



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)



TABLE OF CONTENTS

Request	2
Section 1: Introduction	3
Section 2: Accreditation	4
2.1 Regional accreditation	4
2.2 Results of the last accreditation review.....	4
2.3 Notification of appropriate agencies.....	4
Section 3: Academic Leadership—Institution	4
3.1 Mission statement	4
3.2 Organizational structure.....	4
Section 4: Academic Leadership—Program	5
4.1 Organizational structure.....	5
4.2 Program development.....	6
4.3 Collaboration with other Ohio institutions.....	11
Section 5: Student Support Services	11
5.1 Admission policies and procedures.....	11
5.2 Student administrative services	12
5.3 Student academic services	12
Section 6: Curriculum	12
6.1 Introduction.....	12
6.2 Program goals and objectives.....	13
6.3 Course offerings/descriptions	13
6.4 Program sequence.....	18
6.5 Alternate delivery options.....	18
6.6 Off-site program components	18
Section 7: Assessment and Evaluation	19
7.1 Program assessment	19
7.2 Measuring student success.....	19
Section 8: Faculty	20
8.1 Faculty appointment policies	20
8.2 Program faculty	21
8.3 Expectations for professional development/scholarship	21
8.4 Faculty matrix.....	22
Section 9: Library Resources and Information Literacy	24
9.1 Library resources.....	24
9.2 Information literacy	25
Section 10: Budget, Resources and Facilities	26
10.1 Resources and facilities	26
10.2 Budget/financial planning.....	26
Appendices	28
Signature Page	28

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, Stark 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 (anticipated December meeting)*

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 certificate programs; undergraduate minors

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 to be fully offered at the university's Kent and Stark campuses. 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.

¹ Correspondence from HLC President Barbara Gellman-Danley (February 4, 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.

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

On the Stark Campus, Christopher Post, associate professor of geography, will take on the role of coordinating the Environmental Studies major. Secretarial support and other forms of support are available through the Stark Campus's Office of Academic Affairs under the purview of Assistant Dean Aloysius B. Kasturiarachi. Dr. Post's CV is in appendix F.

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 dean of the College of Arts and Sciences and the College of Arts and Sciences Curriculum Committee, which is chaired by the associate dean for curriculum and includes representatives from each department. In addition, the proposal was approved by the dean and chief administrative officer of the Stark Campus and by the vice president for Kent State system integration, who has oversight of the university's seven regional campuses.

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 it 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.

A census from the National Center for Science Education indicates there has been a 57 percent increase in the number of interdisciplinary environmental science degree programs offered nationwide. Environmental studies programs comprise approximately one quarter of all interdisciplinary environmental science degrees. In addition, there is anecdotal evidence that, specifically, environmental studies programs are growing faster than interdisciplinary environmental programs (which would include programs in environmental science) as a whole.²

One of the advantages of this interdisciplinary degree is serving graduates for openings in a variety of occupations. The increase in demand for interdisciplinary environmental and sustainability education is aligned with strong job opportunities for graduates.

² Information provided by the Center for Environmental Education Research (www.ncseonline.org/education-research-program) and from Interdisciplinary Environmental Education on the Nation's Campuses: Elements of Field Identity and Curriculum Design (<https://natcouncilscienv.wufoo.com/forms/m1wlci3615cny7a/>).

The Ohio Occupational Employment Projections Report, 2012-2022,³ shows employment projected to increase by nearly 10 percent between 2012 and 2022 for environmental scientists and specialists. For a related position, environmental science and protection technicians, the projections report shows employment to increase by nearly 15 percent.

Table 1: Ohio Occupational Employment Projections Report

Occupation	Employment		Change in Employment	Job Openings (2012-2022)	Median Wage (May 2013)
	2012	2022			
Environmental Scientists and Specialists	2,560	2,800	240 (9.4%)	100	\$33.32
Environmental Science/Protection Technicians	1,210	1,390	180 (14.9%)	66	\$19.29

At the national level, the U.S. Bureau of Labor and Statistics projects employment growth of nearly 15 to 19 percent between 2012 and 2022, plus a substantial number of job openings due to turnover.

