's instructional designers to ensure that courses meet high-quality standards for online delivery, including expected levels of interaction between the instructor and students, and among students.

### 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 both synchronous and asynchronous, designed for opportune learning depending on the course.

Kent State University utilizes the 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.

# 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 will have access to remote delivery of academic advising services and faculty office hours. First-year business courses provide opportunities for real-time engagement, with these sessions being recorded for students who are not available for synchronous sessions.

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.

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

The College of Business Administration is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and will modify assurance of learning processes, already in place for on-ground programs, to assist faculty in making improvements to the General Business major, while also maintaining compliance with AACSB standards.

6. Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, 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).

Major Requirements	Ground*	Online	Hybrid
ACCT 33061 Financial Reporting Issues and Analysis		>	
BUS 30234 International Business	•	>	
or HRM 34180, Human Resource Management	>	>	
or MGMT 34157 Introduction to Healthcare Systems Management		>	
or MGMT 34165 Dynamics of Leadership	*		
or MGMT 34175 Learning to Lead	*		
ECON 32025 Money, Credit and Banking	~	>	
or ECON 42075 International Economics Relations	•	>	
ENTR 27065 Introduction to Entrepreneurship	*	>	
FIN 36063 Individual Investment Strategies		>	
HRM 34180 Human Resource Management	>	>	
or MGMT 34165 Dynamics of Leadership	>		
or MGMT 34185 Individual and Group Behavior in Organizations	<	>	
MGMT 34054 Using Information Systems for Solving Business Problems		>	
MGMT 44299 Management Capstone		>	
MKTG 35035 Consumer Behavior	~	~	
or MGMT 45045 Advertising and Promotion Management	~	~	

\* Ground refers to on-ground at the Kent Campus only.

Additional Requirements	Ground*	Online	Hybrid
ACCT 23020 Introduction to Financial Accounting	<	>	~
ACCT 23021 Introduction to Managerial Accounting	>	>	
BUS 10123 Exploring Business	~	>	
BUS 30062 Advanced Professional Development	~	>	~
CIS 24053 Introduction to Computer Applications	~	>	
COMM 15000 Introduction to Human Communication	~	>	
ECON 22060 Principles of Microeconomics	~	>	
ECON 22061 Principles of Macroeconomics	>	>	
FIN 26074 Legal Environment of Business	>	>	
FIN 36053 Business Finance	<	>	
MATH 11010 Algebra for Calculus	•	>	
MATH 11012 Intuitive Calculus	>	>	
or MATH 12002 Analytic Geometry and Calculus	>	>	
MGMT 24156 Business Analytics I	<	>	
MGMT 24163 Principles of Management	>	>	
MGMT 34060 Operations Management	<	>	
MGMT 34156 Business Analytics II	•	>	
MKTG 25010 Principles of Marketing	•	>	
UC 10097 Destination Kent State: First Year Experience	~	>	
UC 10162 Introduction to Professional Development	~	~	
Kent Core Requirements and General Electives	~	>	~

\* Ground refers to on-ground at the Kent Campus only.

#### FACULTY AND ADMINISTRATION

1. Describe the duties of the individual who has major responsibility for the administration and coordination of the online or 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 chair of the Department of Management and Information Systems has the sole responsibility for the administration and coordination of the online program. The chair is supported in this role by department faculty in coordination with advising staff. The chair, Onyebuchi (Felix) Offodile, Ph.D., has more than 30 years of teaching experience that includes distance learning and BlackBoard Learn.

Dr. Offodile oversees the department's M.S. degree in Business Analytics, which is approved to be offered fully online and no-ground. His CV is included in Appendix B.

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?

The Department of Management and Information Systems and the College of Business Administration have a strong faculty core who teach in the on ground General Business program. This same faculty core will have the responsibility for the delivery of the online version of the program. Typically, a tenure-track faculty member teaches two to three courses each semester, while a non-tenure-track faculty teaches four to five courses each semester. Each faculty member 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 program.

It is not anticipated that new faculty members for this program will be needed within the first two years of implementation. All instructional needs for the program are achieved through faculty redeployments. However, if the program grows as anticipated, more faculty may have to be hired to support the growth. All faculty members who teach in the program will be involved in both the on ground and online deliveries.

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.

