Ohio | Department of Higher Education

John R. Kasich, Governor
John Carey, Chancellor

Request for Approval

Submitted by
Kent State University

Establishment of a Bachelor of Arts Degree in Environmental Studies

Date of Submission
(after Board of Trustees approval)

KENT STATE UNIVERSITY

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REQUEST

Date of submission: *Date to come (after Board of Trustees approval)*

Name of institution: Kent State University

Degree/degree program title: Bachelor of Arts degree with the major Environmental Studies

Primary institutional contact for the request

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Delivery sites: Kent Campus

Date that the request was approved by the institution's governing board:
Approved by the Kent State University Board of Trustees on *date pending*

Proposed start date: Fall 2017

Institution's programs: Degree programs at the associate, bachelor's, master's, post-master's, doctoral levels; undergraduate and graduate certificates (total 326 majors in 44 degrees and 67 certificates as of fall 2015)

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements.
Licensure: No
Endorsement: No

SECTION 1: INTRODUCTION

1.1 Kent State University proposes to establish the Environmental Studies major within the Bachelor of Arts degree. The Environmental Studies major will be interdisciplinary, involving the areas of biology, geology, sociology, geography, economics, anthropology and political science, among others. Students in the major will develop a set of key competencies in earth systems science, environmental social science, human-natural systems and sustainability science. The Environmental Studies major will appeal to undergraduate students who want to make a difference in the environment; take on environmental challenges that face every business, agency and institution; and seek to be stewards of the earth's natural resources.

Kent State presently offers discipline-specific environmental concentrations at the baccalaureate level in biology, geology, geography and public health. The proposed Environmental Studies major will be distinct from those programs in three specific ways:

1. Environmental Studies will involve a strong natural scientific base, but will be primarily anchored within the social sciences and the human dimensions of environmental problem domains.
2. Environmental Studies will be a true interdisciplinary major, drawing from several existing academic disciplines.
3. Environmental Studies, itself, is a brand name, well recognized by students who enter college interested in studying different aspects of the environment and working towards a degree that will provide curricular flexibility and strong job prospects as environmental planners, analysts and policy-makers in conservation, corporations or the public sector, as well as preparation for graduate studies in such areas as business, education or law.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation:	1915
Date of last review:	2014 - 2015
Date of next review:	2021 - 2022

2.2 Results of the last accreditation review

Kent State University's accreditation was reaffirmed by the Higher Learning Commission on 26-27 January 2015.[1]

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies) have been notified of the institution's request for authorization of the new program. Provide documentation of the notification as an appendix item.

Notification to the Higher Learning Commission will occur after the Ohio Department of Higher Education has approved the program. The Environmental Studies major will not be accredited by a specialized accreditor.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment. (www.kent.edu/kent/mission).

3.2 Organizational structure

The Kent State academic and administrative organizational structures can be found at www.kent.edu/president/organizational-chart.

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[1] Correspondence from HLC President Barbara Gellman-Danley (4 February 2015). Retrieved from http://hlcommission.org/download/_ActionLetters/Kent%20State%20University%20AQIP%20Reaffirmation%20Action%20Letter%201-27-15.pdf.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty and staff for the proposed program.

Although the proposed Environmental Studies major will be interdisciplinary in nature, administration of the program will be housed within the Department of Geography in the College of Arts and Sciences. The department is led by an academic chair who reports to the dean of the college. The dean, in turn, reports to Kent State University's senior vice president for academic affairs and provost.

The affiliated departments (Geography, Geology, Sociology, Biological Sciences) for the program will each have a liaison who serves on the Environmental Studies Committee and who confers with their own department's curriculum committee regarding any matter of courses offered that are part of the major. Each liaison will then report to the program director for environmental studies, who will coordinate courses offered, program requirements and the advising of students in the program.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The title of the lead administrator for the Environmental Studies major will be the program director. The term of directorship shall be four years and can be renewed. The program director will be appointed by the dean of the College of Arts and Sciences in consultation with the members of the Environmental Studies Committee and with the chairs of the four associated departments. The director will be granted release time from teaching load. Since much of the work will occur over the summer, compensation during this period may be provided.

The program director will be responsible for the day-to-day running of the Environmental Studies major, will serve as the primary contact and advisor for students interested in the program or who major in the program, and will guide the development, expansion and marketing of the program as needed. These activities will be done in consultation with an interdisciplinary Environmental Studies Committee.

Professor David H. Kaplan will serve as the inaugural program director. See appendix A for Dr. Kaplan's curriculum vita

Describe any councils, committees or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment and the frequency of their meetings.