Table 2: U.S. Bureau of Labor and Statistics

Occupation	Employment		Change in Employment	Job Openings (2012-2022)
	2012	2022		
Environmental Scientists and Specialists	90,000	103,200	13,200 (14.6%)	39,700
Environmental Science/Protection Technicians	32,800	38,900	6,200 (18.8%)	19,000

Based on her experiences in conducting external evaluations of 30 environmental studies programs over the past five years, Shirley Vincent, director of the Center for Environmental Education Research at the National Council for Science and the Environment, stated that the quality of students in environmental studies programs equals or exceeds the quality of average students in STEM-related fields. Career placement is diverse but strong. Between a quarter and a third enter graduate programs, and the rest are almost all employed immediately after graduation, most in careers directly related to their degrees. The categories discussed above do not cover all the jobs available to somebody majoring in environmental studies. Graduates are also able to pursue careers in education, urban and regional planning, natural resource management and in archiving and curating in natural history and science museums.⁴

To gauge potential student interest in an environmental studies program, Kent State University's Survey Research Laboratory (under the auspicious of the Department of Sociology) conducted a sample survey of a representative sample of 616 current students at the Kent Campus. The questionnaire was sent via email and collected through a website.

The purpose of the survey was to understand if students prefer interdisciplinary majors to traditional disciplinary majors; if they express any interest in an environmental studies program and if students favor having environmental studies as a double major with their existing major. The survey also asked if students would like to pursue a career that involved working with the environment. Questions were phrased slightly differently depending on whether the students were at the beginning or end of their college career.

³ 2022 Ohio Job Outlook Employment Projections. Ohio Department of Job and Family Services. Retrieved from http://ohiolmi.com/proj/Projections/Ohio_Job_Outlook_2012-2022.pdf.

⁴ S. Vincent, personal communication, September 16, 2015.

The results show a marked interest for interdisciplinary majors in general. This is particularly true among seniors who may be frustrated by the lack of interdisciplinarity in existing programs.

Table 3. Interest in Interdisciplinary Studies by Class

Class	Prefer inter-disciplinary major	No preference	Prefer traditional disciplinary major
Freshman	18.4%	54.2%	27.4%
Sophomore	25.4%	49.3%	25.4%
Junior	28.3%	31.5%	40.2%
Senior	42.9%	30.4%	26.8%
Total	28.7%	41.9%	29.4%

Regarding interest in an environmental studies program, survey results showed that the level of interest was high in general, with over one fifth of all students saying that they would be somewhat or very likely to major in environmental studies. This percentage is clearly higher than expectations, but it does show that across the entire range of students, environmental studies could become an extremely popular major.

Table 4: Likelihood of Majoring in Environmental Studies by Class

Class	Not at all likely	Fairly unlikely	Not sure	Somewhat likely	Very likely	Some/Very
Freshman	46.4%	22.3%	19.6%	8.4%	3.4%	11.7%
Sophomore	32.4%	17.6%	24.6%	16.2%	9.2%	25.4%
Junior	36.2%	26.8%	18.1%	12.6%	6.3%	18.9%
Senior	35.7%	19.6%	17.9%	17.9%	8.9%	26.8%
Total	38.1%	21.4%	20.0%	13.6%	6.8%	20.5%

The survey also sought respondents' majors and their respective academic college. Nearly 30 percent of all students in a College of Arts and Sciences program were somewhat or very likely to want to major in environmental studies. Those students who were undecided or did not list a major were also quite interested, followed by business students. Since the proposed major will be housed in the College of Arts and Sciences, it will be a natural fit for many of the students already affiliated there. But it also anticipated that the real strength of interest will be from undecided students who are looking for a program.

Table 5: Likelihood of Majoring in Environmental Studies by College

College	Not at all likely	Fairly unlikely	Not sure	Somewhat likely	Very likely	Some/Very
Arts and Sciences	34.8%	17.4%	18.8%	20.3%	8.7%	29.0%
Undecided	36.3%	20.5%	21.8%	13.7%	7.7%	21.4%
Business	47.6%	14.3%	16.7%	14.3%	7.1%	21.4%
Education	35.6%	28.8%	16.9%	13.6%	5.1%	18.6%
Arts	60.5%	21.1%	10.5%	5.3%	2.6%	7.9%
Communication	40.5%	29.7%	16.2%	13.5%	0.0%	13.5%
Nursing	41.4%	13.8%	31.0%	6.9%	6.9%	13.8%
Public Health	23.5%	41.2%	23.5%	11.8%	0.0%	11.8%

Because the Environmental Studies major is designed to be interdisciplinary, the curriculum may facilitate the option for students to declare it as a second major. Anecdotal evidence from the University of Oregon suggested that many of the environmental studies students there also major in a traditional discipline. To gauge interest in this possibility, the survey asked student whether they might be interested in a double major with environmental studies and another major. The responses tracked that of students interested in the Environmental Studies major as a rule.