The College of Business Administration has an Instructional Design Office staffed with Quality Matters-certified coordinators, review managers and an IT user support analyst who help faculty migrate to the online teaching delivery mode and assist when needed. Faculty who teach in an online program undergo training in Quality Matters online curriculum development with the help of this office. The office's instructional designers establish the initial overall design and the Quality Matters template that is used in each course and assists faculty in designing their specific online course(s). The technical staff also work with Kent State's Office of Continuing and Distance Education for additional design, production and management support, in addition to any future enhancements.

The college currently offers an online M.B.A. degree and a M.S. degree in Business Analytics; some of the faculty who teach in these programs will also teach in the online B.B.A. degree in General Business.

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 attached.

The table on the last page lists instructors teaching business courses for the program. Additional course requirements are taught by faculty from their respective disciplines for this program and other programs at Kent State. See Appendix B for faculty CV.

#### APPENDICES

Appendix

- A Online approval from the Higher Learning Commission
- B Faculty curriculum vitae

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

Respectfully,

Instructor	Faculty Rank	Academic Credential	Taught Courses	Teaching/developing online courses			
	Department of Accounting						
Nett,	Assistant	M.Tax., University of Akron, 1995	ACCT 33061	3 years			
Malinda	Professor						
Rose,	Associate	M.B.A., Kent State University, 1994	ACCT 23021	7 years			
John	Lecturer						
Tietz,	Professor	Ph.D., Kent State University, 2007	ACCT 23020	7 years			
Wendy							
		Department of Economic	s				
Bagheri,	Assistant	Ph.D., Virginia Polytechnic Institute	ECON 22060	2 years			
Omid	Professor	and State University, 2017	ECON 22061				
Elbahnasawy,	Associate	Ph.D., Colorado State University,	ECON 22061	5 years			
Nasr	Professor	2008	ECON 32025				
Engelhardt,	Associate	Ph.D., Ohio State University, 2010	ECON 22060	7 years			
Lucas	Professor						
Kang,	Associate	Ph.D., University of Missouri, 2009	ECON 22060	7 years			
Wensheng	Professor		ECON 22061				
Leontieva,	Associate	Ph.D., Rostov State University,	ECON 22060	6 years			
Ludmila	Professor	1991*	ECON 22061				
Liu,	Associate	Ph.D., Texas A&M University, 2005	ECON 22061	5 years			
Dandan	Professor						
Mukherjee,	Associate	Ph.D., University of Memphis, 2010	ECON 22060	6 years			
Deepraj	Professor		ECON 22061				
Park,	Associate	Ph.D., University of Michigan, 2009	ECON 22061	5 years			
Jooyoun	Professor		ECON 42075				
Sahajdack,	Assistant	Ph.D., University of Illinois, 2016	ECON 22060	3 years			
Tom	Professor						
Shaeye,	Assistant	Ph.D., University of Wisconsin,	ECON 22060	1 year			
Abdihafit	Professor	Milwaukee, 2017	ECON 22061				
Department of Finance							
Baran,	Associate	Ph.D., University of North Carolina,	FIN 36063	1 year			
Lindsay	Professor	Charlotte, 2010					
Beier,	Associate	J.D., University of Akron, 1980	FIN 26074	4 years			
Lois	Professor						
Billick,	Assistant	Ph.D., Kent State University, 2018,	FIN 36053	3 years			
William	Professor	JD, University at Buffalo, 1986					
Frank,	Part-Time	J.D., University of Akron, 1991*	FIN 26074	6 years			
John	Instructor						