The proposed degree program was approved by the Department of Geography faculty, comprising 18 tenured, tenure-track and non-tenure track faculty.

The program was also supported by the faculty in the departments of Sociology, Geology and Biological Sciences. Further approval was obtained from the College of Arts and Sciences Curriculum Committee, which is chaired by the associate college dean for curriculum and includes representatives from each department.

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

The proposed program aligns with Kent State's mission as it will allow students to expand their intellectual horizons through exposure to different aspects of environmental studies and through the achievement of core competencies in the field. The advantage of this degree is that is requires the development of key aspects of scientific knowledge in biology, geology and physical geography; the attainment of some methodological expertise; and a great deal of exposure to social science topics related to the environment. Organizations want to hire individuals, particularly those at the managerial level, who understand environmental challenges and have the tools to act on these challenges as they present themselves in the public and private sector. In addition, the program aligns with the university's mission in that students will be exposed to diverse learning environments (e.g., internships, student organization involvement and education abroad.)

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

Please see Appendix B for a needs assessment.

Indicate whether the institution consulted with advisory groups, business and industry or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

The decision to propose this program was reached after extensive consultations with appropriate curricular and administrative bodies in the College of Arts and Sciences (e.g., college dean; Undergraduate Curriculum Committee; and departments of Geology, Geography, Sociology and Biological Sciences).

In addition, several business groups and government agencies were consulted and have written letters of support (see Appendix C).

The Environmental Studies Advisory Committee will be composed of one representative from each of the constituent departments (Geology, Geography, Sociology, Biological Sciences) and will be chaired by the program director. This body will serve as the curricular committee for the Environmental Studies major and will be the most involved with inter-disciplinary course selection and development of those courses under the ENVS subject designator.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

Not applicable. This program will not require specialized accreditation.

4.3 Collaboration with other Ohio institutions

Indicate whether any University System of Ohio institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

The only public institution in Northeast Ohio to offer an Environmental Studies major is Cleveland State University (39 miles from the Kent Campus). Cleveland State's program focuses more on the basic science requirements in biology, geology and geography; whereas the Kent State program will focus more on the social sciences aspect.

Private institutions in the region that offer the program are Hiram College (20 miles) and Case Western Reserve University (36 miles). In addition, Baldwin Wallace University (37 miles) offers a Sustainability major. These private institutes constitute a separate student market than that of Kent State.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

The proposed major was not developed in collaboration with any other institution.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The admissions policies and procedures for this major are the same or similar as for all existing majors in the College of Arts and Sciences:

Admission Requirements at the Kent Campus: The freshman admission policy at the Kent Campus is selective. Admission decisions are based upon the following: overall grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. 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. For more information on admissions, visit the admissions website for new freshmen. For more information about admission criteria for **transfer, transitioning and former students**, please visit the admissions website.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT^2) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio).

Kent State's Credit Transfer Office reviews and applies transfer coursework where appropriate as determined by state policies and faculty review. Kent State's residence policy requires that transfer students complete a minimum 30 semester hours (including 9 semester hours of upper-division coursework in the major) at Kent State to be awarded a Kent State bachelor's degree.

The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses. Kent State major courses are aligned with the Transfer Assurance Guide (TAG) and in progress with the Career Technical Assurance Guide (CTAG). Credit earned through military service, Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and Kent State's Credit-by-Exam, among others, is awarded for general education requirements and electives.

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

The student administrative services currently available at Kent State University are adequate to support the Environmental Studies major. No new services are necessary.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Student academic services currently available at Kent State University are adequate to support the Environmental Studies major. No new services are necessary.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution's catalog.

The Bachelor of Arts degree in Environmental Studies prepares students to integrate concepts and knowledge on environmental issues from across multiple disciplines and to communicate about those in important ways. Basic scientific knowledge about environmental processes is used to inform different social goals. Environmental Studies students will develop a set of key

competencies in earth systems science, environmental social science, human-natural systems and sustainability science to be able to solve specific environmental problems.

6.2 Program goals and objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

The Environmental Studies major seeks to provide students a broad, comprehensive understanding of the environment and how it relates to human activity, human resource needs and human cognition. The curriculum prepares students to grasp the interconnections between environmental and human systems and how those play out in particular problem areas. Students will be able to articulate how environmental problems are framed and how public attitudes and policies can be harnessed to provide solutions to environmental degradation.