Table 6: Likelihood of Double-Major with Environmental Studies by Class

Class	Not at all likely	Fairly unlikely	Not sure	Somewhat likely	Very likely	Some/Very
Freshman	45.8%	22.9%	19.0%	10.1%	2.2%	12.3%
Sophomore	33.1%	20.4%	25.4%	15.5%	5.6%	21.1%
Junior	37.8%	22.8%	13.4%	15.0%	11.0%	26.0%
Senior	32.1%	20.2%	21.4%	17.3%	8.9%	26.2%
Total	37.5%	21.6%	20.0%	14.3%	6.7%	20.9%

Finally, the survey asked students—regardless of their chosen major—if they would be interested in an environmental career, broadly defined. As table 7 demonstrates, there is significant interest. As further analysis shows, there is also a considerable overlap between students who are interested in pursuing an environmental career and students who would be excited about an Environmental Studies major.

Table 7: Interest in an Environmental Career by Class

Class	Not at all interested	Not very interested	Not sure	Somewhat interested	Very interested	Some/Very
Freshman	29.1%	26.3%	21.2%	17.3%	6.1%	23.5%
Sophomore	25.0%	20.0%	16.4%	24.3%	14.3%	38.6%
Junior	17.3%	19.7%	22.8%	22.0%	18.1%	40.2%
Senior	16.7%	18.5%	19.6%	28.6%	16.7%	45.2%
Total	22.3%	21.3%	20.0%	23.0%	13.4%	36.3%

Of course, these are all hypotheses based on declared student interest. But if even one percent of Kent State students majored in environmental studies, that would yield upwards of 400 majors. For comparative purposes, information is presented below on the number of majors and graduates of environmental studies programs from a 2012 census conducted by the Center for Environmental Education Research, National Council for Science and the Environment (NCES). Results on the data (years 2009-2012) show that there is an average of 236 enrolled students in a BA degree in Environmental Studies at institutions comparable to Kent State University. If the university achieves only half of that average within the next two to three years, Kent State will have a major in the top fifth of existing majors in the College of Arts and Sciences (based on data from Kent State’s Office Institutional Research).

Table 8: Enrollment in Environmental Studies Majors at Doctoral/Research Institutions

Degree	Enrollment Average		Graduates Average		Minority Student Average		Foreign Student Average	
	Mean	Max	Mean	Max	Mean	Max	Mean	Max
	BA, n=11	236	1000	66	250	48	320	5
BS, n=7	192	550	49	175	5	14	2	5
BA/BS, n=18	213	1000	59	250	32	320	4	20

Stark Campus

In order to assess the need for an Environmental Studies major at Kent State University at Stark (located in the City of North Canton, Stark County), an environmental scan was conducted. According to the U.S. Bureau of Labor and Statistics, the Canton-Massillon Metropolitan Area employs 160 environmental scientists and technicians. The location quotient shows a higher employment rate of environmental technicians than other geographic areas.

Table 9: U.S. Bureau of Labor and Statistics Employment in Canton-Massillon Metropolitan Area, Ohio

Occupation	Employment	Location Quotient
Environmental Scientists and Specialists	70	0.65
Environmental Science/Protection Technicians	90	2.16

Stark State College (located less than half a mile from the Stark Campus) offers an associate degree in environmental, health and safety technology and regularly refers its graduates to other colleges for an advanced degree. These students can benefit from a bachelor’s degree program in environmental studies program at Kent State University at Stark.

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) and at the Stark Campus.

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

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.