### Faculty Teaching Online Business Courses in the General Business Major

Instructor	Faculty Bank	Academic Credential	Courses Taught	Teaching/developing			
Department of Management and Information Systems							
Aknan Associate Ph.D. Lancaster University 2006 MGMT 34054 7 years							
Ikne	Professor	FILD., Lancaster Oniversity, 2000	MGMT 34054	r years			
Arikan	Assistant	Ph.D. Ohio State University 2004*	MGMT 44299	1 year			
llaaz	Professor			i year			
Berardi.	Associate	Ph.D., Kent State University, 1998	MGMT 34060	10 years			
Victor	Professor	,		- <b>)</b>			
Blundell,	Professor	Ph.D., Kent State University, 2015	HRM 34180	6 years			
Gregory							
Datta,	Associate	Ph.D., Louisiana State University,	BUS 30234	2 years			
Pratim	Professor	2003					
DeRubertis,	Lecturer	M.S., Kent State University, 1983	BUS 30062	2 years			
Diane			HRM 34180				
Dragan,	Assistant	Ph.D., Kent State University, 2010	CIS 24053	5 years			
Natalia	Professor		MGMT 34054				
Hogue,	Professor	Ph D, University of Akron, 2002.	MGMT 34165	5 years			
Mary			MGMT 34185				
Israeli,	Associate	Ph.D., Kent State University, 1997	MGMT 24163	8 years			
Aviad	Professor						
Knapp,	Associate	Ph.D., Kent State University, 1994	HRM 34180	7 years			
Deborah	Professor		MGMT 34185				
Levashina,	Associate	Ph.D., Purdue University, 2005	HRM 34180	6 years			
Julia	Professor		<b>BUIG 2002</b>	10			
Offodile,	Professor	Ph.D., Texas Tech University, 1984	BUS 30234	10 years			
Onyebuchi and Chair			MGMT 34054				
			MGMT 34156	7			
Patuwo,	Professor	Ph.D., Virginia Polytechnic Institute	MGMT 34060	7 years			
Eddy	Accesiate	Bh D. Begent University, 1989		Evente			
Pon,	Professor	Ph.D., Regent Oniversity, 2004	MGMT 24165	5 years			
Biczo	Lecturer	MHA Xavier University 1982	BUS 10123	1 year			
Steve	Lecturer	W.H.A., Advier Oniversity, 1902	MGMT 24163	Гусаг			
Steve			MGMT 24103				
Shanker	Professor	Ph.D. University of Minnesota	MGMT 24056	7 vears			
Murali	110103501	1990		r years			
Steinberg.	Associate	Ph.D., Temple University, 1991	CIS 24053	10 years			
Geoffrey	Professor		0.0 - 1000				
Whitmore.	Assistant	Ph.D., Ohio State University, 1985	HRM 34180	6 years			
Mark	Professor		MGMT 24163				
Xue,	Part-Time	Ph.D., Beihang University, 2012*	MGMT 24056	1 year			
Guisen	Instructor		MGMT 34156				

Instructor	Faculty Rank	Academic Credential	Courses Taught	Teaching/developing online courses			
	Department of Marketing and Entrepreneurship						
Bridges, Eileen	Professor	Ph.D., Northwestern University, 1987	MKTG 45045	4 years			
Green, Rokesha	Part-Time Instructor	D.B.A., Argosy University, 2012*	MKTG 45045	4 years			
Grimm, Pamela	Professor	Ph.D., State University of New York, Buffalo, 1993	MKTG 45045	5 years			
Heidler, Mary	Associate Lecturer	M.B.A., American University, 1995	ENTR 27056	9 years			
Hsieh, Meng-Hua	Assistant Professor	Ph.D., University of Washington, 2013	MKTG 35035	2 years			
Marks, Lawrence	Professor	Ph.D., Pennsylvania State University, 1985*	MKTG 25010	15 years			
Melotti, Theresa	Part-Time Instructor	M.B.A., Tiffin University, 2012*	MKTG 35035 MKTG 45045	5 years			
Thacker, Donald	Senior Lecturer	M.B.A., Kent State University, 1996	MKTG 25010 MKTG 35035 MKTG 45045	6 years			
Zourrig, Haithem	Assistant Professor	Ph.D., University of Montreal, 2010	MKTG 25010	1 year			

\* Credential is not verified by the Kent State University Office of Academic Personnel.

### English Proficiency Policy Update International Admissions – Office of Global Education April 2020

As a result of COVID19, academic test centers in the U.S and around the world have closed leaving applicants unable to take tests such as (TOEFL, IELTS, GRE etc.). As a way to quickly mitigate the adverse effect of the pandemic on our international applicants for Fall 20 and beyond, we began accepting the Duolingo English Test (DET) during these times as TOEFL and IELTS were no longer available.

DET is the only English proficiency test that was designed to be fully remote. We first rolled this out with our applicants from China back in December 2019, and later on expanded it to the rest of the world due to the fast spread of COVID19. As a result, we would like to propose to permanently add the Duolingo English Test (DET) to our list of accepted English proficiency tests. This test is accepted by over 500 institutions including Ivy league schools such as Yale, Stanford and Harvard.