These goals and objectives in the curriculum are integrated into the learning outcomes in the courses Nature and Society (ENVS 22070), Environmental Studies and Sustainability (ENVS 32091) and the Integrative Senior Project (ENVS 42099). The department curriculum committee has the general oversight of the curriculum in the major and reviews syllabi to ensure conformance. Further, these learning outcomes are part of the assessment rubric established to fulfill the requirements of our accrediting agencies. When assessment results fall below established benchmarks, steps are taken that reviews the instructors' coverage of the materials to ensure that students are adequately prepared to learn the expected outcomes.

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

Course (number/name)	Cr hrs	Major	Gen Ed (Kent Core)	Elec-tive	OTM TAG CTAG	New/ Existing
MAJOR REQUIREMENTS (40 credits)						
BSCI 10110 Biological Diversity *Fulfills Kent Core Basic Sciences and lab*	4	■	■		TAG	Existing
ENVS 22070 Nature and Society *	3	■				Existing
ENVS 32091 Environmental Studies and Sustainability *	2	■				Existing
ENVS 42099 Integrative Senior Project *Fulfills writing intensive course requirement*	2	■				New
GEOL 21062 Environmental Earth Science *fulfills Kent Core Basic Sciences*	3	■	■			Existing
Biological Sciences Elective, choose one: BSCI 30274 Forestry (3) BSCI 30277 Economic Botany (2) BSCI 30360 General Ecology (4) BSCI 40525 Wildlife Resources (3)	2-4	■				Existing
Geology Elective, choose one: GEOL 42065 Watershed Hydrology (3) GEOL 42067 Introductory Hydrogeology (3)	3	■				Existing

Course (number/name)	Cr hrs	Major	Gen Ed (Kent Core)	Elec-tive	OTM TAG CTAG	New/ Existing
Geography Elective, choose one: GEOG 21062 Physical Geography (3) *fulfills Kent Core Basic Sciences* GEOG 41051 Natural Disasters and Society (3) GEOG 41066 Climate Change and Its Impacts (3) GEOG 41073 Conservation of Natural Resources (3) GEOG 41074 Resource Geography (3)	3	■			TAG	Existing
Methods Elective, choose one: GEOG 49070 Geographic Information Science (4) GEOG 49230 Remote Sensing (3) GEOL 42035 Scientific Methods in Geology (3) POL 30310 Public Policy Analysis (3) SOC 32210 Researching Society (3)	3-4	■				Existing
Social Sciences Electives, choose five: ECON 32084 Economics of the Environment (3) GEOG 31070 Population and 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 30350 Environmental Conflict Resolution (3) POL 40440 U.S. Environmental Politics and Policies (3) POL 40540 Politics of Development (3) SOC 42560 Sociology of Food (3)	15	■				Existing
KENT CORE (GENERAL EDUCATION / ADDITIONAL REQUIREMENTS (80 credits)						
US 10097 Destination Kent State: First Year Experience	1		■			Existing
Foreign Language	14		■		TAG	Existing
Kent Core Composition	6		■		OTM	Existing
Kent Core Mathematics and Critical Reasoning	3		■		OTM	Existing
Kent Core Humanities and Fine Arts	9		■		OTM	Existing
Kent Core Social Sciences	6		■		OTM	Existing
Kent Core Additional	6		■		OTM	Existing
College General Requirement (Basic Sciences)	3		■		OTM	Existing
College General Requirement (Social Sciences)	3		■		OTM	Existing
General Electives *credits required depends on meeting minimum overall 120 hours and 42 upper-division hours*	29			■		Existing

* Courses now exist under the Geography (GEOG) subject. They will be revised to be under Environmental Studies (ENVS).

Provide number, name and description of each course in the proposed program as it would appear in the course catalog. Submit syllabi for new courses as appendix items.

See Appendix D for syllabus for new course.

BSCI 10110 BIOLOGICAL DIVERSITY
This introductory course examines the biodiversity of life from its origins to present-day prokaryotes and eukaryotes; their behavior, ecology, and reproduction. Three hours lecture and two hours of lab weekly. Students must earn a final grade of at least C in order to meet prerequisites for selected upper-division BSCI courses. Prerequisite: None.

BSCI 30274 FORESTRY
Management of the forest resource within appropriate environmental constraints for sustained use relative to watershed protection, lumber production, recreation and wildlife. Prerequisites: BSCI 10110 and 10120 with minimum C grades.

BSCI 30277 ECONOMIC BOTANY
Biology of plants important to man and their relation to climate and geography. Prerequisites: BSCI 10110 and 10120 with minimum C grades.

BSCI 30360 GENERAL ECOLOGY
Principles of ecology based on field studies of local plant and animal communities. Lecture three hours, lab three hours weekly. Prerequisites: BSCI 10110 and 10120 with minimum C grades.