Public institutions in Northeast Ohio that offer an Environmental Studies major are Cleveland State University (39 miles from the Kent Campus and 54 miles from the Stark Campus) and Youngstown State University (42 miles from the Kent Campus and 60 miles from the Stark Campus). Both of those programs focus more on the basic science requirements in biology, chemistry, 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, John Carroll University and Case Western Reserve University. In addition, Baldwin Wallace University offers a Sustainability major, Malone University offers an Environment Management major and both Walsh University and University of Mount Union offer an Environmental Science 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 (CT²) 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 both the Kent and Stark campuses 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 both the Kent and Stark campuses 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	Elec -tive	OTM TAG CTAG	New/ Existing	Offered at Stark Campus **
MAJOR REQUIREMENTS (40 credits)							
BSCI 10110 Biological Diversity <i>Fulfills Kent Core Basic Sciences and lab</i>	4	■	■		TAG	Existing	Yes
ENVS 22070 Nature and Society *	3	■				Existing	Yes—in future
ENVS 32091 Environmental Studies and Sustainability *	2	■				Existing	Yes—in future
ENVS 42099 Integrative Senior Project <i>Fulfills writing intensive course requirement</i>	2	■				New	Yes—in future
GEOL 21062 Environmental Earth Science <i>fulfills Kent Core Basic Sciences</i>	3	■	■			Existing	Yes
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	Yes No Yes Yes—in future

Course (number/name)	Cr hrs	Major	Gen Ed	Elec -tive	OTM TAG CTAG	New/ Existing	Offered at Stark Campus **
Geology Elective, choose one: GEOL 42065 Watershed Hydrology (3) GEOL 42067 Introductory Hydrogeology (3)	3	■		■		Existing	Yes—in future Yes—in future
Geography Elective, choose one: GEOG 21062 Physical Geography (3) <i>fulfills Kent Core Basic Sciences</i> 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	Yes Yes—in future No Yes Yes—in future
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	Yes Yes—in future Yes Yes—in future Yes
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	Yes—in future Yes—in future No No No Yes—in future Yes—in future Yes—in future No Yes—in future
KENT CORE (GENERAL EDUCATION / ADDITIONAL REQUIREMENTS (80 credits))							
US 10097 Destination Kent State: First Year Experience	1		■			Existing	Yes
Foreign Language	14		■		TAG	Existing	Yes
Kent Core Composition	6		■		OTM	Existing	Yes
Kent Core Mathematics and Critical Reasoning	3		■		OTM	Existing	Yes
Kent Core Humanities and Fine Arts	9		■		OTM	Existing	Yes
Kent Core Social Sciences	6		■		OTM	Existing	Yes
Kent Core Additional	6		■		OTM	Existing	Yes
College General Requirement (Basic Sciences)	3		■		OTM	Existing	Yes
College General Requirement (Social Sciences)	3		■		OTM	Existing	Yes
General Electives <i>credits required depends on meeting minimum overall 120 hours and 42 upper-division hours</i>	29			■		Existing	Yes

* Course now exists under the Geography (GEOG) subject. IT will be revised to be under Environmental Studies (ENVS).

** Courses marked “Yes—in future” have not been offered at the Stark Campus, but are planned to be offered in spring 2017 or later.

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.

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 C*

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 hypotheses. 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.

Kent Campus faculty teaching ENV5 courses
Full-time: 5 Less than full-time: 0

Stark Campus faculty teaching courses in the program
Full-time: 9 Less than full-time: 2

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

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 and the Stark Campus Faculty Handbook attached as Appendix D.

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. A copy of each faculty member’s CV must be included as an appendix item.

Environmental Studies Major at the Kent Campus

Faculty listed below will teach the Environmental Studies (ENVS) courses on the Kent Campus. The remaining curriculum comprise existing, required and elective courses in other degree programs offered at the Kent Campus (e.g., biology, geography, geology, sociology, political science) and are taught by faculty in the respective departments on the Kent Campus. See Appendix E 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 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