The existing procedures are outlined below with new additional items highlighted in yellow.

#### **English Language Proficiency Current Standards**

#### Undergraduate

All undergraduate applicants must obtain a minimum TOEFL score of 525 (71 on the Internet based version), Minimum DET score of 100\* minimum MELAB score of 75, IELTS score of 6.0, or PTE Academic score of 48, or Complete the ELS level 112 Intensive Program. Those who do not meet the minimum score for admission may be admitted conditionally if they meet academic requirements—Conditional Admission means students will take English language classes at our ESL Center before entering their programs.

#### Graduate

All graduate applicants must submit an English language proficiency test score to be considered for a graduate program. Graduate programs set their own English requirements, please review **Graduate Program English Requirements** before submitting your application. The graduate concordance table has been updated to reflect the Duolingo English Test minimums (DET)

\* The Duolingo English Test (DET) is an on demand, cheaper option for applicants that may be taken remotely on a computer (with a webcam)with the ability to share results to an unlimited number of institutions. The test results are available to institutions in 48 hours after the student takes the test. DET is currently being accepted by more than 500 higher education institutions worldwide. Rigorous security protocols, individual test proctoring, and computer adaptive technology help prevent fraud and cheating. DET is a computer adaptive test backed by rigorous research, with results that are highly correlated with other major assessments such as the TOEFL and the IELTS. Each test taker's proficiency is reported as a holistic score on a scale 10–160. The proposed minimum score for the Duolingo English Test is 95. https://englishtest.duolingo.com

#### Waiver of English Language Requirement

All international applicants whose education has been primarily outside the United States of America must provide objective evidence of proficiency in the English language.

However, the following exceptions apply:

1. Applicants primarily educated in the following countries/territories:

Anguilla	Eswatini (Swaziland)*	Jersey	St. Helena
Antigua & Barbuda	Falkland Islands	Kenya*	St. Kitts & Nevis
Australia	Fiji	Lesotho*	St. Lucia
Bahamas	Gambia, The	Liberia	St. Vincent & the Grenadines
Barbados	Ghana	Malawi*	Tanzania
Belize	Gibraltar	Micronesia	Trinidad and Tobago
Bermuda	Grenada	Montserrat	Turks & Caicos Islands
Botswana	Guernsey	New Zealand	Uganda
British Virgin Islands	Guyana	Nigeria	United Kingdom
Canada (except Quebec)	Ireland	Sierra Leone	United States Territories
Botswand British Virgin Islands Canada (except Quebec) Cayman Islands Dominica	Guyana Ireland Isle of Man Jamaica	Nigeria Sierra Leone Singapore* South Africa	United Kingdom United States Territories Zambia Zimbabwe

\* English language proficiency test only waived for applicants from English language educational systems.

- 2. Applicants who have recently completed three years of full-time study at a secondary institution in the U.S. may be exempted from this requirement after supporting academic records have been reviewed by the Admissions Office.
- 3. Applicants who have received a U.S. Bachelor's or U.S. Master's degree or who have completed two years of full-time academic study at an accredited post-secondary institution within the U.S. or at a U.S accredited post-secondary institution overseas.
- 4. Applicants who have completed three years of full-time study at a U.S. accredited high school overseas and have received (or will receive) the U.S. high school diploma.
- 5. Applicants who have a minimum SAT Evidence-Based Reading and Writing of 510.
- 6. Applicants who have a minimum ACT English score of 21.
- 7. International Baccalaureate (IB) applicants to Kent State may satisfy this requirement by attaining a minimum score of 5 in the Diploma Programme higher level or a minimum score of 6 in the standard level English language examinations. Or, applicants who have completed the ELS level 112 will be considered as met the English language requirement for undergraduate applications.
- 8. Applicants who have received a score of A, B, or C on the GCE O-Level, A-Level, GCSE, or IGCSE English Language (First Language) exam.

Any request for a waiver of the English language proficiency requirement must be submitted in writing to the International Admissions Office with any supporting documentation.

Kent State University reserves the right to require evidence of English language proficiency for all applicants, the adequacy of which shall be at the sole discretion of Kent State University.