BSCI 40525 WILDLIFE RESOURCES
(Slashed with BSCI 50525 and BSCI 70525) Ecological parameters are discussed relative to the preservation and management of wild animal populations. Aesthetic, economic and environmental values are discussed. Prerequisites: minimum C grade in BSCI 10110 and BSCI 10120; and 4 credit hours of biology (BSCI) courses.

ENVS 22070 NATURE AND SOCIETY (currently GEOG course)
Provides an introduction to interdisciplinary perspectives in nature-society scholarship, focusing on human dimensions of environmental problem domains such as natural resources, ecosystems, climate, and sustainability. It provides a balance of theory and application to illustrative case studies. Prerequisite: None.

ENVS 32091 ENVIRONMENTAL STUDIES AND SUSTAINABILITY (currently GEOG course)
(Repeatable for credit) Various aspects of environmental studies are explored. Topics will vary. Prerequisite: ENVS 22070.

ENVS 42099 INTEGRATIVE SENIOR PROJECT ***NEW*** See Appendix D
This is the capstone course for the Environmental Studies major. Students will learn about methods of investigation and presentation in the area of environmental studies. The course will culminate in a major research project developed and written by each student. Prerequisites: ENVS 22070 and ENVS 32091.

ECON 32084 - ECONOMICS OF THE ENVIRONMENT
Examines economic theory of environmental and resource economics in a fashion that is understandable by students with varied backgrounds in economics. Emphasis on microeconomic theory and its application to environmental issues. Topics covered include "market failure" and its impact on the environment; cost benefit analysis; and input-output analysis. Designed for those interested in the environment or who may be planning careers in environmental or natural sciences. Prerequisite: ECON 22060.

GEOG 21062 PHYSICAL GEOGRAPHY
Introduction to the study of the spatial characteristics of the Earth's physical environment, including how humans interact with it. Topics include weather and climate, vegetation, soils, ecosystems, landforms and land-formation processes, human impacts on Earth systems and human societal adaptations to the physical environment. Prerequisite: none.

GEOG 31070 POPULATION AND THE ENVIRONMENT
This course examines the interrelations of population growth, resource depletion and the environment from a geographic perspective including the principal themes of space and place. Prerequisite: None.

GEOG 41051 NATURAL DISASTERS AND SOCIETY
Study of natural disasters, the physical causes of the hazards associated with the disasters, their effects on humans and societies, spatial and temporal distributions, and strategies to reduce the occurrences of disasters. Natural disasters include hurricanes, tornadoes, floods, landslides, heat waves, wildfire, blizzards. earthquakes, tsunami, and volcanoes. Mitigation for disasters and responses to disasters are studied across economically developing nations and developed nations. Taught through the analysis of numerous case studies of natural disasters. Prerequisite: none.

GEOG 41066 CLIMATE CHANGE AND ITS IMPACT
(Slashed with GEOG 51066, GEOG 71066) Examination of the evidence and causes of climate change and how these data are assessed. Past, present and future impacts of climate change and variability are discussed along with policy implications. Prerequisite: None.

GEOG 41073 CONSERVATION OF NATURAL RESOURCES
(Slashed with GEOG 51073, GEOG 71073) Evaluation of past and current problems associated with the management of natural resources and the environments associated with their utilization. Prerequisite: None.

GEOG 41074 RESOURCE GEOGRAPHY
Culture-technology and distance in relation to resource adequacy and management concepts for societal decisions about common property and situations with external economies. Prerequisite: Junior standing.

GEOG 45085 URBAN TRANSPORTATION
(Slashed with GEOG 55085, GEOG 75085) Spatial analysis of urban transportation, travel behavior, modes. Trip generation and distribution models, transportation planning, urban transportation problems. Prerequisite: none.

GEOG 46070 URBAN AND REGIONAL PLANNING
(Slashed with GEOG 56070, GEOG 76070) Analysis of geographical aspects of planning for cities and regions. Prerequisite: none.

GEOG 46080 URBAN SUSTAINABILITY
(Slashed with GEOG 56080, GEOG 76080) Provides an introduction to interdisciplinary perspectives on urban sustainability, focusing on environmental challenges caused by urbanization and the innovative ways urban dwellers seek to address those challenges. It provides background on relevant disciplinary perspectives and their application to environmental challenge domains. Prerequisite: None.

GEOG 49070 GEOGRAPHIC INFORMATION SCIENCE
(Slashed with GEOG 59070, GEOG 79070) 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. Non-geographers should contact the Department of Geography to discuss the course prerequisites. Prerequisite: GEOG 29160.