Environmental Studies Major at the Stark Campus

Faculty listed below will teach the courses, required or elective, on the Stark Campus.
 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 *
Katrina Bloch	Associate Professor	FT	PhD, Sociology, North Carolina State University, 2009	6	Inequality, social justice	ENVS 42099 Integrative Senior Project; SOC 32210 Researching Society; SOC 42560 Sociology of Food	3
Joel Carbonell	Associate Professor	FT	PhD, Political Science, University of California Riverside, 2007	6	International relations, comparative politics	POL 30310 Public Policy Analysis; POL 30350 Environmental Conflict Resolution; POL 40440 U.S. Environmental Politics and Policies	2
Kimberly Garchar	Associate Professor	FT	PhD, Philosophy, University of Oregon, 2006	6	Ethical theory, clinical ethics	PHIL 30025 Environmental Ethics	1
Robert Hamilton	Assistant Professor	FT	PhD, Biology, Rutgers University, 2006	11	Entomology, aquatic systems	ENVS 42099 Integrative Senior Project; BSCI 30360 General Ecology	2
Nick Morris	Instructor	PT	PhD candidate, Cultural Foundations, Kent State University (Dec 2016)	5	Sustainability	ENVS 32091 Environmental Studies and Sustainability	1
Deepraj Mukherjee	Assistant Professor	FT	PhD, Economics, University of Memphis, 2010	3	Economics	ECON 32084 Economics of the Environment	1
Christopher Post	Associate Professor	FT	PhD, Geography, University of Kansas, 2006	8	Cultural landscape	ENVS 22010 Nature and Society; ENVS 42099 Integrative Senior Project; GEOG 21062 Physical Geography; GEOG 31070 Population and Environment	4
Carrie Schweitzer	Professor	FT	PhD, Geology, Kent State University, 2000	16	Paleo-geology, mass extinctions	ENVS 42099 Integrative Senior Project; GEOL 42065 Watershed Hydrology; GEOL 42067 Intro Hydrogeology	3

Name of instructor	Rank or title	Full part	Degree, discipline, institution, year	Years teach	Additional expertise	Course faculty will teach	Load *
Andrew Scholl	Instructor	PT	PhD, Geography, Pennsylvania State University, 2008	2	GIS, forestry, soils	BSCI 30274 Forestry; ENVS 32091 Environmental Studies and Sustainability; GEOG 21062 Physical Geography; GEOG 41051 Natural Disasters and Society; GEOG 41073 Conservation of Natural Resources; GEOG 41074 Resource Geography; GEOG 49070 Geographic Information Science; GEOG 49230 Remote Sensing	4
Gregory Smith	Assistant Professor	FT	PhD, Zoology, University of Oklahoma, 2007	2	Conservation biology	BSCI 40525 Wildlife Resources	1
Eric Taylor	Assistant Professor	FT	PhD, Geology, Ohio State University, 2012	4	Environmental geology	GEOG 21062 Environmental Earth Science; GEOG 42035 Scientific Methods in Geology	2

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.

The Stark Campus houses a full academic library with access to information literacy instruction. The campus library presently serves the campus’ three associate degree majors, 19 bachelor’s degree majors and two master’s degree majors. The library has access to most scientific databases and has a 3D printer and a large poster printer. The laboratory spaces are housed in the Science and Nursing Building – a LEED gold certified building. The laboratory facilities are excellent for biology and geology and are complemented by the nearby pond and wetlands on campus, and a wind turbine. A full time lab coordinator is responsible for maintaining the labs.

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 at the Kent Campus 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 the Environmental Studies Major at the Kent Campus

	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				

	Year 1	Year 2	Year 3	Year 4
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 (1/8 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 campus 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.

Fiscal Impact Statement for the Environmental Studies Major at the Stark Campus
in the process of being completed

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time	8	16	24	32
Headcount part time	2	4	6	8
Full-time equivalent (FTE) enrollment	10	20	30	40
II. Projected Program Income				
Tuition (paid by student or sponsor)				
Expected state subsidy				
Externally funded stipends, as applicable				
Other income (describe in narrative section below)				
Total Projected Program Income				
III. Program Expenses				
New personnel				
Instruction				
Full time: 0				
Part time: 0				
Non-instruction				
Full time: 0				
Part time: 0				
New facilities/building/space renovation				
Scholarship/stipend support				
Additional library resources				
Additional technology or equipment needs				
Other expenses				
Total Projected Expense				

APPENDICES

Appendix Description

- A Curriculum vitae for Environmental Studies program director
- B Letters of support
- C Syllabus for new course ENVS 42099 Integrative Senior Project
- D College of Arts and Sciences Faculty Handbook and Stark Campus Faculty Handbook
- E Curricula vitae for faculty teaching ENVS courses at the Kent Campus
- F Curricula vitae for faculty teaching courses at the Stark Campus

Kent State University is committed to continual support of the delivery of the Bachelor of Arts in Environmental Studies at the Kent Campus and the Stark Campus. If Kent State decides in the future to close the program, at either campus or at both, 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