These policy updates once approved will expand access while ensuring accuracy and consistency in the English proficiency requirements. It will also align Kent State University English proficiency policy with peer and aspirational institutions. The result of falling behind with respect to English proficiency requirements and waivers would be detrimental to the sustained growth and academic success of our international student population as well as prevent our institution from receiving the quality applicants that our competitors would readily consider for admission.

#### Sources

http://www.ets.org/toefl/institutions/scores/compare/ http://pearsonpte.com/institutions/scores/ http://pearsonpte.com/wp-content/uploads/2014/07/PTEA\_Score\_Guide.pdf http://www.cambridgemichigan.org/wp-content/uploads/2014/10/MELAB\_ConcordanceTable.pdf https://www.ets.org/toefl/ibt/about https://www.ielts.org/ https://pearsonpte.com http://cambridgemichigan.org/institutions/products-services/tests/proficiency-certification/melab/ http://cambridgemichigan.org/institutions/products-services/tests/proficiency-certification/melab/ http://collegereadiness.collegeboard.org/sat https://www.act.org/content/act/en.html https://englishtest.duolingo.com/ https://www.cia.gov/library/publications/the-world-factbook/ https://www.cambridgeinternational.org/

College	Degree	Major Name	Duolingo English Test Score
Aeronautics & Engineering	MS	Aerospace Engineering pending final approval	100
Aeronautics & Engineering	PhD	Aerospace Engineering pending final approval	100
Aeronautics & Engineering	MS	Aviation Management and Logistics	100
Aeronautics & Engineering	MS	Construction Management	100
Aeronautics & Engineering	MET	Engineering Technology	100
Architecture & Environmental Design	MArc	Architecture	110
Architecture & Environmental Design	MS	Architecture and Environmental Design	110
Architecture & Environmental Design	MHD	Healthcare Design	110
Architecture & Environmental Design	MLA1	Landscape Architecture	110
Architecture & Environmental Design	MLA2	Landscape Architecture	110
Architecture & Environmental Design	MUD	Urban Design	110
Arts	MFA	Acting for the Returning Professional	100
Arts	MA	Art Education	110
Arts	MA	Art History	110
Arts	MM	Conducting	100
Arts	MA	Ethnomusicology	100
Arts	MFIS	Fashion Industry Studies	120
Arts	MA	Music Composition	100
Arts	MM	Music Education	100
Arts	PhD	Music Education	100
Arts	MA	Music Theory	100
Arts	PhD	Music Theory - Composition	100
Arts	MM	Performance	100
Arts	MA	Studio Art	110
Arts	MFA	Studio Art	110
Arts	MFA	Theatre Design and Technology	100
Arts & Sciences	MA	Anthropology	100
Arts & Sciences	PhD	Applied Geology	110
Arts & Sciences	MA	Applied Mathematics	100
Arts & Sciences	MS	Applied Mathematics	100
Arts & Sciences	PhD	Applied Mathematics	100
Arts & Sciences	MS	Biological Sciences - Botany admission suspended	120
Arts & Sciences	PhD	Biological Sciences - Botany admission suspended	120
Arts & Sciences	MS	Biological Sciences - Cell Biology and Molecular Genetics	120
Arts & Sciences	PhD	Biological Sciences - Cell Biology and Molecular Genetics	120
Arts & Sciences	MS	Biological Sciences - Ecology and Evolutionary Biology	120
Arts & Sciences	PhD	Biological Sciences - Ecology and Evolutionary Biology	120
Arts & Sciences	MS	Biological Sciences - Integrative Physiology and Neurobiology	120
Arts & Sciences	PhD	Biological Sciences - Integrative Physiology and Neurobiology	120
Arts & Sciences	MA	Biology	120
Arts & Sciences	MS	Biology admission suspended	120
Arts & Sciences	MS	Biomedical Sciences - Cellular and Molecular Biology	120