GEOG 49230 REMOTE SENSING
(Cross-listed with GEOL 42030; slashed with GEOG 59230, GEOG 79230, GEOL 52030, GEOL 72030) Computer analysis of multispectral satellite datasets. Applications in Terrestrial Earth Science are emphasized. Prerequisite: none.

GEOL 42035 SCIENTIFIC METHODS IN GEOLOGY
(Slashed with GEOL 52035) Applying scientific methods to geologic data in the field and lab; models and sampling procedures. Collecting and analyzing data. Formulating and testing hypostheses. Provides background necessary for upper-level geology courses for majors. Lecture two hours, lab two hours weekly. Prerequisite: none.

GEOL 42065 WATERSHED HYDROLOGY
(Slashed with GEOL 52065) Study of water movement, storage, and transformation across landscapes. Prerequisite: Junior standing.

GEOL 42067 INTRODUCTORY HYDROGEOLOGY
(Slashed with GEOL 52067) Occurrence of ground water in geologic materials; emphasizing utilization, conservation and management of ground water resources. Prerequisite: Junior standing.

PHIL 30025 ENVIRONMENTAL ETHICS
A philosophical examination of ethical issues in environmental studies, including topics such as: animal ethics and the sources of our food; the value of nature and environmental aesthetics; sustainability and biodiversity; ecofeminism, social justice and radical ecology; and the human response to climate change. The course is designed to complement fields of study such as geography, environmental studies and biology. Prerequisite: None.

POL 30310 PUBLIC POLICY ANALYSIS
Introduces students to the political and economic tools used to analyze public policies and discusses the political elements influencing that analysis. Essentially, the goal is to ensure that students understand the basic economic principles used to evaluate different public policy proposals while questioning the assumptions underlying those economic assumptions. Prerequisite: None.

POL 30350 ENVIRONMENTAL CONFLICT RESOLUTION
Examines alternative dispute resolution principles applicable to complex, multi-party public sector disputes, especially environmental and land use disputes. Students learn about deliberative democracy, a variety of circle processes, consensus decision-making, collaborative problem-solving, digital dialogue processes, and town hall meeting structures among others. Case studies of environmental conflicts and multi-party mediation simulations are used. Prerequisite: none.

POL 40440 U.S. ENVIRONMENTAL POLITICS AND POLICIES
This is a course in United States environmental politics and policies. It deals with topics such as the history of the U.S. environmental movement, public opinion and environmental issues, environmental racism and classism, and environmental policy making and implementation. Prerequisites: POL 10100 or POL 10300.

POL 40540 POLITICS OF DEVELOPMENT
Examines practice, record and theories of political development for less developed, developing and developed political systems. Includes extensive analysis of issues, problems through case studies. Prerequisite: POL 10004 or POL 10500.

SOC 32210 RESEARCHING SOCIETY
Survey of methods and techniques of research; research design and data gathering instruments; qualitative and quantitative analysis. Prerequisite: SOC 12050 and junior standing.

SOC 42560 SOCIOLOGY OF FOOD
(Cross-listed with SOC 52560) Food is essential, but like every other aspect of our lives the meaning of food and the experience of its preparation and consumption are socially determined. In this course we'll explore the social dimensions of food consumption and production. We will consider the following questions and answer them by developing an understanding of sociological concepts and theories: What do our meals reveal about us – about our history, culture, our gender and race and ethnicity, socio-economic status, religious beliefs, and our family life? How does food consumption differ in different societies? How do the media and corporations influence our food choices? What does food mean symbolize and in what ways are these meanings manipulated and why? How is food production carried out in different contexts and what can we learn about the social organization of work from studying food production? How does what we eat contribute to local and global environmental problems? Prerequisite: SOC 12050.

6.4 Program sequence

First Year

Fall	Hours	Spring	Hours
ENVS 22070 Nature and Society	3	BSCI 10110 Biological Diversity	4
US 10097 Destination Kent State: First Year Experience	1	GEOL 21062 Environmental Earth Science	3
Kent Core Requirement	3	Kent Core Requirement	3
Kent Core Requirement	3	Kent Core Requirement	3
Kent Core Requirement	3	Kent Core Requirement	3
	13		**16**

Second Year

Fall	Hours	Spring	Hours
Geography Elective	3	Biological Sciences Elective	2
Social Sciences Elective	3	Methods Elective	3
Foreign Language	4	Foreign Language	4
College General Requirement	3	Kent Core Requirement	3
Kent Core Requirement	3	General Elective	4
	16		**16**