College	Degree	Major Name	Duolingo English Test Score
Arts & Sciences	PhD	Biomedical Sciences - Cellular and Molecular Biology	120
Arts & Sciences	PhD	Biomedical Sciences - Human Evolutionary Biology	120
Arts & Sciences	MS	Biomedical Sciences - Neurosciences	120
Arts & Sciences	PhD	Biomedical Sciences - Neurosciences	120
Arts & Sciences	MS	Biomedical Sciences - Pharmacology	120
Arts & Sciences	PhD	Biomedical Sciences - Pharmacology	120
Arts & Sciences	MS	Biomedical Sciences - Physiology (Interdisciplinary)	120
Arts & Sciences	PhD	Biomedical Sciences - Physiology (Interdisciplinary)	120
Arts & Sciences	MA	Chemistry	100
Arts & Sciences	MS	Chemistry	100
Arts & Sciences	PhD	Chemistry	100
Arts & Sciences	PhD	Clinical Psychology	120
Arts & Sciences	MA	Clinical Psychology admission suspended	120
Arts & Sciences	MA	Computer Science	100
Arts & Sciences	MS	Computer Science	100
Arts & Sciences	PhD	Computer Science	100
Arts & Sciences	MFA	Creative Writing	120
Arts & Sciences	MA	Criminology and Criminal Justice	120
Arts & Sciences	MS	Data Science pending final approval	100
Arts & Sciences	MA	English	120
Arts & Sciences	PhD	English	130
Arts & Sciences	MA	French	110
Arts & Sciences	MGISc	Geographic Information Science	110
Arts & Sciences	MS	Geography	110
Arts & Sciences	PhD	Geography	110
Arts & Sciences	MS	Geology	110
Arts & Sciences	MA	German	110
Arts & Sciences	MA	History	110
Arts & Sciences	PhD	History	110
Arts & Sciences	MA	Latin	110
Arts & Sciences	LSM	Liberal Studies	130
Arts & Sciences	MS	Materials Science	100
Arts & Sciences	PhD	Materials Science	100
Arts & Sciences	MA	Mathematics for Secondary Teachers	100
Arts & Sciences	MA	Philosophy	120
Arts & Sciences	MA	Physics	110
Arts & Sciences	MS	Physics	110
Arts & Sciences	PhD	Physics	110
Arts & Sciences	MA	Political Science	110
Arts & Sciences	PhD	Political Science	110
Arts & Sciences	MA	Psychological Science	120
Arts & Sciences	PhD	Psychological Science	120
College	Degree	Major Name	Duolingo English Test Score
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Arts & Sciences	MPA	Public Administration	110
Arts & Sciences	MA	Pure Mathematics	100
Arts & Sciences	MS	Pure Mathematics	100
Arts & Sciences	PhD	Pure Mathematics	100
Arts & Sciences	PhD	Sociology	120
Arts & Sciences	MA	Sociology no direct admission	n/a
Arts & Sciences	MA	Spanish	110
Arts & Sciences	MA	Teaching English as a Second Language	110
Arts & Sciences	MA	Translation	110
Arts & Sciences	PhD	Translation Studies	130
Business Administration	MSA	Accounting	110
Business Administration	MBA	Business Administration	110
Business Administration	PhD	Business Administration	120
Business Administration	MS	Business Analytics	110
Business Administration	MAE	Economics	110
Business Administration	MBA	Executive Master of Business Administration	110
Communication & Information	PhD	Communication and Information	120
Communication & Information	MA	Communication Studies	110
Communication & Information	MDS	Digital Sciences	110
Communication & Information	MS	Health Informatics	120
Communication & Information	MA	Journalism and Mass Communication	110
Communication & Information	MS	Knowledge Management	120
Communication & Information	MLIS	Library and Information Science	120
Communication & Information	MLIS	School Library Media K-12	120
Communication & Information	MS	User Experience Design	120
Communication & Information	MA	Visual Communication Design	120
Communication & Information	MFA	Visual Communication Design	120
Education, Health & Human Services	MS	Athletic Training	110
Education, Health & Human Services	AuD	Audiology	120
Education, Health & Human Services	MA	Audiology	120
Education, Health & Human Services	PhD	Audiology	120
Education, Health & Human Services	MEd	Career-Technical Teacher Education	110
Education, Health & Human Services	MEd	Clinical Mental Health Counseling	110
Education, Health & Human Services	MEd	Clinical Rehabilitation Counseling	110
Education, Health & Human Services	EdS	Counseling	110
Education, Health & Human Services	PhD	Counselor Education and Supervision	110
Education, Health & Human Services	MA	Cultural Foundations	110
Education, Health & Human Services	MEd	Cultural Foundations	110
Education, Health & Human Services	PhD	Cultural Foundations	110
Education, Health & Human Services	EdS	Curriculum and Instruction	110
Education, Health & Human Services	MEd	Curriculum and Instruction	110
Education, Health & Human Services	PhD	Curriculum and Instruction	110

College	Degree	Major Name	Duolingo English Test Score
Education, Health & Human Services	MAT	Early Childhood Education	110
Education, Health & Human Services	MEd	Early Childhood Education	110
Education, Health & Human Services	EdS	Educational Leadership K-12 admission suspended	110
Education, Health & Human Services	MEd	Educational Leadership K-12 admission suspended	110
Education, Health & Human Services	PhD	Educational Leadership K-12 admission suspended	110
Education, Health & Human Services	MA	Educational Psychology	110
Education, Health & Human Services	MEd	Educational Psychology	110
Education, Health & Human Services	PhD	Educational Psychology	110
Education, Health & Human Services	MEd	Educational Technology	110
Education, Health & Human Services	MEd	Evaluation and Measurement	110
Education, Health & Human Services	PhD	Evaluation and Measurement	110
Education, Health & Human Services	MS	Exercise Physiology	110
Education, Health & Human Services	PhD	Exercise Physiology	110
Education, Health & Human Services	MEd	Health Education and Promotion	110
Education, Health & Human Services	PhD	Health Education and Promotion	110
Education, Health & Human Services	PhD	Higher Education Administration	110
Education, Health & Human Services	EdS	Higher Education Administration and Student Affairs	110
Education, Health & Human Services	MEd	Higher Education Administration and Student Affairs	110
Education, Health & Human Services	MS	Hospitality and Tourism Management admission suspended	110
Education, Health & Human Services	MA	Human Development and Family Studies	110
Education, Health & Human Services	EdD	Interprofessional Leadership	110
Education, Health & Human Services	MS	Nutrition	110
Education, Health & Human Services	MEd	Reading Specialization	110
Education, Health & Human Services	MEd	School Counseling	100
Education, Health & Human Services	EdS	School Psychology	110
Education, Health & Human Services	MEd	School Psychology	110
Education, Health & Human Services	PhD	School Psychology	110
Education, Health & Human Services	MAT	Secondary Education	110
Education, Health & Human Services	EdS	Special Education	110
Education, Health & Human Services	MEd	Special Education	110
Education, Health & Human Services	PhD	Special Education	110
Education, Health & Human Services	MA	Speech Language Pathology	120
Education, Health & Human Services	PhD	Speech Language Pathology	120
Education, Health & Human Services	MA	Sport Administration	110
Nursing	DNP	Nursing	110
Nursing	MSN	Nursing	110
Nursing	PhD	Nursing	110
Podiatric Medicine	DPM	Podiatric Medicine	120
Public Health	MS	Clinical Epidemiology	110
Public Health	MPH	Public Health	110
Public Health	PhD	Public Health	120

### REQUEST FOR SUSPENSION OF ADMISSIONS TO OR DISCONTINUATION OF A GRADUATE PROGRAM

#### 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 years of the suspension, 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: March 25, 2020

Implementation date:Spring 2021

Name of institution: KENT STATE UNIVERSITY

Degree designation: Master of Digital Sciences (M.D.S.) degree

#### Primary institutional contact for this request:

Name:	Cindy Stillings
Title:	Dean of Graduate Studies (Interim)
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

## 1. Provide a rationale for the suspension of admission or immediate discontinuation of the program.

The Master of Digital Sciences (MDS) program has been offered since the inception of the School of Digital Sciences (DSCI) eight years ago. Three years ago, DSCI, which had operated as an interdisciplinary school previously, was incorporated into the College of Communication and Information (CCI). CCI leadership and faculty decided that it would be necessary to assess DSCI's place in CCI from a curricular standpoint. That is, we set out to understand whether and how its curriculum at the time fit with the other schools in CCI. Since that time, the entire DSCI curriculum has undergone a thorough review. On the basis of that review, the Bachelor of Science curriculum underwent significant changes, and the Bachelor of Arts program suspended admissions pending any curricular changes that are forthcoming. The BS program eliminated its five concentrations, narrowed its curricular focus to web development, and created a minor in web development. In addition, DSCI changed its name to the School of Emerging Media and Technology (EMAT). All of these approved changes represent a significant and fundamental change in the school's curricular focus. The only remaining program in EMAT (formerly DSCI) to have any action taken is the MDS. Like the undergraduate programs, now is an appropriate time to review the MDS curriculum and make decisions on its focus and direction. To that end, we propose to suspend admission to the MDS in order to give faculty time to do a curricular review and revision and to give EMAT time to move current MDS students through to graduation. Our plan is to propose a new graduate program for implementation in fall 2022.