Third Year

Fall	Hours	Spring	Hours
Geology Elective	3	ENVS 32091 Environmental Studies and Sustainability	2
Social Sciences Elective	3	Social Sciences Elective	3
Foreign Language	3	Foreign Language	3
Kent Core Requirement	3	Kent Core Requirement	3
College General Requirement	3	General Elective	3
	15		**14**

Fourth Year

Fall	Hours	Spring	Hours
Social Sciences Elective	3	ENVS 42099 Integrative Senior Project	2
General Electives	6	Social Sciences Elective	3
General Electives	6	General Electives	10
	15		**15**

Total Hours: 120

6.5 Alternative delivery options (please check all that apply):

The proposed major will not be offered online or with an accelerated delivery model.

6.6 Off-site program components (please check all that apply):

☐ Co-op/Internship/Externship ☐ Student Teaching ☒ Other
☐ Field Placement ☐ Clinical Practicum

If one or more of the items is checked, please provide a brief description of the off-site component(s).

As part of the requirements for any baccalaureate at Kent State, all students must satisfy an experiential learning requirement, which may be fulfilled through by a course, a component of a course or a non-credit paid or unpaid experience on or off campus. An experiential learning activity may fall into one or more of the following categories: research, civic engagement, study away/abroad, practical experiences or creative/artistic activities.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following: name of the unit/position responsible for directing assessment efforts; description of any committees or groups that assist the unit; description of the measurements used; frequency of data collection; frequency of data sharing; and how the results are used to inform the institution and the program.

The Environmental Studies major will be assessed and evaluated through the university's program assessment process, which is used for other undergraduate programs in the college. Student outcomes are examined in the capstone course (ENVS 42099), using the metrics developed for this process. The Department of Geography is responsible for directing assessment efforts for the proposed Environmental Studies major. The Environmental Studies Advisory Committee, as well as the college associate dean and college's Undergraduate Curriculum Committee, will assist in this effort.

Various outcomes such as writing and communication effectiveness, knowledge of environmental processes and core competencies in environmental studies will be used to assess the goals and objectives listed in Section 6.2. Some of the data on these metrics will be collected every other spring and fall semesters of alternate years to measure how well students are performing in comparison with expected outcomes.

Data from the program assessment will be shared with all faculty members teaching the particular subject area immediately after it is collected so that corrective action can be taken in time for the next assessment period. Data will be shared with the college-wide Curriculum Committee during the yearly reporting cycle.

Results from the program assessment will be benchmarked against established metrics for that purpose. While results below established metrics provide opportunity for improvements in the course syllabi, coverage and delivery methods, those that are continuously above the metrics could provide opportunities for revising the metrics and benchmarks.

7.2 Measuring student success

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following: name of the unit/position responsible for directing these efforts; description of any committees or groups that assist the unit; description of the measurements used; frequency of data collection; frequency of data sharing; how the results are used to inform the student as they progress through the program; and initiatives used to track student success after program completion.

Student outcomes are examined in the capstone course (ENVS 42099) using the metrics developed for this process. The Department of Geography is responsible for directing assessment efforts for the proposed Environmental Studies major. The Environmental Studies Advisory Committee, as well as the assistant college dean and college's Undergraduate Curriculum Committee, will assist in this effort.

Various outcomes such as writing and communication effectiveness, knowledge of environmental processes, and core competencies in environmental studies will be used to assess the goals and objectives listed in Section 6.2. Some of the data on these metrics will be collected every other spring and fall semesters of alternate years to measure how well students are performing in comparison with expected outcomes.

Data from the program assessment will be shared with all faculty members teaching the particular subject area immediately after it is collected so that corrective action can be taken in time for the next assessment period. Data will be shared with the college-wide Curriculum Committee during the yearly reporting cycle.

Results from the program assessment will be benchmarked against established metrics for that purpose. While results below established metrics provide opportunity for improvements in the course syllabi, coverage and delivery methods, those that are continuously above the metrics could provide opportunities for revising the metrics and benchmarks.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Kent State University uses three faculty tracks: "tenure track," "non-tenure track" and "adjunct" to deliver instruction to its programs. Tenure-track and non-tenure-track faculty are full-time employees of the university, while adjunct faculty are part time and are employed as needed. Further, tenure-track faculty must have earned a terminal degree in their discipline (e.g., PhD). While a terminal degree is not required for non-tenure track and adjunct faculty members, it is preferred because it may allow them to teach at any academic level (undergraduate and graduate), especially if they also meet an accrediting agency's standards for teaching at those levels.

Finally, ranks within each faculty track vary. At initial hire, tenure-track faculty members hold the rank of assistant professor; through teaching and research accomplishments the faculty member may be promoted to associate professor and, eventually, full professor. Conversely, non-tenure-track faculty members hold the ranks of lecturer, associate lecturer and senior lecturer. However, if they have earned a terminal degree, they are hired as assistant professor and advance through the ranks as do tenure-track faculty members.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).

Credentialing requirements for faculty who will be teaching in the program are the same as those for College of Arts and Science's existing degree programs. These faculty members are already teaching the courses required for existing majors within the college. At a minimum, the faculty members teaching in the program will have a master's level degree.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

The load policy for faculty teaching in the proposed program is the same for those teaching in other programs at the university. According to Kent State University policies, a full-time tenure-track faculty member is to be given 24 credit hours, while non-tenure track faculty members shall be given 30 credit hours of workload every academic year, including equivalences for research, administration and other activities. Any load beyond these is to be compensated as overtime/overload.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

Since the curriculum of the Environmental Studies major will comprise existing courses regularly offered in other college and university programs, current faculty resources are sufficient to begin the program.

8.2 Program faculty

Provide number of existing faculty members available to teach in proposed program.*

Full-time: 5 Less than full-time: 0

Provide an estimate of the number of faculty members to be added during the first two years of program operation.*

Full-time: 0 Less than full-time: 0

* Teaching courses designated with the ENVS course subject.

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/ scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

To be current in their respective fields, all faculty in the College of Arts and Sciences are expected to engage in scholarship activities such as publishing refereed journal articles and proceedings; authoring, editing and contributing to book chapters and books; grant writing, consulting; attending academic and teaching seminars; and making professional presentations. Each faculty member is required to have engaged in these activities substantially within the most recent five-year period. Full time faculty members are given workload equivalencies and a budget amount every academic year that allows them to engage in these activities.

Expectations for engagement in these activities are different depending on the faculty member's designation and the level of our program in which she/he teaches. For more detail on these expectations please see the College of Arts and Sciences Faculty Handbook attached as Appendix E.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.

Faculty listed on next page will teach the Environmental Studies (ENVS) courses. The remaining curriculum comprise existing, required courses in other degree programs (e.g., biology, geography, geology, sociology, political science) and are offered and taught by faculty in the respective departments. See Appendix F for each faculty member's curriculum vita.

* Number of courses taught by the faculty member each year at all campuses

Name of instructor	Rank or title	Full / part	Degree, discipline, institution, year	Years teach	Additional expertise	Course faculty will teach	Load *
V. Kelly Turner	Assistant Professor	FT	PhD, Geography, Arizona State University 2013	3	Sustainable urbanism	ENVS 22070 Nature and Society; ENVS 32091 Environmental Studies and Sustainability	4
Christopher Blackwood	Associate Professor	FT	PhD, Soil Microbial Ecology, Michigan State University, 2001	10	Population ecology, ecosystems	ENVS 32091 Environmental Studies and Sustainability	4
Joseph Ortiz	Professor	FT	PhD, Oceanography, Oregon State University, 1995	21	Water quality, remote sensing, paleoclimate, sedimentary geology	ENVS 32091 Environmental Studies and Sustainability	4
David H. Kaplan	Professor	FT	PhD, Geography, University of Wisconsin, 1991	25	Sustainable urbanism and transportation	ENVS 42099 Integrative Senior Project	4
Susan Roxburgh	Professor	FT	PhD, Sociology, University of Toronto, 1994	22	Sociology of food	ENVS 42099 Integrative Senior Project	4

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

The library liaison for the department will provide information literacy in the form of in-class instruction sessions, personal one-on-one student sessions, workshops and other forms as needed. The liaison will also be responsible for collection development; ensuring resources are up-to-date and meet the current standards for the field. To achieve this, the liaison will work closely with the faculty to make sure that each of their classes has the appropriate resources to assist their students with research. The library budget for this program will come from each of the constituent departments. A similar formula is used with Kent State's interdisciplinary Digital Sciences major. In the future, a separate fund for this program may be created depending on the resources required.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships).

The following library resources are already in place for the proposed Environmental Studies major:

Monographs. Most monographs in the disciplines related to environmental studies are automatically acquired through an approval plan with YBP Library Services. Acquisition profiles are developed for each of the primary academic fields related to departments in the College of Arts and Sciences. The profiles are reviewed and modified as needed, annually. In addition, the annual firm order acquisition budget for the each department allows for the purchase of additional materials selected by the librarian or requested by College of Arts and Sciences faculty.