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

Currently, there are 26 students enrolled in the MDS program. Of those, 4 students will be graduating Spring 2020. Of the remaining 22 students, 16 students have less than 15 credit hours left to graduate, and 6 students have more than 15 credit hours left. We will offer all courses required of students in the program in the most efficient way possible. In order to efficiently accomplish this, we will communicate to students when required and elective courses in the program will be offered over the next two years, and work with each student in order to ensure they register for these courses as soon as possible. In terms of Fall 2020 admits, we have 7 students admitted unconditionally and 3 students admitted conditionally. Many of these students are international, so we are uncertain at this time if they will join the program in the fall. We anticipate we might have less than 5 students in the Fall 2020 cohort. For the students in this smaller cohort, EMAT faculty will work with them individually to customize a program that is specific to their interests and professional goals.

# 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.

For any courses required or elective used by other units, we will communicate with their graduate coordinators to determine which courses will be absolutely necessary for their

students. As it stands now, we will need to coordinate with the following units for the courses listed:

<u>College of Business Administration</u> MBA in Information Systems Elective - DSCI 64210 Data Sciences Electives of DSCI 61010 Enterprise Architecture, DSCI 62010 Business Arch, DSCI 64010 Data Arch, and DSCI 65010 Application & Technology Arch MS in Business Analytics Elective – DSCI 61010 Enterprise Arch <u>College of Arts & Sciences</u>

Geography – GIS (Geographic Information Science) GIS Grad Certificate Electives – DSCI 64010 Data Arch and DSCI 64210 Data Science MGIS

Electives – DSCI 64010 Data Arch and DSCI 64210 Data Science

School of Information (CCI)

MLIS – Applied Data Science concentration Required – DSCI 64210 Data Science

College of Public Health

MPH

Elective - DSCI 64210 Data Sciences

College of Aeronautics & Engineering

Technology- MTech – being sunset, not sure if students are still finishing. Students used to take 3-4 DSCI electives because TECH did not have enough electives otherwise.

## 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 as a result of this suspension. In fact, we now have more faculty dedicated to teaching and curricular revisions than at any other time in the program's history. While the program, one that has been interdisciplinary throughout its history, has not had dedicated full-time faculty, it now has a number of faculty with joint appointments in EMAT. The following table shows the list of those faculty. Faculty Member Appointment Michael Beam, PhD 25% DSCI, 25% CCI, 50% Communication Studies Mina Choi, PhD 25% DSCI, 75% Communication Studies Abraham Avnisan, PhD 75% DSCI, 25% JMC David Silva, PhD 75% DSCI, 25% Communication Studies Tang Tang, PhD 25% DSCI, 75% JMC These are the faculty members who have contributed significantly to the BS curricular revisions, and who will do the same with the BA and MDS programs.

#### 5. Describe the plan for communicating the suspension of admissions or discontinuation.

Applicants to the program for fall 2020 will be informed by e-mail of the suspension. Students are being given the option of either being reviewed for admission to another program. For students currently in the MDS program, the school will review their individual situations and determine what courses these students need. After this review, we will develop a plan for offering those courses or providing appropriate substitutions until students have all of the courses they need to graduate. We will communicate this plan to students through email and advising.

The signature below verifies that this request has received the necessary institutional approval and that this information is truthful and accurate.

Respectfully,

Cynthia R. Stillings Dean of Graduate Studies (Interim) Kent State University

#### **CIM Approval Path**

- 03/25/20 11:45 am David Robins (drobins): Approved for DSCI Director
- 04/26/20 2:29 pm Catherine Zingrone (czingron): Approved for CI CCC Agenda Role
- 04/26/20 8:56 pm Amy Reynolds (areyno24): Approved for CI Dean
- 04/28/20 2:32 pm Cynthia Stillings (cstillin): Approved for Graduate Dean
- 5. 05/01/20 11:54 am Therese Tillett (ttillet1): Approved for Provost