Journals. Journals are available in both print and electronic formats, with an increasing emphasis on electronic access as many database vendors increase their full-text content and linking capabilities. Where a specific journal is not available in the Collection, users are encouraged to request a copy of the necessary material through the interlibrary loan program. The Article E-Delivery Service is excellent is promoted to students in library orientations.

Electronic Resources. Students and faculty in the College of Arts and Sciences rely heavily on journals, major reference works and databases to conduct research and complete assignments. However, it is important to note that research and study in the field of environmental studies is an interdisciplinary process. Students and faculty in the college benefit from additional library collection development in the areas of biology, geology, geography, political science, environmental science, environmental studies, sustainability studies, public administration, as well as government documents. Most of the online databases are made available to users, both on and off-campus, through University Library subscriptions and OHIOLink, a state-wide initiative to provide access to electronic resources.

Databases. In addition to the many monographs on this subject, Kent State students have access to databases GeoBase, GeoRef, Inspec and Environment Complete. The Web of Science Core Collection will also be of great assistance to this major. In addition, Kent State offers Academic Search Complete and the Discovery@Kent State search engine, which searches more than 150 databases, as well as KentLink and OhioLink, with one query.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations) that the institution uses or intends to use for faculty and students in the program.

The Kent Campus main library is open seven days a week. During the fall and spring semesters the library is open 24/5 for the entire semester. To guide students and faculty in the extensive collections, reference librarians are available five days a week, and reference graduate assistants are available on the weekends.

There are several services points in the main library to assist students and faculty. The reference desk, staffed during the day and evening hours, provides assistance in: (a) locating materials and (b) acquiring materials if Kent State does not own them. In addition to in-person assistance, the reference department provides email, instant messaging and telephone reference services. If the research needs of students or faculty require the subject expertise of a particular librarian, requests will be accommodated. Appointments can be scheduled with the librarian, either during office hours or through an appointment set up at the faculty or student's convenience. Course-integrated instruction on library resources may be requested by faculty for any of their classes. The librarians tie this instruction to specific assignments or knowledge requirements for the class.

In addition to course-based instruction, Kent State University Libraries, on all campuses, offer numerous independent learning sessions for students and faculty in the form of web-based instruction.

SECTION 10: BUDGET, RESOURCES and FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

Few additional resources will be needed to support the proposed program as the faculty and curriculum for the Environmental Studies major are already in place. The courses in the proposed major are delivered for other majors currently offered by the College of Arts and Sciences.

Some small expenses related to the administration of what is expected to be a robust program will include the expenses of a graduate assistant to help with advising, coordination of class schedules across departments, marketing and other items that facilitate student success. There will also be some expenses for administrative summer salary and release time for the program director.

10.2 Budget/financial planning

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time	22	44	66	88
Headcount part time	3	6	9	12
Full-time equivalent (FTE) enrollment	25	50	75	100
II. Projected Program Income				
Tuition (paid by student or sponsor)	$250,000	$500,000	$750,000	$1,000,000
Expected state subsidy	$62,500	$125,000	$187,500	$250,000
Externally funded stipends, as applicable				
Other income (describe in narrative section below)				
Total Projected Program Income	**$312,500**	**$625,000**	**$937,500**	**$1,250,000**
III. Program Expenses				
New personnel				
Instruction				
Full time: 0				
Part time: 0				
Non-instruction				
Full time: 0				
Part time: 0.5 time graduate assistant	$23,000	$23,000	$23,000	$23,000
New facilities/building/space renovation				
Scholarship/stipend support				
Additional library resources				
Additional technology or equipment needs				
Other expenses (⅛ annual cost for program director)	$25,000	$25,000	$25,000	$25,000
Total Projected Expense	**$48,000**	**$48,000**	**$48,000**	**$48,000**

Budget Narrative:

Historically, environmental studies programs gain more majors as students become aware of the field. Therefore, the university expects to see a net increase of at least 25 new students each year. The program income is based on the tuition cost per student ($10,000) and the state subsidy per student ($2,500). The program expenses are based on the cost of a graduate assistant at the master's level in the Department of Geography and one-eighth the annual cost for the program director, in addition to the cost for one month of summer compensation.

APPENDICES

Appendix	Description
A	Curriculum vitae for Environmental Studies program director
B	Program's needs assessment/market analysis
C	Letters of support
D	Syllabus for new course ENVS 42099 Integrative Senior Project
E	College of Arts and Sciences Faculty Handbook
F	Curricula vitae for faculty teaching ENVS courses

Kent State University is committed to continual support of the delivery of the Bachelor of Arts in Environmental Studies. If Kent State decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

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

Respectfully,

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